

Professional Development Plan

2017-2020



Rome City School District

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District Name: Rome City School District

Superintendent: Peter Blake

Address: 409 Bell Rd

Rome, NY 13440

Phone (315) 338-6500

Years in Effect: September 2017-September 2020

District Administration:

Superintendent: Peter Blake

Assistant Superintendent for Curriculum and Instruction: Christopher Brewer

Assistant Superintendent For Business and Finance: Robert Mezza

Board of Education:

Paul Fitzpatrick-President

John Leonard

Paul Hagerty- Vice President

Karen Fontana

Tim Safin-Clerk

Dick Hitchings

Larry Posselt

Stephen Hampe

Joseph Mellace

Professional Development Committee

Christopher Brewer-Assistant Superintendent of Curriculum and Instruction

James DeAngelo- Director of Instruction

Brian Lebaron-Principal

Andria Lacey-Principal

Molly Mytych- Assistant Principal

Lisa Matte- Parent

Heather Siedsma-Parent

Stephanie Verostek- Higher Education Representative (Mohawk Valley Community College at Rome)

Julie Winberg-Teacher

Jessica Lattimore-Teacher

Dan Slator-Teacher

Colleen Martin-Teacher

Paula Gilroy-Instructional Coach (Teacher)

Patty Nisiewicz- Teacher Mentor (Teacher)

Larry Heldman-Teacher

Amanda Barton-Teacher

Kat Deming-Teacher (School Librarian)

Mark Ranieri-Instructional Coach (Teacher)

Beth Edwards-Teacher

Meeting Dates of the 2016-17 School Year

November 15, 2016

December 13, 2016

January 10, 2017

February 14, 2017

March 11, 2017

April 11, 2017

May 9, 2017

June 13, 2017

July 17, 2017

July 18, 2017

Rome City School District

Professional Development Plan

New York State Education Department Regulations and Requirements

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

Mission:

Professional development is an ongoing, multi-faceted, research-based process, strategically planned to provide both individual and systemic change to support continuous growth of teacher instructional practice and student performance.

Philosophy:

- Professional development is critical to improving student achievement.
- Professional development will be guided by a district commitment to providing direction and aligning goals to the New York State Learning Standards.
- Professional development is designed in a collaborative manner.
- Professional development provides differentiated professional learning opportunities.
- Professional development supports the implementation of research-based practices.
- Professional development is based on multiple data points.

Attributes of Successful Professional Development:

- Sustained, supported and multi-year
- Purposeful/strategic (Based on the District Strategic Plan and data)
- Differentiated
- Based on research-based practices
- Related to teaching and learning
- Collaboratively determined by teachers and administrators

A report on the progress of the professional development plan will be made to the full Board of Education mid-year and at the end of each school year.

CTLE The content of the Rome City School District Professional Development Plan is being supported and provided in part by Madison-Oneida BOCES, MORIC, RSE-TASC, RBERN, The Rome Teacher Center, The Mid-State Teacher Center, and approved vetted consultants from Madison-Oneida BOCES and Rome City School District.

Needs Assessment: As part of the ongoing professional development planning cycle, the Rome City School District reviews multiple sources of data. The following data is taken into consideration when determining the focus of the professional development plan.

Student Achievement Data

- NY State Report Card Data
- District Interim Assessments
- NYS 3-8 testing and Regents Exams
- VADIR/DASA Reports
- Student Attendance and Discipline Reports
- Graduation, Dropout, and Retention rates
- Special Education Data
- AIS and RTI data
- AIMS Web and LLI Data
- Student Report card data

Additional Data Sources

- Longitudinal Student Performance Data
- Professional Performance Reviews
- Feedback from Teacher Coordinators
- Feedback from Building Administration
- Feedback from Mentor Coordinator

District Strategic Goal:

All students can read, write, and think critically on grade level across all content areas while applying these skills to solve real-world problems.

Objective 1:

Establish a curriculum cycle and develop a standards based curriculum that infuses reading, writing, and critical thinking across the content areas (Pre K-12)

Action Plan:

Professional Development Activities

Teachers will have an opportunity to learn about the shifts in the NY State Learning Standards and have the opportunities to embed these new standards in their respective curricula. These activities include:

- Understanding the standards and curricular shifts within the curriculum
- Completing a course audit in Atlas
- Receiving training on the Atlas/Pleiades platforms
- Receiving an overview of the expectations of the board policy on curriculum

Evidence of success	Providers of PD	Timeline
Board approved curriculum	Rubicon International	Begin training teachers with the Atlas program summer 2017
Curriculum uploaded to Atlas	Assistant Superintendent Curriculum and Instruction	Other components of professional development will continue in the fall and through the year providing supports to the curriculum teams through the board adoption. The training will be ongoing and assessed for instructional staff as their curricula are updated for the duration of the plan 2017-2020
Curriculum maps accessible to the public	Director of Instruction	
Teacher feedback of process	Instructional Coaches	
Alignment of curriculum to both local assessments and state assessments		

District Strategic Goal:

All students can read, write, and think critically on grade level across all content areas while applying these skills to solve real-world problems.

Objective #2:

Provide professional development to support the implementation of the following research-based instructional practices: balanced literacy, writer's workshop(Pre K-6), content and disciplinary literacy (7-12), writing across the curriculum (7-12), critical thinking (Pre K-12) and mathematical thinking (Pre K-12).

Action Plan:

Professional Development Activities

In the district, we have determined that students at all grade levels continue to struggle with literacy. This is reflected in much of the data that is cited at the beginning of the document. As a result of the professional development activities, instructional staff will gain insights into helping students read and write on grade level and implement strategies for helping students who struggle with reading and writing. They will also understand techniques for teaching content area reading and writing. Furthermore, instructional staff will learn techniques for teaching students how to critically think about their learning. The goal is to continue to support the success of our students in reading and writing at their appropriate grade level and to decrease the literacy gap in our schools. These professional learning activities include:

- Learning how to administer the Fountas and Pinnell Assessments.
- Learning to use the data from Fountas and Pinnell to establish Guided Reading groups. (Pre K-6)
- Learning to choose appropriate books for supporting students at their independent reading levels. (Pre K- 6)
- Understanding the components of Balanced Literacy (Pre K-6)
 - Guided Reading
 - Shared reading
 - Interactive read-alouds
 - Immersion practices
 - Instructional vs. Independent reading levels
 - Word study, phonics, and spelling
 - Readers workshop
- Understanding the basic methods of Orton-Gillingham to help students with severe reading difficulties. (Pre K-6)
- Continue working on writing units of study. (Pre K-6)
- Implementing standards-based writing across the disciplines. (7-12)
- Understanding the components necessary for helping students to read within the content areas and within discipline-specific subjects. (7-12)
- Developing and honing strategies for teaching higher order thinking skills within the New York State Standards. (Pre K-12)
- Introducing Project-Based Learning (Pre K-12)
- Acquiring new techniques for teaching Tier 2 and content vocabulary (Pre K-12)
- Learning to provide guided math instruction (Pre K-12)
- Scaffolding application problems in math
- Implementing instructional practices in math, including interactive notebooks, algebra tiles and manipulatives

Evidence of Success	Providers of PD	Timeline
<p>Classroom observations and walkthroughs of instructional practice and feedback</p> <p>Student data (LLI, AIMS Web, Fountas and Pinnell Assessment, State exams, formative and summative assessments)</p> <p>Student work</p> <p>Teacher feedback</p>	<p>Instructional Coaches</p> <p>Madison-Oneida BOCES Staff and Curriculum Development</p> <p>Jody Popple Math</p> <p>Tanya Schnabl (Consultant)</p> <p>Olivia Wahl (Consultant)</p> <p>Rome Teacher Center</p> <p>Mid-State Teacher Center</p> <p>Other vetted outside consultants</p>	<p>The work will begin in the summer of 2017</p> <p>Reading and writing camps will be held in July 2017 to provide training for the curriculum teams on balanced literacy (Pre K-6)</p> <p>7-12 summer curriculum camps July and August 2017</p> <p>The work will be ongoing and assessed for the duration of the plan 2017-2020</p>

District Strategic Goal

All students can read, write, and think critically on grade level across all content areas while applying these skills to solve real-world problems.

Objective #3

Provide professional development on the creation and implementation of makerspaces in all schools.

Action Plan

Professional Development Activities

The purpose of this professional development is to introduce instructional staff to the concept of makerspaces in order to promote higher-order thinking amongst students across the district. Makerspaces allow students to think and be creative in their learning environments. Students will have opportunities to utilize technologies that they will encounter at the postsecondary level and in careers. Professional development will include:

- An introduction to makerspaces
- Best practices with makerspaces
- How do makerspaces become genuine learning experiences for students
- Exposure to how it is implemented
- Exploring other schools that have implemented successful makerspaces
- Troubleshooting and maintaining the equipment

Evidence of success	Providers of PD	Timeline
Makerspaces set up in each school Student projects Teacher/student feedback	Madison-Oneida BOCES Staff and Curriculum Development Madison-Oneida BOCES School Library Service/ Model Schools District school librarians Rome Teacher Center	Work on the professional development goal, integration and assessment for the duration of the plan 2017-2020 2017-18 School year instructional staff professional development at BOCES and school visitations Summer of 2018 incorporate this into the professional development day offerings for instructional staff.

District Strategic Goal

All students can read, write, and think critically on grade level across all content areas while applying these skills to solve real-world problems.

Objective #4

Increase opportunities for grade-level and subject-specific collaboration to improve student learning.

Action Plan

Professional Development Activities

Throughout the school year teachers will have opportunities to discuss curriculum and instruction across all grade levels. The use of Atlas will assist instructional staff to ensure that they have continued access to developed curriculum. Continued collaboration will maintain horizontal and vertical alignment of curriculum. Activities will include:

- Grade-level collaboration meetings
- District-, building-, and grade-level data reviews
- Atlas Training for cross-disciplinary curriculum alignment
- Unpacking the Next Generation NYS Standards

Evidence of Success	Providers of PD	Timeline
Evaluation of curriculum and lessons Assessment results Consistency across all grade levels and schools Outcomes from grade-level and district-level curriculum meetings	Instructional coaches Rubicon International Madison-Oneida BOCES Model Schools Assistant Superintendent of Curriculum and Instruction Director of Instruction Building Principals Teacher coordinators	Work on this professional development goal and assessment of the goal will be ongoing for the duration of the plan 2017-2020.

District Strategic Goal

The Rome City School District is committed to improving the engagement of students, parents/families and the community in the learning community.

Objective # 5

The Rome City School District will provide professional development to instructional staff on strategies to improve student and family engagement.

Action Plan

Professional Development Activities

In the Rome City School District we are committed to providing professional development activities that support increasing engagement of students, parents, families and the community. Through these activities and trainings staff will learn and continue to promote positive engagement, encouraging a healthy and positive school community.

Student Engagement

- Learn about motivation strategies for students (Pre K-12)
- Continue training/utilizing APL Strategies/EDI training (Pre K-12)
- Implement differentiated instructional strategies
- Continue to incorporate and learn technology (Smartboard training, Google Apps, faculty sharing of technology, iPads, eDoctrina, other technology training)
- Share best practices from within district

Family Engagement

- Share best practices from within district (i.e. LIFTED Program)
- Best practices from successful community organizations
- Learn different strategies for communication with families (i.e. translation services, Class DoJo, Remind)
- Faculty training in the community schools model

Evidence of Success	Providers of PD	Timeline
Classroom observations and walkthroughs	Madison-Oneida BOCES Staff and Curriculum Development	Summer 2017 Baruti Kafele Consultant (student engagement)
Feedback from teachers and administrators of resources being used	Outside vetted speakers,consultants, or organizations(Neighborhood Center)	Summer 2017 Conference on student engagement BOCES conference.
Participation rates in school events/social media	Rome Teacher Center	Ongoing professional development from providers through the duration of the plan 2017-2020. The assessment of the goal will take place during the duration of the of the plan 2017-2020
Parent/teacher conferences	Mohawk Valley Refugee Center	
Participation rates in open houses		
District surveys		

District Strategic Goal

The Rome City School District will improve awareness of, and connections with community partners, services, and supports related to social/emotional health.

Objective #6

Investigate and develop strategies and practices to manage and address challenges, such as student behavior concerns, academic concerns, mental health issues, and attendance concerns.

**Action Plan
Professional Development Activities**

The district is focused on supporting our students and all their varied needs. Staff will participate in ongoing professional development to help improve student behavior, academic concerns, and address mental health issues. The purpose is for staff to have strategies in place to address the social and emotional well-being of our students. Professional development will include:

- Introduction to Mindfulness in the classroom
- CPI Training
- PBIS Training
- Continue training teachers using the poverty simulation
- Training on mental health issues/ student trauma
- Annual DASA training (school violence and intervention prevention)
- Training on youth homelessness and transience

Evidence of Success	Providers of PD	Timeline
Discipline data from Schooltool Feedback from all school staff Student data Attendance data VADIR/DASA reports Feedback from students	Madison-Oneida BOCES Staff and Curriculum Development Outside speakers and consultants (Neighborhood Center) Rome Teacher center District Trainers OHM BOCES Rome Teacher Center EAP Mohawk Valley Refugee Center	CPI, PBIS, and the poverty simulation have been ongoing. Instructional staff who have not been trained will be provided opportunities during the duration of the plan 2017-2020. DASA training will take place in the fall of 2017 and in the fall of the subsequent years of the duration of the plan 2017-2020 Other professional development from this goal will be worked on and assessed during the duration of the plan 2017-2020.

Introduction to Professional Development Requirements for Certification

Suggested Guidelines

The following guidelines were designed and mandated by NYSED and are intended to assist school districts, teachers, and teaching assistants in identifying professional development activities as they comply with certification requirements. In order to maintain certification, every five years teachers holding a “Professional Certificate” and Teaching Assistants holding a “Level III Teaching Assistant Certificate” must complete 100 hours of professional development. Authority for decision-making regarding appropriateness of activities resides solely with the local public school district. The ultimate goal of all efforts in this area is to build the capacity of staff to assist all students in achieving high levels of learning.

It is suggested to review the website for current requirements. Information can be found at: www.highered.nysed.gov/

Rome City School District

Required Professional Development for Certification Requirements

Key Points to Remember

- If you hold a “Professional” certificate, you must complete 100 hours of professional development every five years.
- If you hold a “Level III Teaching Assistant ” certificate, you must complete 100 hours of professional development every five years.
- It is the responsibility of the professional to maintain their New York State certification. The NYS requirements change from time to time. Stay current by visiting: www.highered.nysed.gov/ .

The professional development period begins on July 1 following the effective date of the Professional or Teaching Assistant III certificate and ends July 30th of the fifth year.

- It is your responsibility to establish your TEACH account.
- Keep track of all of your professional development; use the approved Rome CSD form, titled “Continuing Professional Development Building Level Form”.
- The completed “Continued Professional Development Building Level Form” preferably should be submitted to the Human Resources Office at the end of each school year, but no later than July 30th of the fifth year.
- You cannot report your own professional development to the state. The district reports your professional development on your behalf.

Registering for Professional Development: When you register to participate in professional development (workshop, conference, or session offered on a district professional development day), keep these additional points in mind:

- “WinCap” – you will need to log into in WinCap for the following:
- To register for a workshop, session, or training that is offered on a district-wide professional development day, or Superintendent’s Conference Day.
- To obtain approval to attend a conference, workshop, or meeting that takes place outside the district, such as at a BOCES or provided by a professional organization.

If you do not have a WinCap account, email Shelly Schultheis in the district’s Human Resources Office at sschultheis@romecsd.org .

- “My Learning Plan” - If you are registering for professional development offered through Madison-Oneida BOCES, you will need to also visit their website in order to register through their portal, which is called “My Learning Plan.” To do so, go to www.moboces.org and then:
 - “Divisions and Programs”
 - “Staff and Curriculum Development”
 - “Workshops” Search the professional development calendar, click on your workshop, and follow the prompts. For assistance, you will find an email link.

Rome City School District

Approved Professional Development for Certification Requirements

Professional Development Requirements for Certification

- If you hold a “Professional” certificate, you must complete 100 hours of professional development (PD) every five years.
- If you hold a “Teaching Assistant III” certificate, you must complete 100 hours of professional development every five years.
- Analyzing student data and student work to determine needed changes in the delivery of instruction
- Participating in reviews of individual and class performance data over time to make decisions about one’s own professional development, based on student outcomes.
- Collaborating with other teachers and teaching assistants to examine case studies of student work and development
- Participating in courses and other learning opportunities delivered from many providers, such as institutions of higher education, teacher centers, BOCES, school district and independent professional development service providers, upon approval. (i.e. Superintendent Conference Days, Professional Development Days, NYSUT workshops/courses, on-site Professional Development)
- Coursework linked to improvement of instructional technique or content knowledge, which may or may not be in pursuit of a teaching or advanced teaching degree.
- Completing coursework for more advanced certification or certificates in additional areas or in accordance with teaching assignment requirement for extension to certification.
- Participating in regional scoring of State assessments, assessing student portfolios.
- Creating and assessing teacher or teaching assistant portfolios.
- Engaging in approved research projects/action research (i.e.: Independent Performance Review, includes online research), upon approval.
- Curriculum planning and development.
- Developing or collaborating on the development of new programs and instructional methods.
- Service as a mentor, support teacher, helping teacher, peer coach, or turnkey trainer.
- Collaborating with an assigned mentor to increase instructional knowledge base.
- Service as a cooperating teacher for a student teacher or field internships; including attendant meetings and processes.
- Participation in study (collegial) circle activities, structured guided reflection activities focused on student learning (i.e.: Book Studies) pre-approved.
- Participating in formal programs of peer coaching or participation in peer review.
- Participating in Professional Development School activities or other school-college teacher development partnerships.
- Serving on District Building level committees such as, Curriculum Coordinating Committee, APPR, Professional Development Committee, RtI Committee, or other school leadership activities or committees. (i.e.: School Improvement Teams)
- Delivering professional development (e.g. conduction workshops, job-embedded modeling and coaching, providing pre-service teacher preparation courses).
- Pursuing National Board certification or recertification (either as candidate or provider of support)
- Engaging in Sabbatical work related to content specialty or enhancement of teaching strategies.
- NYSTCE (New York State Teacher Certification Examinations) “assessor” or test development committee member.
- Development of Statewide curriculum

- Service on the State Professional Standards and Practices Board
- Developing and presenting a major paper Publishing in educational journals
- Attending professional conferences (i.e.: NYSEC, NYSAFLT, NCTM), pre-approved
- Participating in instructional staff/department /team meeting vs. “faculty meeting.”
- Visiting other districts/classrooms, pre-approved.

**Other learning experiences will be reviewed on an individual basis.*

Participation in Professional Development

Description

All Rome City School District teachers and professional staff, including those who work with students with disabilities are expected to participate in professional development activities on the following scheduled days:

- One “Summer Professional Development Day” as described within the “Contract By and Between the Rome City School District and the Rome Teachers Association”
- One or more “Opening Day(s) of School” at the beginning of each new school year, usually in September
- One or more Fall “Superintendent’s Conference Day(s)” and “Secondary Professional Development Half Day(s)”, usually in October
- One or more Winter “Superintendent’s Conference Day(s)”

Teaching Assistants who hold the “Teaching Assistant III” or any professional certification engage in professional development on the above listed days as well. Workshops may be custom designed for their specific professional needs, or teaching assistants may participate in workshops and meetings attended by partner teachers.

Other opportunities exist for professional staff to attend conferences, workshops, meetings, and learning opportunities outside of the above-listed district dedicated times. These may be held during or outside of contractual time. Parameters for participation are described within the “Contract By and Between the Rome City School District and the Rome Teachers Association.”

The above opportunities allow for a minimum of 25 hours of professional development time per calendar year.

Evaluation of Professional Development

Professional Development Sessions, Workshops, and Adult Learning

Evaluation tools contained within the appendices of this professional development plan will be administered to participants and used to evaluate each professional development activity. Feedback will be shared with department/grade level teacher coordinators, members of the Professional Development Planning Committee, building principals, directors, assistant superintendents, and the superintendent. Surveys of staff may be conducted to gauge interests and needs for professional learning, to determine comfort level with implementation of new initiatives, and to inform the professional development plan.

Annual Review Process

As per the NYS guidelines, the Professional Development Plan (PDP) is to be reviewed each year by a designated committee for the purpose of long-range planning and subsequent revisions to the original plan.

Professional Development Planning Committee's Charge

- The committee will meet a maximum of seven times which includes an annual review of effectiveness of the Professional Development Plan.
- Each summer, a calendar of professional development opportunities will be available to all teaching staff.
- The PD Committee will recommend topics for each school year, including adjustments in response to PD feedback.

Mentoring Program for Holders of Initial Teaching Certificate

Description of Rome CSD Teacher Mentoring Program

Teachers with a NYS Initial teaching certificate must complete a mentored experience in their first year in the teaching profession. A framework for these experiences is provided in section 100.2 (dd) (2) (iv) of the Commissioner's Regulations ("District Professional Development Plans").

The purpose of the mentoring requirement is to provide new teachers with support in order to more easily make the transition to their first professional teaching experience, and to increase the skills of new teachers in order to improve student achievement of learning standards. New teachers who are Initial Certificate holders are to receive mentoring from an experienced teacher mentor. The Rome City School District has a dedicated teacher who is a full time mentor to all new teachers.

The teacher mentor is trained in coaching strategies, mentor-mentee interaction, documentation and reporting of mentorship activities, and topics pertinent to beginning teachers. Such training takes place both within the district, through the Rome Teacher Center, and at regional workshops.

The role of the mentor is to support the mentee. The information obtained by a mentor through interactions with the new teacher during mentoring activities can not be used for evaluating or disciplining the new teacher, unless withholding such information poses a danger to the life, health, or safety of an individual (student or staff member).

Mentoring activities include, but are not limited to:

- mentor observation of the mentee's teaching with feedback given to the new teacher
- mentee observation of master teaching
- grade level or department meetings
- visitations to classrooms in other school districts with a debriefing
- New Teacher Boot Camp in August

Other activities may be custom designed to address the mentee's specific needs. The teacher mentor engages in activities with mentees at least once per month.

**Rome City School District
Evaluation Tool #1**

Topic Purpose: _____

School Building: _____

Area to be evaluated				
Check <input type="checkbox"/> _X_	Excellent	Very Good	Satisfactory	Unsatisfactory
Relevancy of activity	Extremely relevant and useful to my building or department in supporting high levels of student achievement	Useful and relevant to my work and that of my building or department in supporting student achievement	Interesting, but I am unsure of how this activity ties into my work and that of my building or department in supporting student achievement	Activity was not helpful
Effectiveness of Outside Facilitator	Engaging and motivating; maintained my interest.	Effective at conveying the information; clear and articulate	Conveyed information, but I had to work at understanding my task	Difficult to follow or attend to
Instructional Methods	Extremely appropriate and effective	Appropriate and effective	Somewhat inappropriate and marginally effective	Inappropriate and interfered with the activity
Resources: (Handouts and use of audio-visual equipment)	Enhanced Activity: extremely useful	Useful and effective	Added little to the activity	Poor Quality interfered with the activity

Rome City School District Evaluation Tool #2

Directions: Assess your experience using the rating scale below.

Check box x	Not at all	Somewhat	Well	Very Well
<i>How well did this session:</i>				
1. Support school or department goals?				
2. Provide you the opportunity to be an active learner?				
3. Offer you intellectual engagement with ideas, materials, and colleagues?				
4. Demonstrate respect for you as a professional and as an adult learner?				

How will this professional learning opportunity impact instruction in your classroom?

Professional Development Feedback

Session/workshop facilitators, please send completed form within one week of the date of the session/workshop to your Assistant Superintendent, Principal, and Teacher Coordinator.

Date of session/workshop:

Session/workshop name:

Name of facilitator:

Names of attendees:

Grade level/subject:

Long-Range Goal (*ex., "align course curriculum to Common Core", "learn strategies for _____", etc.*):

Objectives for this session/workshop:

Summary of work accomplished in this session/workshop:

Next Steps (*ex., additional resources needed, additional work to be completed, topics to revisit, etc.*):

