

ELMIRA CITY SCHOOL DISTRICT
PROFESSIONAL DEVELOPMENT PLAN
2023-2024



“Never stop learning, because life never stops teaching.”

~ Lim Pernille

District Name: Elmira City School District
 BEDS Code: 070600010000
 Superintendent: Hillary Austin
 Address: 430 W. Washington Avenue, Elmira, NY 14901

Year (s) Plan is in effect: 2023-2024

Professional Development Team

- | | | |
|-------------------------|-----------------------------------------|----------------------|
| ▪ Robert Arciolla | Physical Education Teacher | Pine City Elementary |
| ▪ Kelley Bacalles | Building Principal | Beecher Elementary |
| ▪ Jessica Bagonis | Art Teacher | Broadway Elementary |
| ▪ Alicia Bubb | Supervisor of School Innovation | District Office |
| ▪ Catherine Case | Elementary Classroom Teacher | Hendy Elementary |
| ▪ Jennifer Clark | Secondary Science Teacher/ETA President | Elmira High School |
| ▪ Suzanne Comstock | Assistant Supervisor of Special Ed. | District Office |
| ▪ Kelly Doherty-Maggs | Assistant Principal | Broadway Elementary |
| ▪ Heather Donovan | Principal | Riverside Elementary |
| ▪ Angela Dutton | Teaching Assistant | |
| ▪ Jill Girardi | Elementary Classroom Teacher | Pine City Elementary |
| ▪ Allison Harper | Teaching Assistant | Ernie Davis Academy |
| ▪ Jay Hillman | Director of Educational Services | District Office |
| ▪ Heidi Jones | Music Teacher | Broadway Academy |
| ▪ Wendy Liguori | School Social Worker | Ernie Davis Academy |
| ▪ Christine Kurcoba | Data and Curriculum Coordinator | Fassett Elementary |
| ▪ Marnie O. Malone | Supervisor of Academic Excellence | District Office |
| ▪ Jarvis Marlow-McCowin | DEI Coordinator | District Office |
| ▪ Emily Masteller | Art Teacher | Ernie Davis Academy |
| ▪ Keary Miller | Assistant Principal | Diven Elementary |
| ▪ Gretchen Pratt | School Psychologist | Broadway Academy |
| ▪ Jessica Talada | Literacy and Grant Coordinator | District Office |
| ▪ Kenneth Towne | Social Studies Teacher | Elmira High School |
| ▪ Kathy Vaughan | Science Teacher | Elmira High School |
| ▪ Colin Werfelman | Principal | Ernie Davis Academy |

New York State Professional Development Standards

An Introduction

In a commitment to raising the knowledge, skills, and opportunity of its citizens, New York State seeks to enhance students' cognitive, social, emotional, and academic achievement throughout its schools. Given that research indicates that teacher quality is the single most powerful influence on student achievement, it is essential to ensure that teachers are provided with ongoing, high quality professional development to sustain and enhance their practice. Indeed, teacher professional development is an essential element of comprehensive school improvement. The professional development needs of other members of school community, including administrators and support personnel, must also be addressed to ensure a focus on continuous learning and to create the conditions necessary for closing the achievement gap and improving the achievement of all students. These standards provide guidance for achieving high quality professional development planning, design, delivery, and assessment, and should serve as a foundation for all professional development in our schools.

New York State's Commitment to Professional Development

The efforts of the New York State Board of Regents, the State Education Department, and the State Professional Standards and Practices Board for Teaching have resulted in formal processes that promote and support professional development for all educators and other school personnel. Listed below are existing State requirements and systems that build a strong foundation for professional development in New York:

- Commissioner's Regulation 80-3.6 (b)(1) requires that Professional certificate holders and Teaching Assistant III certificate holder's complete professional development every five years (175 hours for teachers and school leaders and 75 hours for TA IIIs) to maintain their certification.
- Commissioner's Regulation 100.2(dd) Professional Development requires each district and BOCES to collaboratively develop a plan for professional development that is annually revised and approved by its board of education.
- Commissioner's Regulation 100.2(o) Annual Professional Performance Review (APPR) focuses on the process of teacher evaluation and improving professional practice in the context of local needs and resources. This regulation requires that those with unsatisfactory performance receive a teacher improvement plan with appropriate professional development.

The State Education Department also administers several State and federal programs that support on-going sustained professional development to schools and BOCES, such as the State's Teacher Center Program, the Mentor-Teacher Internship Program, and NCLB Title IIA Teacher Quality grants. In addition, various State-supported professional development networks share the goal of improving student achievement by supporting educator growth and change in practice, for example, Boards of Cooperative Educational Services (BOCES), Special Education Training Resource Centers (SETRC), and Bilingual/ESL Technical Assistance Centers (BETAC).

The New York State Professional Development Standards and the related indicators will guide high quality professional development offered by these and other providers. Use of the standards will increase coordination of effort and consistency in providing professional development to all school personnel throughout the State.

Ensuring Consistent High-Quality Professional Development Leading to Increased Student Achievement

New York State's Professional Development Standards provide a blueprint for high-quality professional development for all educators to improve instruction and student achievement. These standards promote and sustain continuous development, growth, and examination of practice. They also provide clearly defined expectations and commitment to change. They are aligned with New York State Learning Standards and are based on an analysis and adaptation of the National Staff Development Council's Standards for Staff Development as well as other national, state, and professional standards. The New York State Professional Development Standards are based on fundamental knowledge about contextual factors from converging research about effective professional development and its ultimate impact on student learning. Attributes of effective professional development include the following:

- **Effective professional development fosters a culture of continuous improvement for all engaged in the learning endeavor.** Practices address the needs of professionals throughout their careers and embrace other stakeholders as participants in learning. Activities are evaluated both for effectiveness and impact on student learning.
- **Effective professional development is that which improves the learning of all students, including those with different educational needs, learning styles, and incremental abilities, and those from diverse cultural and linguistic backgrounds.**
- **Professional development is most effective when there are clear research-based expectations for what teachers should know and be able to do to support student learning.** These expectations are reflected in the New York State Code of Ethics for Educators, district Professional Development Plans, Annual Professional Performance Reviews, and Commissioner's Regulations related to teacher preparation and certification. They are also enumerated and reflected in collective bargaining agreements, job descriptions and assignments, performance appraisal systems, systems of rewards and incentives for teachers, and in the design and content of teacher professional development.

- **Professional development is most effective when it takes place in professional learning communities.** These learning communities might take various forms, but they are all characterized by ongoing learning. They encourage individual and collaborative exploration, practice, and reflection. They foster collegiality and problem solving, and they emphasize continuous improvement in classrooms and schools.
- **Professional development is most effective when there is collaborative leadership and shared responsibility for improving teaching and learning.** Collaborative leadership for professional development recognizes that the pursuit of excellence is never-ending and embraces the individual and collective goals and talents of teachers, paraprofessionals, parents, school administrators, school boards, district and state staff, institutions of higher education, unions, and other stakeholders.
- **Professional development is most effective when it is job embedded, directly relevant to classroom practice, provided over time, and when it provides opportunity for practice of new strategies, time to reflect on changes, and time to integrate new learning into the teaching practice.**
- **Professional development is most effective when adequate resources are provided.** Resources include money, people, and time. Resources necessarily come from a variety of sources and must be sufficiently sustained over time to insure the full impact of professional development. Resources are adequate when they ensure that all educators can study, practice, reflect, receive feedback on practice, and implement knowledge and skills necessary to be effective with their students and others.

The Ten Standards for High Quality Professional Development

1. **Designing Professional Development:** Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
2. **Content Knowledge and Quality Teaching:** Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
3. **Research-based Professional Learning:** Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research.

4. **Collaboration:** Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate in a respectful and trusting environment.
5. **Diverse Learning:** Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
6. **Student Learning Environments:** Professional development ensures that educators can create safe, secure, supportive, and equitable learning environments for all students.
7. **Parent, Family and Community Engagement:** Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.
8. **Data-driven Professional Practice:** Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
9. **Technology:** Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
10. **Evaluation:** Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Elmira City School District Mission Statement

The Elmira City School District is a dynamic and innovative learning organization dedicated to developing learners of character who value their educational experience and can compete globally and contribute locally by collaborating with students, families, and community partners to provide meaningful opportunities in a safe and engaging environment for all.

I. District Core Beliefs Guiding the Professional Development Plan:

- Professional development organizes adults into Professional Learning Communities (PLCs), Grade Level Data Meetings and Department Meetings whose goals are aligned with the school and district initiatives.
- Professional development uses disaggregated student data to set priorities and focus areas.
- Professional development prepares educators to use educational research in making instructional decisions.
- Professional development prepares educators to understand and appreciate all students, become teacher leaders, develop safe learning environments, and hold high expectations for student achievement.
- Professional development deepens content knowledge, supports research-based instructional strategies and prepares educators to use classroom formative and summative assessments to drive daily teaching and learning.

Standard 1: Designing Professional Development

Standard:

Professional development design is based on data, is derived from the experience, expertise and needs of the recipients, reflects best practices in sustained job-embedded learning, and incorporates knowledge of how adults learn.

Indicators:

1a. Professional development design begins with a needs assessment that is grounded in the analysis of multiple sources of disaggregated teaching and learning data.

1b. Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity.

1c. Professional development design is grounded in the New York State Learning Standards and student learning goals.

1d. The intended beneficiaries of professional development are substantively involved in all aspects of professional development design.

1e. Professional development design addresses the continuum of an educator's experience and level of expertise and is based on an analysis of individual educator needs; current knowledge and skills; and district, building and educator learning goals.

1f. Professional development formats include, but are not limited to, lesson study, demonstrations, observations, analysis of student work and assessment data, collegial circles, feedback, action research, reflection, and opportunities for collaboration and problem solving.

1g. The format of professional development incorporates technologies to provide more extensive and diverse content, expand access and participation, and create virtual professional learning communities.

1h. Professional development is sustained over time and provides continued support such as follow-up, demonstrations, feedback on proficiency in new knowledge and skills, peer coaching and mentoring, and continued opportunities for additional study.

- Provide opportunities for Personal Professional Development
- Promote teacher participation in professional learning opportunities that enhance professional growth, including District, BOCES (SIP and Model Schools), Teacher Center, College courses, NYSUT Education and Learning Trust & CTLE certified organizations and institutions.
- Provide a Mentoring Program for all new and non-tenured teachers (*See District Mentoring Plan in Appendix A*)
- Train in the use of Danielson Rubric (NYS approved evaluation criterion) and Frontline (District approved technology-enabled observation process)
- Support teachers on improvement plans (TIPS) by providing specific professional development related to their improvement plan goals.
- Train educators in the NYS Teaching Standards and Annual Professional Performance Review evaluation criteria
- The district technology plan supports professional development for teachers in utilizing technology to enhance instruction.
- Provide teachers with resources from credible professional development organizations.
- District led Literacy Institutes K - 12
- Webinars
- Book Studies
- The district is committed to making professional development available to all teachers. Opportunities may be targeted for specific groups, content areas or schools.
- The purpose of the Professional Development Plan is to provide professional staff with training that will result in high quality learning experiences for all students. The Elmira Teacher's Association contract outlines the parameters for

teacher participation. Additionally, the Commissioner's Regulations 80-3.6(b)(1) requires that Professional certificate holders and Teaching Assistants who hold a certificate complete professional development for their CTLE every five years (one hundred hours for teachers and one hundred hours for TAs) to maintain their certification.

Standard 2: Content Knowledge and Quality Teaching

Standard:

Professional development expands all educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

Indicators:

- 2a. Professional development includes learning experiences and resources to ensure that educators understand how the subjects they teach address the New York State Learning Standards and the relationships between the subjects they teach and the other subjects in the curriculum.
- 2b. Professional development provides opportunities for educators to examine, observe, practice, and receive feedback on their use of research-based instructional strategies to improve their students' learning by utilizing methods such as peer review, coaching, mentoring, and modeling.
- 2c. Professional development provides ongoing opportunities for educators to examine a variety of classroom assessments, practice using them in their classrooms, and analyze the results to 1) understand and report on student achievement based on New York State Learning Standards, 2) identify gaps in student learning, and 3) adjust instruction.
- 2d. Professional development provides differentiated instructional strategies to meet the needs of diverse learners.
- 2e. Professional development ensures that educators have the knowledge and skills needed to develop and foster the critical thinking, problem solving, literacy, and technological skills that students need to be successful in the 21st century.
- 2f. Professional development provides the knowledge, skill, and opportunity for educators to make relevant connections between the subjects they teach and the applications of those subjects.

- Participating in the planning and the delivery of curriculum that aligns with the NYS Next Generation Learning Standards in ELA and Math
- Build capacity for the NYS K – 12 Computer Science and Digital Fluency Standards
- Supporting staff in the implementation of NYS Next Generation Learning Standards
 - Adapt NYS Common Core Modules following the State and District guidelines for this process.
- Training for Response to Intervention Teams
 - Development of Tier II and III Response to Intervention
- Effective use of data to implement intervention strategies.
- Training staff in New York State Social Studies Inquiries and New Framework
- Training staff in Think Link/Full Option Science Systems (FOSS) & Next Generation Science Standards
- Offering training opportunities in understanding and applying technology
 - Schoology, Office 365, Classkick, Discovery Education along with a plethora of other web-based educational applications

Standard 3: Research-based Professional Learning

Standard:

Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.

Indicators:

3a. Professional development is based on current research in teaching, learning, and leadership.

3b. Effective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making.

3b.1. Professional development includes ongoing opportunities for educators to read and reflect on current research on topics that are of interest to them and that are consistent with state and local school improvement priorities.

3b.2. Professional development involves discussion of research design, data collection, and analysis to assist teachers in understanding how to interpret research findings, particularly in areas where there may be competing perspectives and conclusions.

3b.3. Professional development provides opportunities for educators to collaborate with higher education and other partners in action research to test their own hypotheses and to report the results about the impact of professional development programs or the effectiveness of instructional strategies and programs for educators and students.

- This includes but is not limited to studying the research and work of John Hattie, Dylan Williams, Doug Fisher, Nancy Frey, Doug Lemov, Catlin Tucker, Scott McLeod, and Julie Graber

Standard 4: Collaboration

Standard:

Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment.

Indicators:

4a. Professional development provides skills that educators need to communicate effectively, to listen to the ideas of others, to exchange and discuss ideas, to work in diverse teams, and to share responsibility for work toward a common goal.

4b. Professional development provides ongoing opportunities for educators to work with colleagues including teachers, principals, teaching assistants, librarians, counselors, social workers, psychologists, higher education faculty, and others critical to student success.

4c. Professional development maximizes the use of technology to broaden the scope of collaboration.

- Educators receive explicit training on highly effective Professional Learning Communities
- Provide new teacher orientation that emphasizes best practices, aligns with NYS Teaching Standards, and promotes the district vision of success for all students.
- Establish Professional Learning Communities (PLCs), Grade Level Data Meetings that promote collaboration among educators.

- Promote participation, awareness and training of parents and families.
 - Parent Academy
 - NWEA MAP Assessments
 - School Culture/Beliefs and Vision
 - Next Generation Learning Standards Based Report Cards (K-6)
 - Parent Portal
 - Student assessment data and its relation to instruction
 - Town Meetings
 - Electronic/ Technology communication tools
 - Schoology

Standard 5: Diverse Learning

Standard:

Professional development ensures that educators have the knowledge and skill to meet the diverse needs of all students.

Indicators:

5a. Professional development focuses on developing educators' knowledge of the learning styles, needs, and abilities of their students, as well as the diverse cultural, linguistic, and experiential resources that their students bring to the classroom.

5b. Professional development provides opportunities for educators to develop the knowledge and skills necessary to design and implement differentiated instructional and assessment strategies that utilize diverse student, family, and community resources, and that meet diverse student learning needs.

5c. Professional development provides opportunities for educators to examine their practice in setting and maintaining high expectations for all students to enable them to attain high levels of achievement.

- Training teachers in designing lesson plans that address the needs of all learners while aligning them with Next Generation Learning Standards

- Disseminating current research in best practices that reinforces instructional practices and promotes achievement for all students.
- Examples of these practices are:
 - Program for Inclusion and Neurodiversity Education (PINE)
 -
 - Differentiated Explicit Instruction
 - Utilizing technology to promote and increase student engagement.
 - High Student Engagement/High Student Cognition
 - Formative Assessment
 - Student Learning Intentions
 - Success Criteria
 - Scaffolding Instruction
 - Tier II & III Interventions
 - Classroom Routines and Procedures
 - Simultaneous Student Engagement
 - Check for Understanding
 - Restorative Practices
 - Trauma-Informed Practices
 - Social-Emotional Learning needs of students.
 - Students from poverty
 - Chronically absent students
 - Implicit Bias
 - Equity

Standard 6: Student Learning Environments

Standard:

Professional development ensures that educators have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students.

Indicators:

6a. Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement.

6b. Professional development provides opportunities for educators to collaborate with school psychologists and social workers to develop effective strategies for student behavior and classroom management, and to seek creative solutions to conflicts.

6c. Professional development provides opportunities for educators to analyze and use data about student behavior (such as discipline referrals, suspension information, school climate surveys, and social-emotional data) to refine educational practices and promote optimal learning environments.

- Ongoing Training & Implementation in Positive Behavior Interventions and Supports (PBIS)
- Restorative Practice
- Training in creating and managing challenging, safe, and productive learning environments including:
 - Implicit Bias
 - Diversity
 - Equity
 - Inclusivity
 - Collaborative Learning
 - Second Step (Pre-K – 6)
 - Morning Meeting
 - Town Meeting
 - Classroom Management
 - Growth Mindset
 - Student Learning Targets
 - Effective Feedback
 - Expeditionary Learning Protocols
 - Formative Assessment
 - Scaffolding
 - Differentiation
 - Therapeutic Crisis Intervention

Standard 7: Parent, Family and Community Engagement

Standard:

Professional development ensures that educators have the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.

Indicators:

7a. Professional development provides opportunities for educators to develop communication and collaboration skills that enable them to build partnerships with parents, guardians, and the community.

7b. Professional development enhances educators' knowledge of varying cultural backgrounds of students, families, and the community, and of how the diversity of these cultural backgrounds can serve as foundations and resources for student learning and success.

7c. Professional development includes opportunities for educators to develop skills and strategies that use technology to strengthen partnerships with parents, families, and the community.

- Parent Academies are held monthly with Administrators, teacher leaders and students sharing pertinent information.
- Parent Academies are designed to promote and encourage parent/family/caregiver involvement and knowledge of their children's learning experiences.
- Professional development is offered to support teachers in developing strong partnerships with parents, families, and caregivers.
- Teachers explore and utilize technology to regularly communicate with parents, families, and caregivers.
- Parents and families are surveyed twice a year to gather feedback.

Standard 8: Data-driven Professional Practice

Standard:

Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.

Indicators:

8a. Professional development ensures ongoing opportunities for all educators to learn how to analyze and collect multiple sources of student data throughout the year, to monitor student progress and adjust instructional practice.

8b. Professional development provides educators with the opportunity to examine all relevant student data, including Individual Education Plans (IEPs), at the beginning and throughout the academic school year, to design effective instruction.

8c. Professional development provides educators with current, high quality data analysis presented in a clear, understandable format, to promote optimal student learning.

8d. Professional development provides opportunities for educators to use results from local, state, and national assessments; student work samples and portfolios; school climate, parent, and teacher surveys; and student behavior data to guide their instruction.

8e. Professional development provides ongoing opportunities for educators to use disaggregated student data by race, gender, English language learning, special needs, eligibility for free or reduced-price meals, and other factors to improve student learning.

Student Achievement Data:

- NYS ELA and Math Assessments grades 3 – 8
- District Assessments
- NWEA Measures of Academic Progress (MAP) Reading and Math
 - MAP (Measure of Academic Progress)
 - Primary Reading and Math
 - K – 5 MAP Reading Fluency
- Benchmark and Formative Assessments
- Core Knowledge & Expeditionary Learning Assessments
- K – 2 Skill Strand Assessment
- Standards-Based Student Report Cards Pre-K – sixth grade

- Response to Intervention
- Academic Intervention Services
- NYS Regents Examination Data
- Read 180 Inventory Data
- System forty-four
- Math 180 Inventory Data

Additional Data Sources:

- Graduation Rates
- School Report Cards
- Drop-out Rates.
- Suspension Rates
- Credit Accumulation
- Student Attendance
- Technology Benchmarks
- SCEP Commitments and ESSA Indicators
- State and district led school visits.
- Teacher & Student Survey Data
- Family/Parent/Caregiver Survey Data
- Teacher Attendance
- Discipline Patterns
- Mobility Data
- Special Education Classification Rates
- Demographic Sub-Group Data
- Teacher Retention Data
- Administrative Classroom Walk Throughs
- Professional Development Evaluation
- Promote participation in Professional Learning Communities (PLCs) and Grade Level Data Meetings that encourage the use of student assessment data to develop instruction that meets student academic needs.
- Develop quality formative and summative assessments that may include but are not limited to.
 - Pre and Post Tests
 - Exit Tickets
 - Closure Activities

- Do Now Activities
 - Student Response Systems
 - Student Learning Targets
 - Checking for Understanding
 - Teacher-Student Conferencing Protocol
 - Teach Like a Champion
 - Total Participation Techniques
 - Expeditionary Learning Protocols
- Professional development in the use of data systems to determine student strengths and needs in relation to NYS state assessments.
 - These systems include, but are not limited to:
 - Schoology AMP
 - NWEA/MAP
 - NWEA MAP Reading Fluency K – 5
 - NWEA Math MAP Accelerator
 - Benchmark and Progress Monitoring
 - Data Gap Analysis
 - Learning A - Z
 - Student Portal
 - Student Emails
 - As part of the district RTI plan, train staff in the use of progress monitoring tools and modifying instruction to match student growth.

Standard 9: Technology

Standard:

Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.

Indicators:

9a. Professional development ensures ongoing educator and student technological literacy.

9b. Professional development provides ongoing opportunities for educators to learn about new and emerging technologies useful in professional teaching practice.

9c. Professional development facilitates the ability of educators to apply technologies to create optimal and equitable learning environments.

9d. Professional development promotes technology as a tool to design learning opportunities, to evaluate the effectiveness of instruction, and to monitor student learning.

9e. Professional development encourages educators to engage with students in using available technology as it relates to curricular activities, and to assist students in using technology in innovative ways.

9f. Professional development provides educators with opportunities to learn and use technology for communication and collaboration.

9g. Professional development addresses the legal and ethical uses of technology.

- The district has a technology plan that articulates staff training to maximize teachers' technological skills and application.
- The district technology plan includes guidelines for student utilization of technology to increase achievement.
 - Training in the creation and utilization of formative and summative assessments
 - Training in the use and interpretation of student assessment data
 - Training in student digital citizenship
 - Disseminating current research in best practices that reinforces instructional practices and promotes achievement for all students.
 - Using technology to promote achievement and engage students.
 - Schoology Training
 - Student Learning Platform
 - SAMR Model
 - Schoology AMP
 - Nearpod
 - Flipgrid
 - Office 365
 - Remote and Hybrid teaching

- Asynchronous versus Synchronous Learning
- Instructional Videos & Streaming
- Zoom
- Podcasts
- Seesaw
- Screencast
- Virtual Field Trips
- Digital Fluency
- 21st century workforce

Standard 10: Evaluation

Standard:

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

Indicators:

10a. Resources are provided to plan and conduct ongoing evaluation of professional development.

10b. Professional development evaluation uses multiple measures to assess effectiveness of the knowledge and skill acquired in improving professional practice and student learning (such as the use of new learning in instructional planning, the use of student data for the development and adaptation of teaching strategies, or the enhanced student performance following the application of a different teaching strategy).

10c. Professional development evaluation includes the use of multiple methods and techniques that provide information to ensure ongoing improvements in the quality of the professional development experience (such as participant reactions, surveys, focus groups, interviews, reflective journals, portfolios, or information about student behavior or performance).

10d. Professional development evaluation results are reported to key stakeholder groups in a manner that promotes effective use of the evaluation data for improving both individual educator practice and building- and district-wide professional development plans.

Professionals participating in professional development activities will be asked to provide feedback at the conclusion of each session. Feedback tools may include but are not limited to evaluation forms, exit tickets and electronic survey tools. The purpose of the feedback will be to evaluate the effectiveness of the professional development in supporting the goal of teachers delivering highly effective instruction and improving student achievement. The intent of the evaluation is to provide information to the district and professional development team on creating and sustaining high quality professional development. The evaluations collected will provide information on the following:

- The quality of the training
- The impact of training on student achievement
- The alignment between classroom practice and the Next Generation Learning Standards
- Ability to apply the new learning to classroom practice.
- What was valuable from the training?
- What was expected from the training?
- What do you need next professionally?

APPENDIX A

Elmira City School District Teacher Mentoring Plan

In compliance with Part 100 of the Commissioner's Regulations, provisions for a mentoring program must be included in a District Professional Development Plan. The ECSD mentoring program includes many opportunities for new teachers to participate in training and learning experiences designed specifically for them. The goal of this mentoring program is to help teachers make the transition from teacher preparation to teacher practice by using the talents from within our own staff. By providing support and training, we will support teacher effectiveness, enabling them to be confident and successful in the classroom. Through a well-developed mentoring program and a strong professional development plan, the Elmira City School District will be able to train and maintain a highly qualified faculty who are committed to improving student learning.

There are ten standards for effective mentoring.

1. *Program Philosophy and Purposes*: **The philosophy of the mentoring program upholds the assertion that induction is a crucial transition between teacher preparation and continuing professional development.** Mentoring is the first step in the Teacher Career Development Continuum. The mentoring program facilitates the transition of the beginning teacher from success in preparation programs to effective practice in new contexts of the classroom and school district (NYSTS II, VI, and VII).
2. *Program Design*: **The mentoring program is designed as a crucial component of a comprehensive induction plan and is embedded in an integrated professional culture.** The design supports a district's mission and vision and is consistent with school, district, and state standards in addressing Pre-K-12 learning standards (NYSTS I, II, III, VI, and VII).
3. *Program Implementation*: **The mentoring program is implemented to meet New York State Teaching Standards and sustain program activities that support the development of all beginning teachers.** An infrastructure (resources, time, staff, and preparation) is established to help ensure that beginning teachers receive the continuum of support and development necessary to foster effective teaching and learning (NYSTS I, II, VI, & VII).
4. *Mentor Selection*: **Mentors are recruited and selected through a rigorous and transparent process guided by criteria that consider the mentor candidate's commitment to the profession and teaching experience.** The mentor selection process is aligned with a district's needs as well as those of the beginning teacher (NYSTS I, II, VI, and VII).

5. **Mentor Development**: **Mentoring is a professional practice with its own knowledge and research base, strategies, and best practices.** Mentor development is a comprehensive and continuous program extending from initial preparation through ongoing professional learning (NYSTS I, II, V, VI, & VII).
6. **Mentors Have Clearly Defined Roles and Responsibilities**: **The role of the mentor is to engage, inspire, assist, encourage, and advance the professional learning of a beginning teacher and to model professional conduct.** The mentor as a teacher/leader serves as a model of professional conduct and embodies a vision of excellence in teaching (NYSTS II, III, VI, and VII).
7. **Mentoring Skill and Knowledge**: **Mentors must be familiar with research-based practices, data analysis, and technological advances that promote student learning and growth at the various stages of development.** Additionally, mentors should be immersed in the knowledge, research, policy updates, and best practices of mentoring (NYSTS I, II, III, V, VI, and VII).
8. **Shared Leadership and Administration**: **Leadership of the mentoring program is a shared responsibility among all stakeholders.** Administrative processes that provide instructional support to both beginning teachers and mentors are embedded within the comprehensive induction program (NYSTS I, II, III, V, VI, and VII).
9. **Beginning Teacher Knowledge, Skills, and Dispositions**: **Beginning teachers bring valued knowledge, skills, and dispositions to the new context of the classroom, school, and districts where they are first employed.** The beginning teachers must display a readiness to continue learning about teaching, and invite collaborative support and guidance (NYSTS I, II, III, IV, V, VI, and VII).
10. **Program Evaluation**: **The mentor program includes a comprehensive system of formative and summative assessments, evaluates, and analyzes program concepts, involves program participants and other stakeholders, and leads to substantive and continual improvements** (NYSTS I, II, III, IV, VI, and VII).

Why Mentoring?

Even champions need coaches.

Teachers benefit from outstanding and committed mentors who serve as coaches. Schools that support mentor programs are committed to the success of all staff members.

Outcomes of effective mentor programs include:

- A successful and satisfied teaching force
- Greater retention of teachers in the profession
- Leadership opportunities for experienced teachers
- Increased student achievement

What are the qualities desired in mentors?

- Be recognized as an effective teacher with high standards of professionalism.
- Be a lifelong learner who values inquiry and reflection.
- Have knowledge of pedagogy, policies, and procedures
- Understands the adult learner.
- Is patient, understanding, accessible, helpful, confident, and confidential?
- Appreciate and understand diversity and its impact on learning for new teachers as well as for students.
- Communicates hope and optimism.

Mentors will:

- Mentors will be compensated *** see ETA contract for specific language outlining the obligations and pay schedule for compensation.
- Complete the mentoring log.
- Meet with their mentee for no less than 1 hour a month outside of instructional time.
- Be provided training in mentoring and coaching strategies.
- Maintain strict confidentiality.
- Provide guidance and support for the teacher(s)
- May utilize a visitation day to confer and provide feedback.
- Participate in orientation learning experiences with the new teacher assigned to them.
- Be paired with same grade-level teacher or content area teacher whenever possible.
- Support both instructional and non-instructional duties
- Mentors may serve no more than three mentees.

Mentees will:

- Attend any sessions the district mandates.

- Receive \$31 an hour for attending mentors/mentee sessions.
- Complete the mentoring log.
- Seek advice, suggestions, and feedback from their mentors.
- Meet with their mentor for no less than 1 hour a month outside of instructional time.
- Rely on them for information pertaining to district and school initiatives.

Types of mentoring activities

- Modeling instruction for the new teacher
- Observing teaching and learning
- Instructional planning with the new teacher
- Peer coaching
- Orienting the new teacher to the school culture and climate
- APPR process
- Accessing and understanding student data
- Supporting teacher with district technology applications
- Attend professional development opportunities together.
- Timeline of activities that will support the school calendar of events.

Mentors' roles and responsibilities:

- Help new teachers transition from preparation to practice.
- Provide a variety of perspectives and informal feedback.
- Maintain a confidential relationship with the new teacher.
- Co-teach lessons.
- Demonstrate a commitment to professional development by participating in and/or leading professional development programs.
- Maintain a log of meeting times, dates, discussion topics and activities.
- Strong understanding of APPR and state regulations

New teachers' responsibilities:

- Plan 1-hour monthly meetings outside of district trainings with their mentor and seek help when needed.
- Ask questions to understand District policies and procedures.
- Share experiences from previous teaching or recent academia that may be relevant.
- Participate in professional development opportunities.
- Maintain a log of meeting times, dates, discussion topics and activities.
- May utilize a visitation day to observe other teachers planning, teaching, reflecting, and conferencing.

Principals' responsibilities:

- Identify and solicit teachers who will commit to mentoring.
- Utilize mentor support for enhancing teacher practice.
- Support the activities of mentors and new teachers.
- Organize the school environment so that collaboration is more easily accomplished.
- Plan instructionally focused meetings and clearly articulate expectations to all staff to be supportive of new teaching staff.

Identifying Mentors:

Principals, with assistance from District administrators, if necessary, retain the right to identify and select mentors to support and collaborate closely with their new staff. Those who agree to serve as mentors will receive training, resources, and suggested topics for discussion. It is important to identify a mentor that has a similar experience as the new teacher. To this end, principals will identify teachers of the same grade level/content area to serve as mentors. If this cannot be accomplished, a mentor may be a teacher in the building with relevant experiences or a teacher from outside the building with relevant experiences.

Should a principal be unable to recruit a mentor, he/she will involve the Professional Development Committee to identify a mentor. However, additional educators within the building/district to support new teachers could include:

- Data and Curriculum Coordinators
- Special Area Teacher (Reading, Counselor, Teachers on Special Assignment)
- Leadership Team Members

Mentoring Model:

- School Administrators and or ETA and or the District Professional Development Committee members will solicit mentors and generate a list of names.

- This list will be used by district administration in conjunction with school principals to assign mentors to year 1 teachers.
- Mentors & Mentees meet a minimum of 1 hour a month outside of the training sessions offered by the district.
- Time needs to be recorded and documented on the Mentor/Mentee Log and submitted to District Supervisor the second Friday of June.
- If a mentee resigns the mentor is not at fault and the mentor will receive the stipend pending on meeting the outlined obligations.
- Any mentor/mentee partnership that is not productive and experiencing challenges as reported by the mentor or mentee will be reassigned.
- During years 3 and 4 there will be a gradual release of mentoring support as the new teacher grows, thus needing less support.
- It will be determined by the principal the amount of support the new teacher will need years 3 and 4; principals will use classroom observations, end of year evaluations and informal walk-throughs to determine how much support the new teacher continues to need.
- Long term substitutes who are hired for more than forty consecutive days will be assigned a mentor.
- *** Specific and Additional Mentoring Information is provided on pages 28 and 29 of the PD Plan.

Time allotted for mentoring:

Contingent upon scheduling and staffing, principals will attempt to:

- Schedule common planning sessions
- Arrange time for mentoring activities before and after the school day.

The district will provide time for mentoring activities.

- This includes but is not limited to:
 - A half-day orientation between the building leader, mentor, and mentee in their home school. Activities to take place during this time is an introduction to procedures of the building, a building tour, and setting up classroom procedures.

Professional Development:



The district encourages and supports new teachers to engage in relevant professional development provided by administrators, Data and Curriculum Coordinators, peers, BOCES and other avenues. The mentors should suggest and recommend targeted professional development opportunities to support new teachers.



<http://www.highered.nysed.gov/tcert/faqmentoring.html#thirteen>

Mentoring Information

2023-2024 School Year

- ✓ Building Principals and or ETA and or the District Professional Development Committee members will solicit mentors and assign to mentees. Every effort will be made to assign mentors to mentees in the same building, grade level, or content area.
- ✓ New hires to the district with less than two years of experience will have a mentor for their first two consecutive years.
- ✓ New hires to the district who are coming with two or more years of experience are to be assigned a mentor for no less than 5 months. This partnership may continue if both parties agree.
- ✓ Mentors & Mentees are to meet a minimum of 1 hour a month. Sessions scheduled by the district count for these hours.
- ✓ Time needs to be recorded and documented on the Mentor/Mentee Log and submitted to Marnie Malone no later than Friday, June 7th, 2024.

Timeframe	Requirements
September, October, or November *If a mentee is assigned to you during these months, then <div style="text-align: right; margin-top: 10px;">  </div>	<ul style="list-style-type: none"> ➤ Meet minimally for 1 hour each month for the school year ➤ Visit one another's classroom no less than twice a semester ➤ One classroom visit is the mentor visiting the mentee's classroom ➤ One classroom visit is the mentee visiting the mentor's classroom ➤ \$500 stipend for the mentor
December or January *If a mentee is assigned to you during either of these two months then... <div style="text-align: right; margin-top: 10px;">  </div>	<ul style="list-style-type: none"> ➤ Meet minimally for 1 hour each month after being assigned a mentee ➤ Visit one another's classroom no less than twice second semester ➤ One classroom visit is the mentor visiting the mentee's classroom ➤ One classroom visit is the mentee visiting the mentor's classroom

	<ul style="list-style-type: none"> ➤ \$500 stipend
<p>February, March, or April</p> <p>*If a mentee is assigned to you during these three months, then... </p>	<ul style="list-style-type: none"> ➤ Meet minimally for 1 hour each month ➤ Visit one another's classroom once during second semester ➤ This visit can be the mentor visiting the mentee or vice versa ➤ \$250 stipend
<p>May or June</p> <p>*** If a mentee is assigned to you during either of these two months then... </p>	<ul style="list-style-type: none"> ➤ There is no requirement to visit one another's classroom. It is very late in the school year. ➤ The expected classroom visitations will occur in year two of the mentoring partnership. ➤ Meet minimally for 1 hour each month ➤ \$100 stipend

- ✓ For mentors and mentees to visit one another's classroom, district and school administration are responsible to find coverage. Those who can cover a class may include but are not limited to a district administrator, a building administrator, or a Data and Curriculum Coordinator.
- ✓ If a mentee resigns the mentor is not at fault and the mentor will receive the stipend pending on meeting the outlined obligations.
- ✓ Any mentor/mentee partnership that is not productive or experiencing challenges as reported by the mentor or mentee to their principal will be reassigned.
- ✓ If a mentor does not fulfill any of the above, they will not receive any portion of the stipend.

