

PROFESSIONAL DEVELOPMENT PLAN

Learning is more than an activity, it is an experience.

2013-2014 – 2014-2015



Every child is a work of art.
Create a masterpiece.

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"Professional development is not the hood ornament it is the engine that drives school improvement."

Introduction

Professional Development in the Rochester City 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 an experience.

This plan reflects a paradigm shift as the Department of Professional Learning moves into a consultation role by providing support and resources to schools to support improving the academic performance of all Rochester 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 outlined in the NYSED Diagnostic tool for School and District Effectiveness and 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 (Common Core Learning Standards).

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. 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

Every child is a work of art. Create a masterpiece.

Mission

To provide a quality education that ensures our students graduate with the skills to be successful in the global economy.

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

From: Past Practices in Professional Development	To: Current and Future Practices in Professional Learning
A department consisting of two members to meet and manage the needs of the entire district	An expanded department with focused responsibilities to target district needs: i.e. Technology (LMS), Coaching, Leadership, Initiatives and Outcomes, Professional Development Providers
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 Common Core, APPR, educator and District Goals
Solely district workshops/union 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
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
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THE FRAMEWORK FOR PROFESSIONAL LEARNING

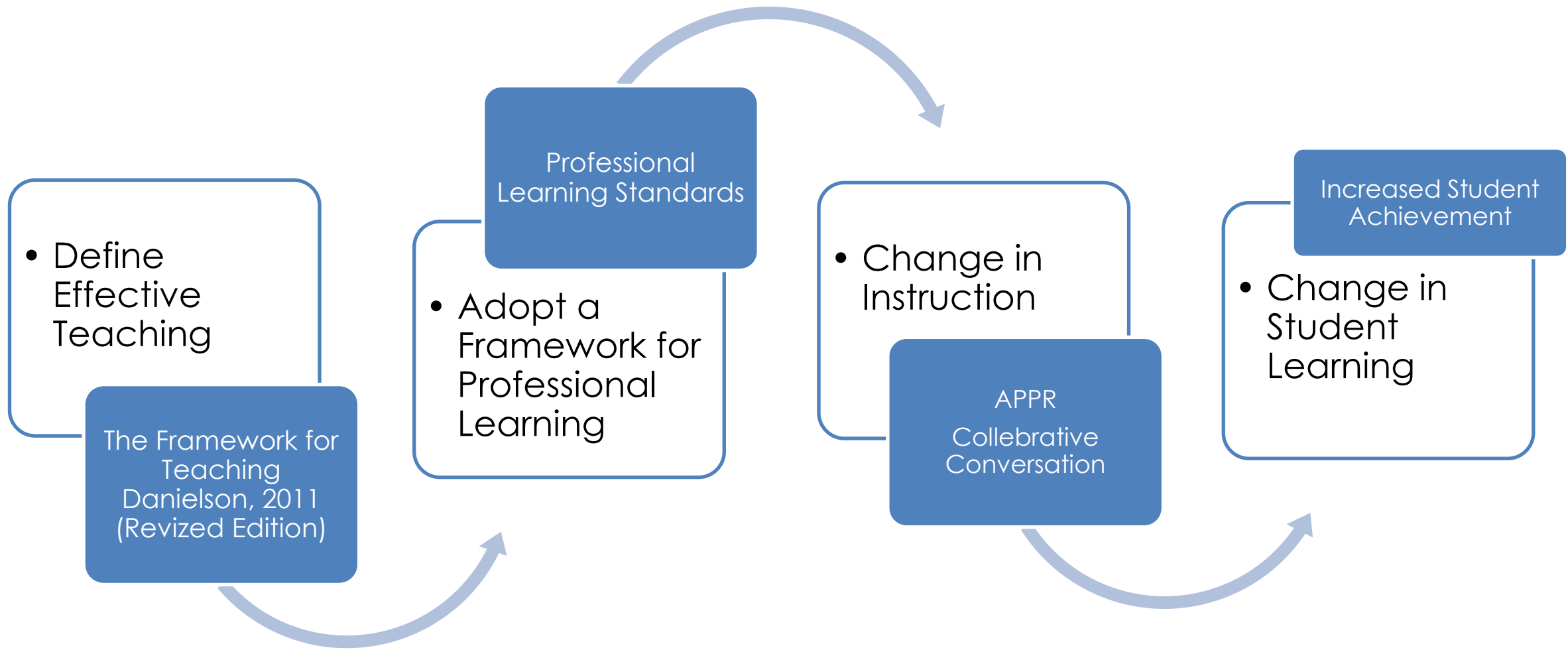
The design of professional learning experiences that support the implementation of the New York State Regents Reform Agenda and individual school improvement efforts are grounded on National Standards for Professional Learning. These standards outline the characteristics of professional learning that leads to effective teaching practices, supportive leadership, and improved student results. The standards were developed by Learning Forward, previously the National Staff Development Council. The New York State Professional Development Standards (Full Standards are in Appendix A) are aligned to the national standards. The Learning Forward 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
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.	<ul style="list-style-type: none"> • Engage in continuous improvement. • Develop collective responsibility. • Create alignment and accountability.
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.	<ul style="list-style-type: none"> • Develop capacity for learning and leading. • Advocate for professional learning. • Create support systems and structures.
RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.	<ul style="list-style-type: none"> • Prioritize human, fiscal, material, technology, and time resources. • Monitor resources. • Coordinate resources.
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.	<ul style="list-style-type: none"> • Analyze student, educator, and system data. • Assess progress. • Evaluate professional learning.
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	<ul style="list-style-type: none"> • Apply learning theories, research, and models. • Select learning designs. • Promote active engagement.
IMPLEMENTATION: Professional learning that increases educator effectiveness and results for all students applies research	<ul style="list-style-type: none"> • Apply change research. • Sustain implementation.

on change and sustains support for implementation of professional learning for long-term change.	<ul style="list-style-type: none"> • Provide productive feedback.
OUTCOMES: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.	<ul style="list-style-type: none"> • Meet performance standards. • Address learning outcomes. • Build coherence.

Theory of Practice

This plan is built on the following theory of practice that links the required elements of the Regents Reform Agenda to our underlying theory for improving student learning outcomes.

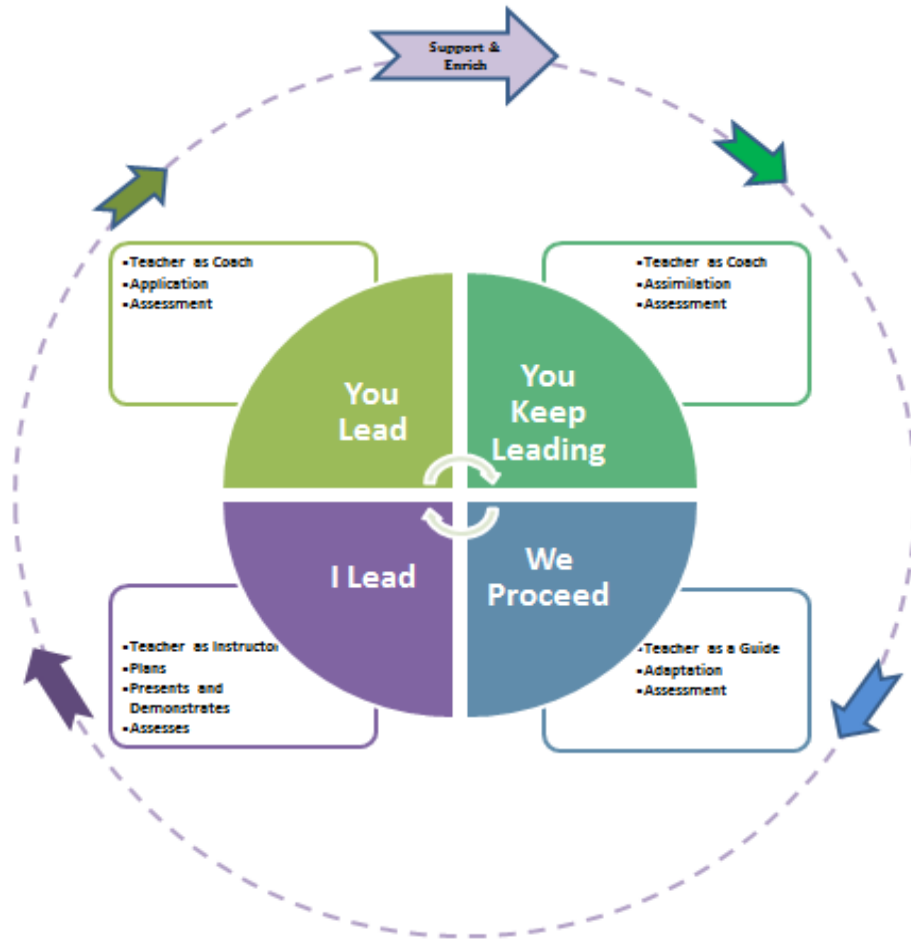


Leading Instructional Change

“Professional development is not the hood ornament it is the engine that drives school improvement.”

Two priorities of the Regents Reform Agenda are preparing students to be Career and College Ready and improving graduation rates for all students. 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 on Tenants 3 and 4 of the NYSED Diagnostic Tool for School and District Effectiveness (DTSDE) and Domain 3: Instruction of the Danielson Framework for Teaching, 2012



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 Framework for Teaching 2011, and the Rigor/Relevance Framework (1C LE, 2012). 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.

RCSD Strategic Goal
Goal 1: Student Achievement and Growth
Goal 2: Parental, Family and Community Involvement
Goal 3: Communication/Customer Service
Goal 4: Effective and Efficient Communication of Resources
Goal 5: Management Systems

Strategic Goal Alignment:

Supporting each school's capacity for School-Based Decision Making and directly linking professional learning to academic goals, the Regent's Reform Agenda, District Goals and expectations outlined in the NYSED Diagnostic tool for school and District Effectiveness.



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Diagnostic Tool for School and District Effectiveness
Statement of Practice 3.3, 4.2, 4.5, 2.3, 3.2, 4.3, 4.4, 3.5, 5.5
Statement of Practice: 2.2, 5.2, 6.2, 6.4
Statement of Practice: 2.2, 5.3, 5.4, 6.3
Statement of Practice: 2.4, 3.4
Statement of Practice: 2.5

Office of Professional Learning Deliverables
1A, 1B, 1C, 1D, 1E, 1F, 1G
2A, 2B, 2C
3A, 3B, 3C, 3D
4A, 4B, 4C
5A, 5B, 5C, 5D

**OFFICE OF PROFESSIONAL LEARNING
PLAN OF WORK FOR 2013-2015**

Strategic Goal Support	Objective 2012-2013	Objective 2013-2015 (Inclusive of DTSDE Statements of Practice 2-6)	Office of Professional Learning Deliverables
<p>Goal 1: Student Achievement and Growth</p>	<p>Implement the Common Core</p> <p>Implement Teacher Leader Evaluation/APPR</p> <p>Increase our focus on college and career readiness</p> <p>Better align professional development opportunities with student achievement goals, with an emphasis on cultural responsiveness in an urban environment</p>	<p>Implement the Common Core</p> <p>Statement of Practice 3.3: Teachers ensure that unit and lesson plans are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher order thinking skills and build deep conceptual understanding and knowledge around specific content.</p> <p>Statement of Practice 4.2: Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.</p> <p>Statement of Practice 4.5: Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.</p>	

Strategic Goal Support	Objective 2012-2013	Objective 2013-2015 (Inclusive of DTSDE Statements of Practice 2-6)	Office of Professional Learning Deliverables
Goal 1: Student Achievement and Growth continued		<p>Implement Teacher Leader Evaluation/APPR</p> <p>Statement of Practice 2.3:</p> <p>Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.</p> <p>Statement of Practice 3.2:</p> <p>The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K – 12.</p> <p>Increase our focus on college and career readiness</p> <p>Statement of Practice 4.3:</p> <p>Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.</p> <p>Statement of Practice 4.4:</p> <p>Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads</p>	

Strategic Goal Support	Objective 2012-2013	Objective 2013-2015 (Inclusive of DTSDE Statements of Practice 2-6)	Office of Professional Learning Deliverables
		<p>to high levels of student engagement and inquiry.</p> <p>Better align professional development opportunities with student achievement goals, with an emphasis on cultural responsiveness in an urban environment</p> <p>Statement of Practice 3.5:</p> <p>The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement</p> <p>Statement of Practice 5.5</p> <p>The school leader and student support staff work together to develop teachers' ability to use data to respond to student's social and emotional health needs, so students can become academically and socially successful.</p>	
Goal 2: Parental, Family and community Involvement	Provide parents/guardian with diverse opportunities for active family participation in their student's education	<p>Provide parents/guardian with diverse opportunities for active family participation in their student's education</p> <p>Statement of Practice 2.2:</p> <p>Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive</p>	

Strategic Goal Support	Objective 2012-2013	Objective 2013-2015 (Inclusive of DTSDE Statements of Practice 2-6)	Office of Professional Learning Deliverables
		<p>Educational Plan (SCEP).</p> <p>Statement of Practice 5.2</p> <p>The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.</p> <p>Statement of Practice 6.2</p> <p>The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.</p> <p>Statement of Practice 6.4</p> <p>The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional development health) to support student success.</p>	
Goal 3: Communication/ Customer Service	<p>Adopt operational standards, practice and business processes to improve our levels of customer service and transparency.</p> <p>Improve the timeliness and</p>	<p>Adopt operational standards, practice and business processes to improve our levels of customer service and transparency.</p> <p>Statement of Practice 2.2:</p> <p>Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide</p>	

Strategic Goal Support	Objective 2012-2013	Objective 2013-2015 (Inclusive of DTSDE Statements of Practice 2-6)	Office of Professional Learning Deliverables
	customer-focus of our responses to complaints and services requests.	<p>goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).</p> <p>Statement of Practice 5.3</p> <p>The school articulates and systemically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.</p> <p>Improve the timeliness and customer-focus of our responses to complaints and services requests.</p> <p>Statement of Practice 5.4</p> <p>All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.</p> <p>Statement of Practice 6.3</p> <p>The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.</p>	
Goal 4: Effective and Efficient Allocation of Resources	<p>Improve the efficiency of Central Office staff by deploying them primarily to support schools.</p> <p>More effective use of space to</p>	<p>Improve the efficiency of Central Office staff by deploying them primarily to support schools.</p> <p>Statement of Practice 2.4:</p>	

Strategic Goal Support	Objective 2012-2013	Objective 2013-2015 (Inclusive of DTSDE Statements of Practice 2-6)	Office of Professional Learning Deliverables
	<p>control facilities' capital and leased costs.</p> <p>Align staffing with actual building needs.</p>	<p>Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.</p> <p>More effective use of space to control facilities' capital and leased costs.</p> <p>Align staffing with actual building needs.</p> <p>Statement of Practice 3.4:</p> <p>The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.</p>	
<p>Goal 5</p> <p>Management Systems: We will improve the efficiency and effectiveness of management systems that impact operations of Central Office and our schools, to facilitate the accomplishment of all goals and</p>	<p>Support schools efforts to meet Common Core standards of excellence for curriculum, extra-curricular and physical environment</p> <p>Design and implement standards of excellence for the recruitment, development and retention of a highly effective and divers staff, dedicated to student success.</p>	<p>Support schools efforts to meet Common Core standards of excellence for curriculum, extra-curricular and physical environment</p> <p>Design and implement standards of excellence for the recruitment, development and retention of a highly effective and divers staff, dedicated to student success.</p> <p>Statement of Practice 2.5:</p> <p>The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for</p>	

Strategic Goal Support	Objective 2012-2013	Objective 2013-2015 (Inclusive of DTSDE Statements of Practice 2-6)	Office of Professional Learning Deliverables
objectives.		continuous improvement.	

Objectives 2013-2015 (Inclusive of DTSDE Statements of Practice 2-6)	Professional Learning Deliverables	Key Milestones
<p>Goal 1: Implement the Common Core</p> <p>Statement of Practice 3.3: Teachers ensure that unit and lesson plans are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher order thinking skills and build deep conceptual understanding and knowledge around specific content.</p> <p>Statement of Practice 4.2: Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.</p> <p>Statement of Practice 4.5: Teachers use a variety of data sources including screening, interim</p>	<p>1A. Professional Learning Designs and Methods</p>	<ul style="list-style-type: none"> • Develop Protocols for Approved Learning Methods • Print Protocols of Learning Methods • Develop Training on Effective Meetings • Deliver Training on Effective Meetings • Develop Training on Effective Teams • Deliver Training on Effective Teams • Develop Training on Effective Communication • Deliver Training on Effective Communication • Develop Module on Designing Professional Development • Deliver Module on Designing Professional Development • Develop Module on Facilitation and Presenting • Deliver Module on Facilitation and Presenting • Create a portal to house Protocols meeting various needs • Measure Effectiveness of the Program <ul style="list-style-type: none"> • Write Job Description • Agree Upon Performance Evaluation • Determine Assignments and Locations • Agree Upon a Hiring Process

<p>measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.</p> <p>Goal 1: Implement Teacher Leader Evaluation/APPR</p> <p>Statement of Practice 2.3:</p> <p>Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.</p>	<p>1B. Hire and Train Instructional Coaches</p>	<ul style="list-style-type: none"> • Post Position on the RCSD Bulletin • Interview Candidates • Hire Candidates • Develop Orientation Training • Deliver Orientation Training • Develop Summer Training • Deliver Summer Training • Develop School Year Training • Measure Effectiveness of the Program
<p>Statement of Practice 3.2:</p> <p>The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K – 12.</p> <p>Goal 1: Increase our focus on college and career readiness</p> <p>Statement of Practice 4.3:</p> <p>Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple</p>	<p>1C. School-Based Planning Teams and School Leadership Team Training</p>	<ul style="list-style-type: none"> • Develop Guidelines for Approving of Professional Learning Experiences • Develop an auditing protocol to ensure alignment • Develop a Summer Training for SBPTs • Share Protocols on Approved Learning Methods • Share Protocol of Approval Auditing • Validate End of Year Summary Report • Provide On-Going Technical Supports • Measure Effectiveness of the Program
<p>Statement of Practice 3.2:</p> <p>The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K – 12.</p> <p>Goal 1: Increase our focus on college and career readiness</p> <p>Statement of Practice 4.3:</p> <p>Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple</p>	<p>1D. Develop Teacher Leaders</p>	<ul style="list-style-type: none"> • Share Training on Effective Meetings • Share Training on Effective Teams • Share Training on Effective Communication • Share Module on Facilitation and Presenting • Share portal of Protocols meeting various needs • Study <i>Five Dysfunctions of a Team</i> • Measure Effectiveness of the Program
<p>Statement of Practice 3.2:</p> <p>The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K – 12.</p> <p>Goal 1: Increase our focus on college and career readiness</p> <p>Statement of Practice 4.3:</p> <p>Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple</p>	<p>1E. Train Teachers on Collaborative Practices</p>	<ul style="list-style-type: none"> • Share Training on Effective Meetings • Share Training on Effective Teams • Share Training on Effective Communication • Share portal of Protocols meeting various needs • Study <i>Five Dysfunctions of a Team</i> • Measure Effectiveness of the Program

<p>points of access for all students to achieve targeted goals.</p> <p>Statement of Practice 4.4:</p> <p>Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.</p> <p>Goal 1: Better align professional development opportunities with student achievement goals, with an emphasis on cultural responsiveness in an urban environment</p> <p>Statement of Practice 3.5:</p> <p>The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student</p> <p>Statement of Practice 5.5</p> <p>The school leader and student support staff work together to develop teachers’ ability to use data to respond to student’s social and emotional health needs, so students can become academically and socially successful.</p>	<p>1F. Endorse In-house Professional Development Providers (PDPs)</p>	<ul style="list-style-type: none"> • Collaborate with T&L Directors to identify needs of • Develop Job Description for in-house PDPs • Submit Job Description for Approval • Advertise the position to both ASAR and RTA members • Collaborate with the Office of African and African-America Studies on the development of training material • Collaborate with the Office of English Language Learners on the development of training material • Collaborate with the Office of Specialized Services on the development of training material • Develop Training of Effective Professional Learning Practices • Develop Training on Leading Instructional Change • Interview candidates • Review Observations/Final Evaluations • Select PDPs • Deliver Training of Effective Professional Learning Practices to PDPs • Deliver Training on Leading Instructional Change to PDPs • Submit Board Authorization or the 2013-2014 SY • Share Training on Effective Communication with PDPs • Share portal of Protocols meeting various needs • Measure Effectiveness of the Approach/Purpose of having PDPs
	<p>1G. Support schools in the development of School-Based Professional Development Plans</p>	<ul style="list-style-type: none"> • Develop a PD Plan Review Protocol • Develop Summer Training for development of PD Plans for 13-14 SY • Collect School PD Plans • Review PD Plans • Provide Feedback on PD Plans • Collect 13-14 PD Plan

<p>Goal 2: Provide parents/guardian with diverse opportunities for active family participation in their student’s education</p> <p>Statement of Practice 2.2:</p> <p>Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).</p> <p>Statement of Practice 5.2</p> <p>The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.</p> <p>Statement of Practice 6.2</p> <p>The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.</p> <p>Statement of Practice 6.4</p> <p>The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional development health) to support student success.</p>	<p>2A. Develop training module for school administrators on how to develop and articulate a school vision.</p>	<ul style="list-style-type: none"> • Review expectations of DTSDE Diagnostic Tool • Develop training module to support school administrators • Obtain approval to deliver training • Deliver training
	<p>2B. Deliver training on how to Build a Professional Learning Community (PLC)</p>	<ul style="list-style-type: none"> • Obtain training materials • Identify trainers • Schedule training dates • Deliver training to schools
	<p>2C. Develop training for teachers on how to communicate and engage with parents/guardians.</p>	<ul style="list-style-type: none"> • Collaborate with the Office of Parent Engagement • Identify trainers • Schedule training dates • Deliver training to teachers
<p>Goal 3: Adopt operational standards, practice and business processes to improve our levels of customer service and transparency.</p>	<p>3.A Upgrade district Learning Management System (LMS) AVATAR to include features</p>	<ul style="list-style-type: none"> • Redistribute System Rights • Update Course Categories • Update Class System Groups • Integrate Brain Honey with AVATAR • Launch Upgrade 6.7

<p>Statement of Practice 2.2:</p> <p>Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).</p>		
<p>Statement of Practice 5.3</p> <p>The school articulates and systemically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.</p>	<p>3.B Establish Standard Operating Procedures (SOP) for management of AVATAR</p>	<ul style="list-style-type: none"> • Develop a User Guide • Develop a Training for Developer • Design Training for Users • Design Training for Developers and Facilitators • Deliver Training for Users • Deliver Training for Developers and Facilitators
<p>Improve the timeliness and customer-focus of our responses to complaints and services requests.</p> <p>Statement of Practice 5.4</p> <p>All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.</p>	<p>3.C Increase online course offerings</p>	<ul style="list-style-type: none"> • Begin Phase I of Developing Online Learning Modules • Link 2nd party content to AVATAR to create Online Learning Modules • Measure Effectiveness of the Program
<p>Statement of Practice 6.3</p> <p>The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.</p>	<p>3.D Expand evaluation of course offerings to include pre/post assessments of adult learning</p>	<ul style="list-style-type: none"> • Determine • Schedule reoccurring reporting feature for each school • Schedule reoccurring reporting feature for each department
<p>Goal 4: Improve the efficiency of Central Office staff by deploying them primarily to support schools.</p> <p>Statement of Practice 2.4:</p> <p>Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.</p>	<p>4.A Develop standard reporting for schools and department on participation and</p>	<ul style="list-style-type: none"> • Identify 1 Individual as Developer per building • Establish 1 Individual as Developer per Department • Train individuals per building identified as Developer • Train individuals per Department as Developer • Schedule reoccurring reporting feature for each school • Schedule reoccurring reporting feature for each department
	<p>4.B Reorganize Center for Professional Learning to accommodate an additional two rooms that have a</p>	<ul style="list-style-type: none"> • Take inventory a building usage • Coordinate with facilities to convert Room 336 into a training room. • Purchase SmartBoard for Room 336

<p>More effective use of space to control facilities' capital and leased costs.</p> <p>Align staffing with actual building needs.</p> <p>Statement of Practice 3.4:</p> <p>The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.</p>	<p>capacity of 60 participants.</p>		<ul style="list-style-type: none"> • Convert Training Rooms 442 and 444 into Office Space • Evaluate Sharpoint tracking system 																
	<p>4.C Assign an Office of Professional Learning liaison to each building and department.</p>		<ul style="list-style-type: none"> • Train all staff of the Office of Professional Learning on Department Vision and Mission • Calibrate staff understanding and delivery 																
<p>Goal 5: Support schools efforts to meet Common Core standards of excellence for curriculum, extra-curricular and physical environment</p> <p>Design and implement standards of excellence for the recruitment, development and retention of a highly effective and divers staff, dedicated to student success.</p> <p>Statement of Practice 2.5:</p> <p>The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.</p>	<p>5.A Delivery module training on Managing Change, Facilitating Learning Teams, Learning Designs and Standards for Professional Learning</p>		<ul style="list-style-type: none"> • Develop 4 part module series training on Implementing the Common Core • Schedule training for administrators on AVATAR • Schedule training for teachers on AVATAR • Measure Effectiveness of the training • Measure the Impact of the training 																
	<p>5.B Collaborate with the Department of ELL to increase the number of teachers teaching with a Bilingual Extension</p>		<ul style="list-style-type: none"> • Finalize contract with Nazareth College • Finalize selection and admission of qualified candidates • Review transcripts at the end of each semester of study • Develop a tutorial for candidates in preparation for Certification Exam • Evaluate Nazareth College as vendor • Explore SUNY at Brockport as future partner to design course work • Design sustainability plan (Possible Sources: TOT, Title IIA) 																
	<p>5.C Collaborate with the Department of Specialized Services to increase the number of Special Education teachers working in autism classrooms with knowledge and strategies to support students with autism.</p>		<ul style="list-style-type: none"> • Begin contract with University of Rochester • Develop a 30 hour course of study • Develop pre and post assessment for participants • Invite 15 Special Education teachers currently teaching in an autism classroom to participate • Invite 15 Special Education teacher assistants currently teaching in an autism classroom to participate • Evaluate University of Rochester as vendor • Design sustainability plan (Possible Sources: IDEA, Title IIA) 																
<p>Key Milestones</p>			Jul	Aug	SAI	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	SAI	July	Aug	REFOCUS

1A. Professional Learning Designs and Methods																		
• Develop Protocols for Approved Learning Methods	●																	
• Print Protocols of Learning Methods	●																	
• Develop Training on Effective Meetings	●																	
• Deliver Training on Effective Meetings																		
• Develop Training on Effective Teams	●																	
• Deliver Training on Effective Teams																		
• Develop Training on Effective Communication	●																	
• Deliver Training on Effective Communication																		
• Develop Module on Designing Professional Development	●																	
• Deliver Module on Designing Professional Development																		
• Develop Module on Facilitation and Presenting	●																	
• Deliver Module on Facilitation and Presenting																		
• Create a portal to house Protocols meeting various needs	●																	
• Measure Effectiveness of the Program																		
1B. Hire and Train Instructional Coaches																		
• Write Job Description	●																	
• Agree Upon Hiring Process	●																	
• Agree Upon a Performance Evaluation	●																	
• Post Position on the RCSD Bulletin	●																	
• Interview Candidates	●																	
• Hire Candidates	●																	
• Determine Assignments and Locations	●																	
• Develop Orientation Training	●																	
• Deliver Orientation Training																		
• Develop Summer Training	●																	
• Deliver Summer Training																		
• Develop School Year Training	●																	
• Measure Effectiveness of the Program																		

Key Milestones	Jul	Aug		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June		July	Aug			
1C. School-Based Planning Teams and School Leadership Team Training																			
<ul style="list-style-type: none"> Develop Guidelines for Approving Professional Learning Experiences Develop an auditing protocol to ensure alignment Develop Training for SBPTs Share Protocols on Approved Learning Methods Share Protocol of Approval Auditing Validate End of Year Summary Report Provide On-Going Technical Supports Measure Effectiveness of the Program 																			
1D. Develop Teacher Leaders																			
<ul style="list-style-type: none"> Share Training on Effective Meetings Share Training on Effective Teams Share Training on Effective Communication Share Module on Facilitation and Presenting Share portal of Protocols meeting various needs Study <i>Five Dysfunctions of a Team</i> Measure Effectiveness of the Program 																			
1E. Train Teachers on Collaborative Practices																			
<ul style="list-style-type: none"> Share Training on Effective Meetings Share Training on Effective Teams Share Training on Effective Communication Share portal of Protocols meeting various needs Study <i>Five Dysfunctions of a Team</i> Measure Effectiveness of the Program 																			

Key Milestones	Jul	Aug		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June		July	Aug				
1F. Endorse In-house Professional Development Providers (PDPs)																				
<ul style="list-style-type: none"> Collaborate with T&L Directors to identify needs Develop Job Description Submit Job Description for Approval Advertise the position to both ASAR and RTA members Collaborate with the Office of African and African-American Studies on the development of training material Collaborate with the Office of English Language Learners on the development of training material Collaborate with the Office of Specialized Services on the development of training material Develop Training of Effective Professional Learning Practices Develop Training on Leading Instructional Change Interview candidates Review Observations/Final Evaluations Select PDPs Deliver Training of Effective Professional Learning Practices Deliver Training on Leading Instructional Change Submit Board Authorization or the 2013-2014 SY Share Training on Effective Communication Share portal of Protocols meeting various needs Measure Effectiveness of the Approach/Purpose of having PDPs 																				
1G. Support schools in the development of School-Based Professional Development Plans																				
<ul style="list-style-type: none"> Develop a PD Plan Review Protocol Develop Summer Training for development of PD Plans for 13-14 SY Collect School PD Plans Review PD Plans Provide Feedback on PD Plans Provide technical support Collect Revised 13-14 PD Plan 																				

Key Milestones	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
2A. Develop training module for school administrators on how to develop and articulate a school vision.														
<ul style="list-style-type: none"> Review expectations of DTSDE Diagnostic Tool Develop training module to support school administrators Obtain approval to deliver training Deliver training 														
2B. Deliver training on how to Build a Professional Learning Community (PLC)														
<ul style="list-style-type: none"> Obtain training materials Identify trainers Schedule training dates Deliver training 														
2C. Develop training for teachers on how to communicate and engage with parents/guardians.														
<ul style="list-style-type: none"> Collaborate with the Office of Parent Engagement Identify trainers Schedule training dates Deliver training 														
3.A Upgrade district Learning Management System (LMS) AVATAR to include features														
<ul style="list-style-type: none"> Redistribute System Rights Update Course Categories Update Class System Groups Integrate Brain Honey with AVATAR Launch Upgrade 6.7 														
3.B Establish Standard Operating Procedures (SOP) for management of AVATAR														
<ul style="list-style-type: none"> Develop a User's Guide Develop a Training for Developer's Design Training for Users Design Training for Developers and Facilitators Deliver Training for Users Deliver Training for Developers and Facilitators 														

Key Milestones	Jul	Aug		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June		July	Aug		
3.C Increase online course offerings																		
<ul style="list-style-type: none"> Begin Phase I of Developing Online Learning Modules Link 2nd party content to AVATAR to create Online Learning Modules Collaborate with IM&T to begin building courses Design pre and post tests for classes being taught Measure Effectiveness of the Program 																		
3.D Expand evaluation of course offerings to include pre/post assessments of adult learning																		
<ul style="list-style-type: none"> Determine pathway to administer pre and post tests Schedule reoccurring reporting feature for each school Schedule reoccurring reporting feature for each department 																		
4.A Develop standard reporting for schools and department on participation																		
<ul style="list-style-type: none"> Identify 1 Individual as Developer per building Establish 1 Individual as Developer per Department Train individuals per building identified as Developer Train individuals per Department as Developer Schedule reoccurring reporting feature for each school Schedule reoccurring reporting feature for each department 																		
4.B Reorganize Center for Professional Learning																		
<ul style="list-style-type: none"> Take inventory of building usage Coordinate with facilities to convert Room 336 into a training room. Purchase SmartBoard for Room 336 Convert Training Rooms 442 and 444 into Office Space Evaluate Sharpoint tracking system 																		
4.C Assign an Office of Professional Learning liaison to each building and department.																		
<ul style="list-style-type: none"> Train all staff of the Office of Professional Learning on Department Vision and Mission Calibrate staff understanding and delivery of services Develop a schedule for quarterly check-ins with each site. 																		

Key Milestones	Jul	Aug		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June		July	Aug		
5.A Delivery module training on Managing Change, Facilitating Learning Teams, Learning Designs and Standards for Professional Learning																		
<ul style="list-style-type: none"> Develop 4 part module series training on Implementing the Common Core Schedule training for administrators on AVATAR Schedule training for teachers on AVATAR Measure Effectiveness of the training Measure the Impact of the training 	—●	—●		—●	—●								—●					
5.B Collaborate with the Department of ELL to increase the number of teachers teaching with a Bilingual Extension																		
<ul style="list-style-type: none"> Finalize contract with Nazareth College Finalize selection and admission of qualified candidates Review transcripts at the end of each semester of study Develop a tutorial for candidates in preparation for Certification Exam Evaluate Nazareth College as vendor Explore SUNY at Brockport as future partner to design course work Design sustainability plan (Possible Sources: TOT, Title IIA) 		—●		—●	—●		—●	—●	—●	—●	—●	—●	—●					
5.C Collaborate with the Department of Specialized Services to increase the number of Special Education teachers working in autism classrooms with knowledge and strategies to support students with autism.																		
<ul style="list-style-type: none"> Begin contract with University of Rochester Develop a 30 hour course of study Develop pre and post assessment for participants Invite 15 Special Education teachers currently teaching in an autism classroom to participate Invite 15 Special Education teacher assistants currently teaching in an autism classroom to participate Evaluate University of Rochester as vendor Design sustainability plan (Possible Sources: IDEA, IIA) 		—●		—●	—●			—●	—●	—●	—●	—●	—●					

Key Milestones	Jul	Aug		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June		July	Aug	
5.D Collaborate with the Office of Recruitment and Instructional Technology to develop orientation for new hires.																	
<ul style="list-style-type: none"> Evaluate current process for orientating new hires to the system Access past orientation practices Collaborate with IM&T to develop online orientation modules Collaborate with Division of Teaching and Learning to develop online tutorials that support Leading Instructional Change. 																	

DISTRICT WIDE SPONSORED PROFESSIONAL LEARNING

ROCHESTER TEACHER'S CENTER

The Department of Professional Learning works collaboratively with The Rochester Teacher's Center to fund and provide professional learning experiences to district staff. This includes instructors for multi-session courses and facilitators for Collegial Learning Circles. These professional learning experiences will be aligned to APPR expectations (Domains and rubrics for highly effective ratings). Additional activities include: Teaching English Language Learners and Math Clinic, Action Research Projects, Institutes on Teaching and Learning, amongst others.

In collaboration with the Rochester Teacher Center, The Department of Professional Learning will assist in supporting teacher and leaders' effectiveness to improve the quality of teaching and learning through a wider knowledge base about curriculum and pedagogies; that ensure students are an important part of the instructional process and making it equitable for all.

The Department of Professional Learning works collaboratively with The Rochester Teacher's Center to fund and provide professional learning experiences to district staff. This includes instructors for multi-session courses and facilitators for Collegial Learning Circles. Course instructors/participants produce or experience APPR (domains and rubrics for highly effective ratings) Examples, Teaching English Language Learners and Math Clinic: Standards- Based Math Teaching and Learning, amongst others.

THE OFFICE OF PROFESSIONAL LEARNING

The Office of Professional Learning, in partnership with the CTO and the RTC will provide district wide professional learning opportunities for district staff. The Office of Professional Learning will also coordinate professional learning opportunities for building-based instructional coaches and administrators.

The District uses the AVATAR system to advertise, register, monitor and evaluate the professional learning opportunities for district staff. The Office of Professional Learning manages this program. The AVATAR system provides the opportunity for staff to search for course opportunities by content alignment, domain alignment, or by course type.

District coaches, lead teachers, teachers, and administrators provide many of the district's professional learning experiences. All professional development facilitators will submit a professional learning lesson plan (Appendix B) for each session they are facilitating.

DATA ANALYSIS

New York State data analysis indicates two main areas in need of improvement: literacy and graduation rates. Additional data analysis from a variety of sources indicates the need for improvement in the following supporting areas: providing good first teaching, culturally responsive teaching, and collaborative teaching. All of these focus areas will be integrated with the Regents Reform Agenda.

NEW YORK STATE AUDIT EXPECTATIONS

As part of the New York State school auditing process the following requirements are embedded into this plan. This plan is based on the Common Standards for professional development. The Office of Professional Learning monitors the quality of professional development from participant evaluations, professional development needs surveys, and a programmatic evaluation of district professional development. The district's Career in Teaching office provides a robust mentoring program for all teachers. Additionally, the Office of Professional Learning seeks outside programmatic evaluations. This information is on the Career in Teaching's website. The Office of Professional Learning partners with School-Based Planning Teams to support a network and infrastructure that supports site-based professional development. District professional development is funded by New York State consolidated grants, local resources, and frequently applies for competitive grants. The Office of Professional Learning works diligently to ensure there is a stability of resources, even during economic downturns. The Title IIA expenditures are in Appendix D.

NEW YORK STATE REQUIRED PROFESSIONAL DEVELOPMENT

175 Hours/75 hours of Professional Development 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 learning.

- Mentoring in any one year - 175 hours
- 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 each semester hour of credit is equal to 15 hours of professional development and each quarter hour is equal to 10 hours of professional development.
- Sabbatical related to content specialty or enhancement of teaching strategies - 90 hours for that renewal cycle.
- Service/designation as support teacher, helping teacher, demonstration class teacher or coach shall be counted as 125 hours for each cycle during which this service was provided.
- Serving on CDEP or DCEP or school leadership committees shall be counted as 50 hours for that cycle.
- Service as a cooperating teacher for a student teacher or field internships; including attendant meetings and processes – 90 hours for that cycle.

A maximum of 35 hours of credit per activity shall be determined by the School-based Planning Team for the following:

- Collaborating with other teachers to examine case studies of student work and development.
- Creating/Assessing teacher portfolio, including the PART/Summative process.
- Engaging in research projects that are collaborative and action oriented.
- Participating in study/collegial circle structured guided reflection activities focused on student learning.
- Participating in formal programs of peer coaching or peer review such as PART/Summative and work as Lead Teacher/specialists.
- 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 can apply to the Professional Development Committee that approves PD offerings to receive credit for the following documented activities:

- Participating in regional scoring of State assessments, assessing student portfolios.
- Teacher of the Year activities.
- NYSTCE “assessor” or test development committee member.
- 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.

2 HOUR COURSE IN SCHOOL VIOLENCE PREVENTION AND INTERVENTION

This 2 hour course is provided to all RCSD staff members during building-based conference days. With leadership from the Office Off School Safety and Security, administrators provide this training at the onset of each school year during the first Superintendent’s Conference day.

MENTORING PROGRAM

Rochester City School District has a nationally recognized Career in Teaching (CIT) program. Our complete CIT plan can be found on the CIT webpage. In addition to the mentoring activities in the district provides New Teacher Orientation. Ten hours are allocated for New Teacher Orientation, ten hours for specific learning based on mentor input, and ten hours for teaching and learning.

OFFICE OF PROFESSIONAL LEARNING

PROGRAM STAFFING

Instructional Director for Professional Learning

The Instructional Director provides direction for professional learning at the district level. This includes coordinating professional development within the Division of Teaching and Learning. The Instructional Director will manage professional learning from each department within the Division of Teaching and Learning to create a strategic plan that incorporates a coordination of efforts and resources to maximize offerings. Furthermore, the Instructional Director will collaborate with schools to support, monitor and plan professional learning.

Coordinating Director of Expanded Learning and Professional Development Opportunities and Professional Learning

The Coordinating Director for Expanded Learning and Professional Development Opportunities and Professional Learning will provide direct supports to schools in their delivery, implementation and evaluation of job-embedded professional learning. The Director will coordinate programs related to the Framework for Teaching, Common Core State Standards and data analysis for the purpose of achieving outcomes related to Rochester City School Districts goals. Additionally, the Director will provide protocol exemplars with school teams, teachers and school leaders to promote professional learning.

Coordinating Director of Professional Learning Initiatives and Outcomes

The Coordinating Director of Professional Learning Initiatives and Outcomes provides supports to school leaders the ability to monitor and evaluate the impact of professional learning. The Director coordinates impact tools, surveys and professional development evaluation plans. They lead the integration of differentiated evaluation protocols for classes and courses posted to AVATAR. Additionally, they work with external partners, when necessary, to develop appropriate evaluation processes to improve practice.

Coordinating Director of Instructional Coaches

The Coordinating Director of Instructional Coaches provides leadership for the Instructional Coaches. The Director ensures that the coaching program components maximize the educational experience of every student and provides supports to collaborative teams within buildings. Additionally, the Director of Instructional Coaches provides professional development for coaches in the following areas: modeling, co-planning, co-teaching and reflective feedback for teachers.

Coordinating Director of Professional Learning for School Leadership

The Coordinating Director of Professional Learning for School Leadership focuses efforts on strengthening leadership skills for School Based Planning Team members, Grade Level and Department Teams and school leaders when necessary. They provide supports to school leaders both teacher and administrator on their ability to affect change. The Director coordinates programs and activities related to change, leadership, motivation, adult learning theory and data analysis. Furthermore, they define objectives for planning, evaluating, developing, implementing and maintaining best practices associated with professional learning.

Professional Learning Support, Process and Context – Teacher on Assignment

These individuals are additional support for each zone to maximize the planning and delivery of embedded professional learning. They will focus on training Coaches, Team Leaders and Department Chairs on teaming, the change process, group dynamics, facilitating skills, coaching, using data to inform professional learning and strategic planning. They will serve as a direct support to schools with a zone to better plan for clustering, coordination of school visitations and partnering with BOCES to monitor regional (zone) support.

Professional Learning Instructional Technology Resource – Teacher on Assignment

This individual serves as an instructional and helpdesk support for applications including, but not limited to , AVATAR, Teachscape, GALE Virtual Library, and GoToWebinars. This Instructional Technology Resource provides assistance for these systems, plan, create, and implement related professional development sessions and crafting online learning modules to support current as well as future professional development initiatives.

Instructional Coaches

The Instructional Coach builds teacher capacity and their understanding of instructional practices related to APPR, Common Core and Data Driven Instruction. They are learners who model continuous improvement, life-long learning and goes and beyond to ensure student success. They are responsible for ensuring high-quality instruction in classrooms through modeling, co-planning, co-teaching and providing for urban education reform and leadership. They assist teachers' resources, materials, tools and information to support classroom instruction. Instructional Coaches develop staff members' knowledge, skills, attitudes, and behaviors through a variety of professional development targeted topics and designs.

Professional Development Provider (PDP)

These individuals provide professional development during and collaboratively work with department directors to build and support school improvement at assigned schools or district wide. They will develop and facilitate content specific, cross curricula and interdisciplinary professional learning that will promote and sustain collaborative learning communities as well as contribute to a positive district/school culture. Training emphasis will include culturally responsiveness, working with students with ELL and specialized services classifications and complete knowledge of *"I lead, you lead, you keep leading, we proceed."* Professional Development Providers will develop an understanding of the following concepts:

1. What it means to be a culturally responsive
2. Why it is important to be a culturally responsive teacher in this district (connecting to APPR)
3. What one can expect from a culturally responsive teacher/environment and again, how those expectations are connected to Common Core and APPR

Network Team Institute (NTI)

As part of their work in implementation of The Common Core State Standards, The Office of Professional Learning will oversee the Network Team Institutes (NTI) for the 2013-2014 school year. Beginning in July 2013, NTI involves new expectation and new structures, including more rigorous expectations for ambassadors as well as an initiative of increasing principal and superintendent participation. In the Rochester City School District, NTI teams will consist of instructional coaches and district level employees who are charged with the implementation of CCSS. Expectations of 2013-2014 ambassadors will be to assist districts with training, creation of curriculum materials, and/or vetting curriculum materials for alignment with the Common Core State Standards. Additionally, the Office of Professional Learning will identify ambassadors and organize registration. Please see Appendix C for the Network team Institute Calendar.

District Wide Professional Development Plans

Professional Development Planning Guide

Planning Process Statements	Student Performance Data Or Rationale(s)	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
Narrative of Professional Learning	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 competition will be measured by _____.

Department of ELL, Bilingual and LOTE

Student Performance Data Or Rationale(s)	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 competition will be measured by ____.
District wide need for Gen Ed/content area, Bilingual and ESOL teachers to improve their capacity to develop coherent lesson planning and delivery practices using research based-methods that make academic content engaging and accessible to EL's	Teachers will learn effective strategies for scaffolding content based instruction. Teachers will learn strategies for teaching English language skills through content area classes	access grade level, academic texts and communicate their content understandings while building English language skills	Colleagues who are already SIOP trained. ELL coaches. Related SIOP PD offerings	SIOP Training for Secondary teachers	apply SIOP new learning to lesson /unit planning	review student and teacher work for evidence of teachers and students using SIOP techniques/strategies	independently apply strategies they've been taught to reading, writing, listening and spoken interactions about academic content. Students will also demonstrate familiarity with SIOP lesson design expectations and routines	Carrie Pecor Tracy Cretelle	TBD	Walk through, Coaching Examine teacher and Student Work
District wide need	Teachers will learn	access grade level,	Colleagues who are	Virtual SIOP Institute	apply SIOP new	review student and	independently apply	Carrie Pecor	TBD	Walk through,

for Gen Ed/content area Bilingual and ESOL teachers to improve their capacity to develop coherent lesson planning and delivery practices using research based-methods that make academic content engaging and accessible to EL's	effective strategies for scaffolding content based instruction. Teachers will learn strategies for teaching English language skills through content area classes	academic texts and communicate their content understandings while building English language skills	already SIOP trained. ELL coaches. Related SIOP PD offerings	offered on line	learning to lesson unit planning	teacher work for evidence of teachers and students using SIOP techniques/strategies	strategies they've been taught to reading, writing, listening and spoken interactions about academic content. Students will also demonstrate familiarity with SIOP lesson design expectations and routines	Tracy Cretelle		Coaching Examine Student Work
District wide need for Gen Ed/content area Bilingual and ESOL teachers to improve their capacity to develop coherent lesson planning and delivery practices using research based-methods that make academic content engaging and accessible to EL's	Teachers will learn effective strategies for scaffolding content based instruction. Teachers will learn strategies for teaching English language skills through content area classes	access grade level, academic texts and communicate their content understandings while building English language skills	Colleagues who are already SIOP trained. ELL coaches. Related SIOP PD offerings	Individual SIOP Component PD: Designing for Maximum Academic Interaction	apply SIOP new learning to lesson /unit planning	review student and teacher work for evidence of teachers and students using SIOP techniques/strategies	independently apply strategies they've been taught to reading, writing, listening and spoken interactions about academic content. Students will also demonstrate familiarity with SIOP lesson design expectations and routines	Carrie Pecor Tracy Cretelle	TBD	Walk through, Coaching Examine Student Work Formative assessment
District wide need for Gen Ed/content area Bilingual and ESOL teachers to improve their capacity to develop coherent lesson planning and delivery practices	Teachers will learn effective strategies for scaffolding content based instruction. Teachers will learn strategies for teaching English language skills	access grade level, academic texts and communicate their content understandings while building English language skills	Colleagues who are already SIOP trained. ELL coaches. Related SIOP PD offerings	Individual SIOP Component PD: Lesson Preparation	apply SIOP new learning to lesson /unit planning	review student and teacher work for evidence of teachers and students using SIOP techniques/strategies	independently apply strategies they've been taught to reading, writing, listening and spoken interactions about academic content. Students will also demonstrate familiarity with SIOP	Carrie Pecor Tracy Cretelle	TBD	Walk through, Examine teacher planning work, Coaching, Examine Student Work Formative

using research based-methods that make academic content engaging and accessible to EL's	through content area classes						lesson design expectations and routines			assessment
District wide need for Gen Ed/content area Bilingual and ESOL teachers to improve their capacity to develop coherent lesson planning and delivery practices using research based-methods that make academic content engaging and accessible to EL's	Teachers will learn effective strategies for scaffolding content based instruction. Teachers will learn strategies for teaching English language skills through content area classes	access grade level, academic texts and communicate their content understandings while building English language skills	Colleagues who are already SIOP trained. ELL coaches. Related SIOP PD offerings	Individual SIOP Component PD: Planning for Ongoing Review and Assessment	apply SIOP new learning to lesson /unit planning	review student and teacher work for evidence of teachers and students using SIOP techniques/strategies	independently apply strategies they've been taught to reading, writing, listening and spoken interactions about academic content. Students will also demonstrate familiarity with SIOP lesson design expectations and routines	Carrie Pecor Tracy Cretelle	TBD	Walk through, Examine teacher planning work, Coaching Examine Student Work Formative and summative assessment
It is a NYS and District expectation that ESOL Instruction will be Common Core-based	Teachers will learn effective strategies for scaffolding instruction. Teachers will learn strategies for teaching English language skills through Common Core ELA content	access grade level, academic texts and communicate their content understandings while building English language skills	ESOL Coaches, certain Bilingual teachers ELA teachers, the Network Team, Common Core Ambassadors, Models of Adaptations completed 2012-13	Scaffolding Common Core-Based Instruction for EL's in Grades K - 2 (Core Knowledge)	apply new learning to lesson /unit planning	review student and teacher work for evidence of teachers and students understanding the shifts and their impact on lesson design and student engagement, product/production and outcomes	independently apply strategies they've been taught to reading, writing, listening and spoken interactions about academic/Common Core content. Students will also demonstrate familiarity with Common Core expectations and routines	Tracy Cretelle	TBD	Walk through, Examine teacher planning work, Coaching Examine Student Work Formative assessment
It is a NYS and District expectation that ESOL Instruction	Teachers will learn effective strategies for scaffolding	access grade level, academic texts and communicate their	ESOL Coaches, certain Bilingual teachers ELA	Scaffolding Common Core-Based Instruction for EL's	apply new learning to lesson /unit planning	review student and teacher work for evidence of teachers	independently apply strategies they've been taught to reading,	Tracy Cretelle	TBD	Walk through, Examine teacher planning work,

will be Common Core-based	Common Core based instruction. Teachers will learn strategies for teaching English language skills through Common Core ELA content	content understandings while building English language skills	teachers, the Network Team, Common Core Ambassadors, Models of Adaptations completed 2012-13	in Grades 3 - 5		and students understanding the shifts and their impact on lesson design and student engagement, product/production and outcomes	writing, listening and spoken interactions about academic/Common Core content. Students will also demonstrate familiarity with Common Core shifts and routines			Coaching Examine Student Work Formative and summative assessment
It is a NYS and District expectation that ESOL Instruction will be Common Core-based	Teachers will learn effective strategies for scaffolding Common Core based instruction. Teachers will learn strategies for teaching English language skills through Common Core ELA content	access grade level, academic texts and communicate their content understandings while building English language skills	ESOL Coaches, ELA teachers, the Network Team, Common Core Ambassadors,	Scaffolding Common Core-Based Instruction for EL's in Grades 6 - 8	apply new learning to lesson /unit planning	review student and teacher work for evidence of teachers and students understanding the shifts and their impact on lesson design and student engagement, product/production and outcomes	independently apply strategies they've been taught to reading, writing, listening and spoken interactions about academic/Common Core content. Students will also demonstrate familiarity with Common Core shifts and routines	Carrie Pecor	TBD	Walk through, Examine teacher planning work, Coaching Examine Student Work Formative and summative assessment
It is a NYS and District expectation that ESOL Instruction will be Common Core-based	Teachers will learn effective strategies for scaffolding Common Core based instruction. Teachers will learn strategies for teaching English language skills through Common	access grade level, academic texts and communicate their content understandings while building English language skills	ESOL Coaches, ELA teachers, the Network Team, Common Core Ambassadors,	Scaffolding Common Core-Based Instruction for EL's in Grades 9 -12	apply new learning to lesson /unit planning	review student and teacher work for evidence of teachers and students understanding the shifts and their impact on lesson design and student engagement, product/production	independently apply strategies they've been taught to reading, writing, listening and spoken interactions about academic/Common Core content. Students will also demonstrate familiarity with Common Core shifts	Carrie Pecor	TBD	Walk through, Examine teacher planning work, Coaching Examine Student Work Formative and summative

	Core ELA content					and outcomes	and routines			assessment
It is a NYS and District expectation that ESOL Instruction will be Common Core-based	Teachers will apply effective strategies for scaffolding Common Core based instruction to the adaptation of Common Core Domains/Modules.	access grade level, academic texts and communicate their content understandings while building English language skills	ESOL Coaches, certain Bilingual teachers ELA teachers, the Network Team, Common Core Ambassadors, Models of Adaptations completed 2012-13	Adaptation Teams: Teams of teachers to work on adaptations of the Common Core Domains/Modules	apply new learning to lesson /unit planning	review student and teacher work for evidence of teachers and students understanding the shifts and their impact on lesson design and student engagement, product/production and outcomes	independently apply strategies they've been taught to reading, writing, listening and spoken interactions about academic/Common Core content. Students will also demonstrate familiarity with Common Core shifts and routines	Carrie Pecor	TBD	Walk through, Examine teacher planning work, Coaching Examine Student Work Formative and summative assessment
School Counselor's in the RCSD report gaps in knowledge re NYS mandates, complex challenges EL's face, appropriate scheduling and long term planning for EL's as well as in communicating with families	School Counselors will apply new understandings of ELL's to conferencing with them and their families, building schedules and multi-year plans that best meet the needs of ELL's, and identifying their needs and appropriate services and assistance..	Students will acclimate sooner as demonstrated by social and academic performance and receive a consistent approach to scheduling and receiving services	Counselors from previous PD sessions placement personnel, ELLteachers, Exec Dir of ELL and LOTE, Andrea Lemos	Working Effectively with EL's in School Counseling Settings	Review student performance and other data and participation rates in extracurric's (where possible/applicable)	Monitor/review student performance and other data and participation rates in extracurric's (where possible/applicable)	Programmatic consistency and access to supports	Brendan Gallivan Andrea Lemos Terri Orden David Ostanski	TBD	Reflection, observation, student schedules, conference notes
ESOL and Classroom teachers understand	Identify key elements of culture	Access grade-level content in an	ELL Coaches, videos, presenters, panelists,	Building Your Cultural Competence	Apply new learning to analyzing	Teachers will continue to increase	Students will engage in content by using	Tracy Cretelle	TBD	Walk through, Examine teacher

the link between knowing students well and designing instruction. These PD's provide information about the culture and practices of some of our larger EL populations	that shape each learner in the classroom and allow them to learn in familiar ways	environment built on community values that encourage peer tutoring and modeling	Refugee Data, interpreters, Home Language resources	Regarding some of our largest EL Populations	lesson/unit plans for equal access by all students	their knowledge of cultures represented in their classroom and promote bi-literacy by seeking out sources in students home language that support content being taught	learning strategies that have relevance in their home culture or the way they learn best based on their experience in educational settings prior to joining an English speaking classroom	and TBD		planning work, Coaching Examine Student Work Formative and summative assessment
This PD responds to the needs of buildings with very little experience with, or knowledge base about serving EL's	Teachers will critical information that describes best practices for differentiation of instruction for EL's	Students will engage in classroom culture and content area tasks	Coaches, ESL teachers, refugee data, students, texts, videos	Getting Started with EL's (Building based - offered per building request)	Teachers will learn strategies that can be immediately implemented while planning for instruction	SIOP training will be added to further teacher understanding of how to support learning for EL's	Coaches will support over time as well as collegial discussions, peer coaching, etc	Tracy Cretelle Carrie Pecor	Oct 1 -May 1	Walk through, Examine teacher planning work, Coaching Examine Student Work Formative and summative assessment
This PD series will assist current bilingual and ESOL teachers who work with students enrolled in the bilingual program, understand and apply the NYS Language progressions.	Effective strategies to design develop and implement unit lessons that build linguistic bridges between Spanish and English for both English Language Learners and Spanish Language Learners within the bilingual classroom.	Participants will build a biliteracy unit framework.	Teaching for Biliteracy: Strengthening Bridges between Languages by Karen Beeman and Cheryl Urow	Bilingual/Biliteracy Collegial Learning Circle	Participants will explore the NYS Language Progressions and apply how they relate to current instructional program. They will identify the areas of strengths and weakness and set specific targets in how to design effective biliteracy curriculum.	Participants will study in-depth strategic planning for the use of two languages. They will build a biliteracy unit framework.	Participants will synthesize learning as they complete biliteracy units with a focus on the bridge to strengthening connections between languages.	Michele Liguori-Alampi Anaida González-Fortiche	Pilot with School 12: July 15- July 19 8:00 AM - 12:00 PM Fall dates: TBD	Wakthrough, Review Teacher Planning and Coaching

				Grant Supported Bilingual Program Work happening at Schools 17 and 28					TBD	
				Grant supported, Building-based ESOL PD at schools #15 and 50 re: Core Knowledge Program and SIOP					August 27 – June 1	Walk through, Examine teacher planning work, Coaching Examine Student Work Formative and summative assessment
Teachers and supervisors report a lack of diversity of approaches to assessment and a lack of engaging performance based assessment	Teachers will apply effective strategies for formative and summative assessment to the design of performance assessments.	Students will participate in cognitively engaging formative and summative performance assessments designed to “show what they know” in context for a specific communicative purpose	Engage NY website LOTE teachers, Abel Perez-Pheret, Brendan Gallivan	Developing approaches to Performance Assessment	Participants will examine present assessment practices for strengths and weaknesses and identify content to be assessed through performance –based tasks.	review student and teacher work for evidence of teachers and students effective uses of assessment methods and for engaging , interesting student production/products.	Students will demonstrate understanding of assessment criteria and teaching outcomes through their performances/product	LOTE teachers, Abel Perez-Pheret, Brendan Gallivan	TBD	Walk through, Examine teacher planning work, Coaching Examine Student Work Formative and summative assessment
It is a NYS and District expectation that LOTE Instruction will be Common Core-based	Teachers will integrate the ELA based Common Core shifts into LOTE instruction	Students will participate in cognitively engaging target language work that results in greater target language production and processing	Engage NY website LOTE teachers, Abel Perez-Pheret, Brendan Gallivan	Integrating the Common Core Shifts into LOTE Instruction	Participants will explore the present LOTE curricula and NYS thematic recommendations for units. They will identify the areas of strengths and weakness and set	review student and teacher work for evidence of teachers and students understanding the shifts and their impact on lesson design and student engagement,	independently apply strategies they’ve been taught to reading, writing, listening and spoken interactions about LOTE content. Students will also demonstrate familiarity and fluency	LOTE teachers, Abel Perez-Pheret, Brendan Gallivan,	TBD	Walk through, Examine teacher planning work, Coaching Examine Student Work Formative and

					specific targets in how to integrate the Common Core shifts.	product/production and outcomes.	with the demands of the Common Core shifts.			summative assessment
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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 ____.
Most students are scoring 1 or 2 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%	Core Area Department Directors	Critical Friends Groups; 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	Core Area Directors; AP Teachers; Principals	Sept, 2013-May, 2014	Assessment results; Walk through
It is unclear whether or not the syllabi for each class is finished before the AP exams and current syllabi at the schools are not	the creation of a common syllabi of AP courses by subject	Increase the content covered during AP classes throughout the district to ensure students are exposed to content needed for	Core Area Department Directors; College Board Syllabus Review	Critical Friends Groups; Action Committees	Create common syllabi for AP courses	Review progress on syllabi implementation	Be exposed to the content that is indicated in the syllabi	Core Area Directors; AP Teachers; Principals	August, 2013-May, 2014	Development of common Syllabi (can this be realistically completed prior to these needing to

consistent across the district		the exam.	Process							be submitted to College Board?)
Most students are scoring 1 or 2 on the AP exam	to identify highly effective teachers to teach specific AP courses	Increase the number of students who earn a 3,4,5 on AP exams by 10%	Core Area Directors; Principals	Collaborative Problem Solving	Create a system for identifying and matching highly effective teachers to appropriate AP classes	Review progress in courses	Make growth in these highly effective classrooms and increase their passing rates on their exams	Core Area Directors; Principals; AP Teachers; Central Scheduling	Summer 2013	

Counseling

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 ____.
Scheduling, planning and, supporting students who are English Learners is inconsistent and more schools are getting more students who are ELLs	A consistent process for correctly scheduling students for courses, planning for their pathways to graduation, and connections to resources will be continued where it exists and supported where more support is needed	Successfully complete appropriate classes and make adequate progress toward graduation.	ESOL and LOTE Department Staff; Director of School Counseling; Best Practices Research; Placement Staff	Workshops	Apply new learning to scheduling, planning and supporting ELLs in 7-12 schools	review schedules and student results to determine appropriate classes	Students will be making progress toward graduation and connect with appropriate resources in the schools and community.	Andrea Lemos Brendan Gallivan	Sept, 2013-June, 2013	Transcript review; academic planner review; 4 year plan review for ELLs; student check-in
Processes and procedures regarding best practices in the	Consistent processes and procedures to best support students	better prepare for graduation including college, career, and	Research-based practices and relevant literature;	Critical Friends Group	Review literature, share best practices and collaborate to	Share evidence that students are engaging in learning and	Have more consistent access districtwide to	Andrea Lemos	September, 2013-May, 2014	Documents created to support districtwide

counseling department need continued review	in academic, college and career, and social/emotional areas	life readiness.	core area directors; Director of Counseling		improve practice	connecting with counselors in these three domains	information, resources, and support from their counselors			consistent implementation. Examination of student work/planning documents.
A need for increased collaboration and consistent practices to support students in grades 7 and 8	Consistent practices to support student success in grades 7 and 8 while planning for transitioning to high school	Transition more seamlessly to high school	Director of Counseling; School Counselors; Research-based practices	Professional Learning Community; Critical Friends Group	Collaborate with one another to share best practices	Evidence of students engaging in learning and accessing this information	Students will develop a greater understanding and utilize strategies and resources to transition more successfully to high school and advocate for themselves	Andrea Lemos	September, 2013-May, 2014	Documents, presentations created and shared, student work shared
A need for increased collaboration and consistent practices related to social emotional needs of students	Practices to address needs based on school and student data	Students develop skills to better address social emotional needs that arise	Research-based practices; data collection; director of counseling; IM&T support; collaboration with social workers and school psychologists	Professional Learning Community; Critical Friends Group	Review literature, share best practices and collaborate to improve practice	Evidence of students engaging in learning and accessing this information Review of Data		Andrea Lemos	September, 2013-May, 2014	Documents, presentations created and shared, student work shared
A need for sharing consistent information with counselors at the 7-12 grade level and	Collaborative conversations and learning around topics relevant to the counseling	Access information and relevant resources	Research-based practices; data collection; director of counseling; Core area directors;	Workshops	Review literature, share best practices and collaborate to improve practice	Evidence of students engaging in learning and accessing/benefiting		Andrea Lemos	September, 2013-May, 2014	Documents, presentations created and shared, student

collaborating around relevant topics that need to be implemented in the schools with students including more sharing more information related to the Common Core Implementation	department		other departments and community resources as needed			from this information				work shared
A need for increased use of data to drive decisions in a more consistent manner and increased understanding of tools and resources that are available within the district	Practices to address needs based on school and student data	Have a more thorough understanding of their current status toward graduation (academic, attendance, testing, behavior, etc.) and next steps	Research-based practices; data collection; director of counseling; IM&T support;	Professional Learning Community; Critical Friends Group	Review literature, share best practices and collaborate to improve practice	Evidence of students engaging in learning and accessing this information; increased use of data		Andrea Lemos	September, 2013-May, 2014	Documents, presentations created and shared, student work shared
A need for increased collaboration around the topic of college and career readiness	Increase consistent practices to address needs based on school and student data	Greater understanding earlier in their school experiences in what it means to be college and career ready	Research-based practices; director of counseling; community and college resources as needed	Professional Learning Community; Critical Friends Group	Review literature, share best practices and collaborate to improve practice	Evidence of students engaging in learning and accessing/benefiting from this information		Andrea Lemos	September, 2013-May, 2014	Documents, presentations created and shared, student work shared
Counselors engaging in action research practices to improve practice and student outcomes	Practices to address needs based on relevant questions related to school and student data	Benefit from the questions asked as a part of this research	Research based practices; director of counseling; other district staff as relevant; community resources as needed	Action Research Group	Review literature, share best practices and collaborate to improve practice	Review of results of action research		Andrea Lemos	September, 2013-May, 2014	Documents, presentations created and shared, student work shared

An increase in awareness of culturally responsive practices	Practices to address needs based on school and student data and understanding	Feel more connected to school	Director of African and African American studies; Other district and community staff as appropriate; research based practices; review of literature	Workshop; Professional Learning Community; Critical Friends Group	Review literature, share best practices and collaborate to improve practice	Students and families more connected; increased customer service to students and families and knowing all students on caseload – regular meetings		Andrea Lemos In partnership with other departments and presenters	September, 2013-May, 2014	Documents, presentations created and shared, student work shared
Increased support for students with disabilities in a more consistent manner districtwide in collaboration with the special education teams at the school sites	Consistent practices to address needs based on school and student data		Staff from Specialized Services Department; Director of Counseling; resources from NYSED and research-based practices	Collegial Circle	Review literature, share best practices and collaborate to improve practice	Evidence of students engaging in learning and accessing/benefiting from this information		Andrea Lemos Specialized Services Department	September, 2013-May, 2014	Documents, presentations created and shared, student work shared
Ongoing support for addressing grief and loss issues in a trauma-informed way with students and staff in our schools	Relevant practices to address student needs		Various staff and community resources	Workshops	Review literature, share best practices and collaborate to improve practice	Evidence that students, families and staff have access in a consistent manner to this supportive information when needed.		Andrea Lemos; Grief Resource Network Team	Sept, 2013-May, 2014	

Universal Pre-Kindergarten

Course Title	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 competition will be measured by ____.
Getting to the Core: HighScope's Language, Literacy, and Communication Curriculum Aligned with The Common Core Learning Standards	Data from COR and Brigance will be assessed at end of year. New Entrant Screening Results indicate 55% of entering students scored at level one on the Brigance.	Intentional planning to promote literacy utilizing Domain 4 of NYS Foundations of the Common Core	Raise scores in language and literacy in COR (letter V)	Technical Support Staff, Highscope Curriculum Materials, NYS Foundations to the Common Core	Workshop with hands on experiences	Reflect on their current practices	Practice new strategies and reflect on their outcomes	Students will demonstrate increased pre-literacy skills.	UPK Technical Support Specialists	Fall 2013	Pre/Post COR Data
Looking at Common Core's Social Emotional Development using	Program Quality Assessment (PQA) Adult Child Interaction Item M	Improved implementation of conflict resolution	Raise scores in social relations in COR (letters E, F,	Technical Support Staff, NYS Foundations to	Book Study	Reflect on their current practices	Through collegial discussion, practice new strategies and reflect on their	Students will demonstrate increased social	UPK Technical Support Specialists	Fall 2013	Pre/Post PQA and COR

Betsy Evan's Book: <u>You Can't Come to My Birthday Party</u> - Part 1	reflects majority scored at level 3 out of 5	with children	G,H)	the Common Core, Book: <u>You Can't Come to My Birthday Party</u>			outcomes	emotional skills.			
Looking at the Common Core's Social Emotional Development using Carol Kranowitz's Book: <u>The Out of Sync Child</u>	Data from RECAP TCRS shows an increased number of children entering preschool were observed to be delayed in their development of behavior control skills	Effective strategies in supporting children's physical and social-emotional development	Raise scores in social relations in COR (letters E, F, G,H)	Technical Support Staff, NYS Foundations to the Common Core, Book: <u>The Out of Sync Child</u>	Book Study	Reflect on their current practices	Through collegial discussion, practice new strategies and reflect on their outcomes	Students will demonstrate increased physical and social emotional skills.	UPK Technical Support Specialists	Winter 2013/14	Pre/Post COR and TCRS data
Experimenting with Loose Parts: Ways to the Common Core's Physical Development and Health	Data from COR and Brigance will be accessed	Expand materials for outdoor play space to support children's learning and skill development	Raise scores in Movement in COR (letters L & M) and in Brigance	Technical Support Staff, NYS Foundations to the Common Core, HighScope Curriculum materials	Workshop with hands on experiences	Reflect on their current lesson plans for outdoor play	Practice new planning strategies and reflect on their outcomes	Students will demonstrate increased physical skills.	UPK Technical Support Specialists	Winter 2013/14	Pre/Post COR and Brigance data

Health and Physical Education

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 competition will be measured by ____.
-Persuasive and growing evidence now exists that a number of sexuality education programs can delay sexual activity, and prevent teen pregnancy -Only 9 of 52 elementary schools are implementing a Sexuality education program.	Effective strategies for teaching WISE Sexuality education to 4-6 grade students	learn about sexuality in a positive way and to acquire the skills necessary for emotional growth and maturation. The WISE program is designed to teach young people life skills that can help them to act in their own best interest in all areas of their lives.	-WISE Grant -Commissioner's Regulations for Health Education -Youth Risk Behavioral Survey -National Sexuality Education Standard Core Content and Skills -NYS Guidance Document for Achieving Health	WISE Training for 4-6 grade teachers. Method: One 6 hr. workshop	Implement the WISE curriculum during health education instruction	Practice and plan lessons based on the curriculum	Be taught life skills that involve respecting self and others, planning and goal setting, making healthy decisions, communicating clearly and effectively and considering how present behavior can influence future goals and plans	Audrey Korokeyi Kim McLaughlin Carlos Cotto	Sept.-Jan. 2014	Pre/Post Anonymous Survey/Examine Student Work

<p>Health education scored the lowest rating in the School Health Index modules</p> <p>7% city kids engaged in sexual intercourse before age 13</p> <p>7 6% engaged in oral sex before age 13</p>			<p>Education Standards</p>							
<p>That US Department of Health and Human Services & the National School Boards Assn. report that 1.8 hours of health instruction per week will produce measurable increases in student knowledge and improved attitudes about health as well as stimulating behavior change</p> <p>-Health education scored the lowest rating in the School</p>	<p>Effective strategies for integrating Health Education in the Common Core Curriculum</p>	<p>increase knowledge and improve attitudes about health as well as stimulating behavior change.</p>	<p>-Commissioner's Regulations for Health Education</p> <p>-Youth Risk Behavioral Survey-NYS Guidance Document for Achieving Health Education Standards</p> <p>School Health Index</p> <p>Common Core Standards</p>	<p>Elementary Training for all elementary staff/teachers.</p> <p>Method: Workshop-4 hours</p>	<p>Apply Elementary Health Education Standards to curriculum</p>	<p>review student work for evidence of students using multiple pathway</p>	<p>Be taught life skills that involve respecting self and others, planning and goal setting, making healthy decisions, communicating clearly and effectively and considering how present behavior can influence future goals and plans</p>	<p>Audrey Korokeyi</p> <p>Lorraine Lawrence</p> <p>Andrea Beradi</p>	<p>Sept.-March 2014</p>	<p>Examine Student Work</p>

<p>Health Index</p> <p>7% of city kids engaged in sexual intercourse before age 13</p> <p>▣ 6% engaged in oral sex before age 13</p>										
<p>Educational achievement is a primary social determinant of health. (Freudenberg N, 2007) Young people who don't graduate from high school are more likely to be unemployed, or employed in a low paying job that doesn't provide health insurance, and to engage in health risk behaviors. (Lantz PM, 1998)</p>	<p>Health Education strategies that provides students with the understanding and skills-based instruction;</p> <p>-nurtures the development of attitudes that place a high value on optimal health;</p> <p>-fosters the development of self-awareness and self-esteem.</p>	<p>Set goals, make informed decisions and solve health related problems</p>	<p>-Commissioner's Regulations for Health Education</p> <p>-Youth Risk Behavioral Survey-NYS Guidance Document for Achieving Health Education Standards</p> <p>-Wellness Policy and Regulations - Adolescent Health Report Card</p> <p>-Health Education Pacing Chart</p>	<p>Health Lesson Study</p>	<p>-Focuses on clear health goals and related behavioral outcomes</p> <p>-Builds personal competence, social competence and self-efficacy by addressing skills</p> <p>-Provides functional health knowledge that is basic, accurate, and directly contributes to health-promoting decisions and behaviors</p> <p>-Uses strategies designed to personalize information and engage student -Focuses on increasing the personal perception of risk and harmfulness of engaging in specific health risk behaviors</p>	<p>Review and refine lessons</p> <p>Incorporates learning strategies, teaching methods, and materials that are culturally inclusive</p>	<p>-become Health literate which is essential for them to adopt and maintain healthy behaviors, make healthy decisions and establish behavioral patterns for a healthy lifestyle.</p>	<p>Audrey Korokeyi</p>	<p>Oct.-April 2014</p>	

					and reinforcing protective factors.					
The percentage of adolescents who are overweight or obese is significantly higher in the City of Rochester (45%) compared to the suburbs (27%). - Evidence shows that physically active students have better learning readiness, are better able to focus their attention, have fewer behavior issues and ultimately better academic outcomes	Quality Physical Education programs help fight obesity	to design personal fitness programs which will improve cardiorespiratory fitness, muscular strength, muscular endurance, flexibility and body composition	-Commissioner's Regulations for Physical Education -Wellness Policy/Regulations -Adolescent Health Report Card NYS REPORT CARD/ NYSAPHERD	Physical Education Lesson Study	fosters academic achievement and personal living skills including cooperation, initiative, leadership/followership skills, trust and respect for authority	Review and refine lessons Incorporates learning strategies, teaching methods, and materials that are culturally inclusive	Develop into healthy, physically educated individuals who have the knowledge, skills and confidence to enjoy a lifetime of physical activity and wellness.	Carols Cotto	Oct.-April 2014	
Educational achievement is a primary social determinant of health. (Freudenberg N, 2007) Young people who don't graduate from high school are more likely to be	Health Education strategies that provides students with the understanding and skills-based instruction; -nurtures the development of attitudes that place a high value on	Set goals, make informed decisions and solve health related problems	-Commissioner's Regulations for Health Education -Youth Risk Behavioral Survey- NYS Guidance Document for Achieving Health Education Standards -	Health Education Professional Learning Workshops	-information and plans for professional development and training that enhance effectiveness of instruction and student learning	Incorporates learning strategies, teaching methods, and materials that are culturally inclusive	strengthen skills necessary to engage in intercultural interactions; and build on the cultural resources of families and communities. -become Health literate which is essential for them	Audrey Korokeyi	Oct.-April 2014	Reflection Paper/Survey

unemployed, or employed in a low paying job that doesn't provide health insurance, and to engage in health risk behaviors. (Lantz PM, 1998)	optimal health; -fosters the development of self-awareness and self-esteem.		Wellness Policy and Regulations -Adolescent Health Report Card -Health Education Pacing Chart				to adopt and maintain healthy behaviors, make healthy decisions and establish behavioral patterns for a healthy lifestyle.			
Most schools scored the lowest on the SHI module for Staff wellness	Strength champion and teams capacity to lead others in building and community around the importance of health and wellness	Set goals, make informed decisions and improve overall health and wellness district wide.	Wellness Policy and Regulations School Health Index Adolescent Health Report Card -Community Transformation Grant	Wellness Team/CSHP champions team	Gather information and plans for individual building level professional development and training that will enhance effectiveness of instruction and student learning around health and wellness initiatives.	Incorporate a variety of resources, learning strategies, teaching methods, and materials that are relevant to the needs of each individual building and team. Identify action items from CSHI and draft plan using department resources	Developed plan that will enhance the overall Health and Wellness of our Schools, Staff, Students, Parent and community.	Carlos Cotto	Oct.-April 2014	Wellness Initiatives implemented along with a written report
SPA – Data Warehouse PE – Pass/Fail 120 minutes of PE @ K-6	Strength leadership and teams capacity to lead others in building a community around the importance of health and wellness	Increase sports participation and sports offerings. Increase # of students passing PE and/or Health.	Commissioner's Regulations Wellness Policy and Regulations School Health Index Adolescent Health Report Card -Community Transformation Grant	Athletic Directors trainings every other week for 3-4 hours.	Gather information from department Ads and plan professional development opportunities and training that will enhance their effectiveness as instruction leaders. Through enhanced leadership staff, coaches, students and all stakeholders will learn more around	Incorporate a variety of resources, learning strategies, teaching methods, and materials that are relevant to the needs of each program leader and team.	Develop multiple plans specific to job that will enhance the overall departments Health, Physical and Athletic department and programs for our schools, staff, students, parent and community.	Carlos Cotto	Sept.-May 2014	Evaluations Coaches Handbook AD RCSD Concussion Impact Handbook Wellness Plans K-12 Recess

			Data Driven Instruction		overall importance of health and wellness through department initiatives					Permits Facility/Grounds Chancery Excel
			Common Core							
			APPR							

Career and Technology Education

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 ____.
0% of CTE programs offer courses for both CTE and academic credit.	Co-develop curriculum that integrates CTE /common core.	Increase 2014-15 graduation rate of students in CTE programs by 10%.	CTE Technical Assistance Center	Training on Integration of CTE in Core Academic subject areas for CTE programs.	Apply integrated learning to programs of study.	Review of lessons for evidence of integration.	Receive academic and CTE credit of integrated courses.	-Bev Gushue -Principal -Core Subject Directors	Oct.2013-June 2014	Team of core and CTE teachers review lessons.

Grief Resource Network

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 ____.	
Loss Matters: Exploration of Loss and It's Impact	Identification of all the types of loss that can be experienced: primary, secondary and hidden.	So that staff will be able to recognize the impact of loss on a student and how it can impacts achievement.	Book: When Grief Enters the Classroom	A brief presentation and then small group exploration and sharing on the topic.	Attempt to use the new strategies of support that are identified.	Scaffolding of skills learned in workshop.	It can take many years for a student to fully integrate the reality of a loss. When appropriate adult support is offered academic achieve can be maintained.	Grief Resource Committee	9/24/2013	Avatar Survey
Loss Matters: Destigmatizing Suicide	Identification of the warning signs someone may be considering suicide. Awareness that the kind of support offered to the	Identification and referral of those at risk.	Eric and Lynn Weaver –presenters Cheri Hawkins and Barbara Decker panel	A brief presentation and then small group exploration and sharing on the topic.	Attempt to use the new strategies of support that are identified.	Scaffolding of skills learned in workshop.	Debunking the myths around suicide can save lives.	Grief Resource Committee	10/22/2013	Avatar Survey

	survivors of a suicide victim, impacts a healthy recovery.									
Loss Matters: The Hidden Effects of Trauma	Able to identify what defines an event as trauma and gain an understanding of its impact on brain development.	Attendees will identify ways that instruction can be modified for victims of trauma.	Elizabeth Meeker and Melanie Funchess-presenters	A brief presentation and then small group exploration and sharing on the topic.	Attempt to use the new strategies of support that are identified.	Scaffolding of skills learned in workshop.	Explosive behaviors can be upsetting and threatening to adults. Adults knowing how to respond to these behaviors, empowers the child to "protest the reality of loss" and yet continue to navigate the school environment.	Grief Resource Committee	11/19/2013	Avatar Survey
Loss Matters: Remembrances	How to support students who have experienced a loss during the holidays	Provide students healthy ways of remembering those they have lost.	David and Gaya Shakes-presenters	A brief presentation and then small group exploration and sharing on the topic.	Attempt to use the new strategies of support that are identified.	Scaffolding of skills learned in workshop.	Loss is a part of the life cycle. Although its imprint is always with us, there are healthy ways to remember and express the feelings.	Grief Resource Committee	12/17/2013	Avatar Survey
Loss Matters: Innocence	Gain awareness of mental health services that are provided by this center.	Support can be provided in many ways. This is one alternative.	The Bivona Center-presenter	A brief presentation and then small group exploration and sharing on the topic.	Attempt to use the new strategies of support that are identified.	Scaffolding of skills learned in workshop.	When needed, staff will make referral to this center	Grief Resource Committee	1/21/2014	Avatar Survey
Loss Matters: Parents in Prison	Many of our students have parents in prison. Participants will gain insight into how this	Strategies to use with students who are experiencing the incarceration of a parent.	Margie Feldman-presenter	A brief presentation and then small group exploration and sharing on the topic.	Attempt to use the new strategies of support that are identified.	Scaffolding of skills learned in workshop.	Gaining insight into how instruction may need to be adapted when students have a parent who is	Grief Resource Committee	2/25/2014	Avatar Survey

	experienced and what the impact can be on student achievement.						incarcerated.			
Loss Matters: An In-depth Look at How Film Portrays Loss	How can film be used with grieving students?	Ways to use film as a catalyst for discussion with students on the topic of loss.	3 films	Viewing of the films and small group discussion around focus questions.	Attempt to use the new strategies of support that are identified.	Scaffolding of skills learned in workshop.	Understanding how media can be used to support students who have experienced a loss.	Grief Resource Committee	3/25/2014	Avatar Survey
Loss Matters: The Effects of Violence	How violence in the home and on the streets impacts student achievement. Identifying what can be done to support students coping with a loss of safety.	Strategies to use with students who are experiencing a loss of safety	Presenter	A brief presentation and then small group exploration and sharing on the topic.	Attempt to use the new strategies of support that are identified.	Scaffolding of skills learned in workshop.	Discovering ways to empower students around their safety in a violent society.	Grief Resource Committee	4/29/2014	Avatar Survey

Instructional Coaches

Best Practice Research from <u>Minds in Motion and Coaching Matters</u>	Instructional Coaches Expected Outcomes	Teacher Expected Outcomes	Resources	Professional Learning Experience(s) /Method(s)	Initial Outcomes	Intermediate Outcomes	Results	People Responsible	Time Frame	Methods for Monitoring/ Evaluating
Research says coaching programs need a clear role defined for coaches. Each role is distinct, yet roles frequently overlap to provide teachers with rich and deep support. There are two approaches to Instructional coaching that aim to improve student achievement.	Instructional Coaches need to identify and implement 10 Roles of Coaching, 2 approaches to instructional coaching (student or teacher centered) and difference between Professional Learning and Professional Development.	Teachers and coaches will identify the coaching models and collaboratively decide on which of the two models will be used.	Learning Forward - Minds in Motion, articles, Coaching Matters, Taking the Lead, Gale library - articles and texts	Therefore, Instructional coaches will attend an Instructional Coaches' meeting focusing on coaching models and the roles of an instructional coach.	Initially Instructional coaches will acquire and develop an understanding of the 10 roles of coaching and 2 approaches to Instructional Coaching.	As an intermediate outcome Instructional Coaches will apply roles and approaches to coaching to their current practice with teachers.	Instructional Coaches reflect and change their roles and approach based on the teacher and student data.	Sandra Galbato, Linda Locastro, and Various Experienced Coaches	June 28 th	Instructional Coach role sheet with which role instructional coach will take and which of the two approaches will be used. Coaching checked for each teacher.
Research says that standards describe what professional learning for coaches must include in order to yield continuous development in professional practice and increases in student learning. Clearly defined goals are specific, measurable, attainable, and results	Instructional Coaches need to identify the Standards of Professional Learning and set SMART goals.	So the teachers will be able to create their own SMART Goals based on Common Core Standards and/or student data.	Learning Forward - Minds in Motion, articles, Coaching Matters, Taking the Lead, Gale library - articles and texts	Therefore, Instructional coaches will attend an Instructional Coaches' meeting focusing on Professional Learning Standards and creating SMART goals..	Initially Instructional Coaches will develop an understanding of creating and aligning the SMART goals to the Professional Learning Standards.	An intermediate outcome Instructional Coaches will work with teachers to create their own SMART Goals based on Common Core Standards and/or student data.	The outcome is that Instructional Coaches and teachers developed SMART Goals and are reflective practitioners in regularly revisiting and adjusting their goal.	Sandra Galbato, Linda Locastro, and Various Experienced Coaches	September 4th	Smart Goal Reflection Sheet Goal Setting Template Tracking our Progress chart

based and time bound										
Research says effective Instructional coaches need good interpersonal relationships. The IC recognizes the power of collaboration and wants to be part of a team working toward common goals and managing issues productively.	Instructional Coaches need to identify and learn how to establish relationships with administration and teachers.	So teachers will be open and honest coaching conversation with the Instructional Coach..	Learning Forward - Minds in Motion, articles, Coaching Matters, Taking the Lead, Gale library – articles and texts	Therefore, Instructional coaches will attend an Instructional Coaches’ meeting focusing on interpersonal relationships.	Initially Instructional coaches recognize the need to develop and acquire interpersonal relationships to remain credible and have a positive influence on teacher practice and gain respect.	As an intermediate outcome Instructional Coaches will utilize the established relationships to impact teacher practice.	The outcome is that Instructional Coaches will develop an ongoing reflective relationship with their administration and colleagues in order to assist in the instructional growth process to improve student achievement.	Sandra Galbato, Linda Locastro, and Various Experienced Coaches	September 5th	Informal observation of Instructional Coach with administrator, teacher or grade level teams. Principal and Teacher agreements with Instructional Coaches.
Research says effective Instructional Coaches use the Concerns Based Adoption Model to help people considering and experiencing change evolve in the kinds of questions they ask and in their use of whatever the change is.	Instructional Coaches need to learn and acquire communication and conversation skills in order to implement the Concerns Based Adoption Model.	So the teachers will have an opportunity to work with the Instructional Coach throughout the year based on what the teacher need.	Learning Forward - Minds in Motion, articles, Coaching Matters, Taking the Lead, Gale library – articles and texts	Therefore, Instructional coaches will attend an Instructional Coaches’ meeting focusing on communication and conversation skills	Initially Instructional coaches recognize the need to develop conversation skills	As an intermediate outcome Instructional Coaches will utilize.	The outcome is that Instructional Coaches will develop an ongoing.	Sandra Galbato, Linda Locastro, and Various Experienced Coaches	September 19 th	Scenario activities on the topic of change (CBAM) eliciting possible responses for Instructional Coaches.
Research says data driven decision making is the process of using data to inform decisions to improve teaching and learning. Learning Designs ensure members feel	Instructional Coaches need to understand the different types of assessment data and analyze teacher data Instructional Coaches need to identify the	So that the teachers will understand and know how to analyze the data from their schools to drive their coaching practices.	Learning Forward - Minds in Motion, articles, Coaching Matters, Taking the Lead, Gale library – articles and texts	Therefore, Instructional coaches will attend an Instructional Coaches’ meeting focusing on understanding and	Initially Instructional Coaches will understand how to analyze data and identify how to have results drive instruction.	As an intermediate outcome Instructional Coach will support teachers on how to use data on student performance assessments to drive	The outcome is the teacher will use data on student performance to reflect on and refine instructional practices in order to improve student	Sandra Galbato, Linda Locastro, and Various Experienced Coaches	October TBD	Tracking progress chart in regards to data driving instruction. Student data on formative and summative

comfortable in the collaborative process that the learning outcomes are achieved efficiently and effectively.	different learning designs and implement them according to teacher/team needs.			analyzing data.		their instructional practices.	achievement.			assessments. Informal observation of a data meeting with Instructional Coaches.
Research says adult learning provides opportunities for adults to choose some, if not all, aspects of the learning. Protocols can help educators change the culture of school so that all adults and students improve their learning.	Instructional Coaches need to identify the components of Adult Learning Theory and understanding protocols and how to implement them into instruction and grade level meetings.	So that the teachers will have challenging conversations that are focused on a shared understanding among group members.	Learning Forward - Minds in Motion, articles, Coaching Matters, Taking the Lead, Gale library - articles and texts	Therefore, Instructional coaches will attend an Instructional Coaches' meeting focusing on the Adult Learning Theory and protocols.	Initially Instructional Coaches will identify and understand the components of Adult Learning Theory and the importance of using protocols with teacher and grade level teams.	As an intermediate outcome Instructional Coaches can have challenging conversations that are focused on a shared understanding among group members	The outcome is that teachers will have structured and focused conversations to ensure a shared understanding that leads to student achievement.	Sandra Galbato, Linda Locastro, and Various Experienced Coaches	October or November	Tracking progress chart in use of protocols. Protocol checklist Which one? Purpose Was it successful,.
Research says it is important to be clear about what type of coaching will be offered and how well the type of coaching aligns with the coaching program's goals for teacher Coaches benefit from frequent and specific feedback from teachers and principals.	Instructional Coaches need specific feedback from administrators and teachers to examine evidence to engage in continuous improvement.	So that the goals that were set with the teachers or grade level teams are best suited to ensure student achievement.	Learning Forward - Minds in Motion, articles, Coaching Matters, Taking the Lead, Gale library - articles and texts	Therefore, Instructional coaches will attend an Instructional Coaches' meeting focusing on the reflection of their goals and how they align to the teachers' or grade levels' goals.	Initially Instructional Coaches will reflect on their goals for coaching and their teacher SMART goals to evaluate	As an intermediate outcome Instructional Coaches can have challenging conversations that are focused on a shared understanding among group members	The outcome is that teachers will have structured and focused conversations to ensure a shared understanding that leads to student achievement.	Sandra Galbato, Linda Locastro	December	Instructional Coaches revisit their school(s)' PD Work Plan and School Improvement Plan to assess if they are on track with meeting the needs of the school.
Research says adult learning provides	Instructional Coaches need an opportunity to	So that teachers will have their coaches	Learning Forward - Minds in Motion,	Therefore, Instructional coaches	Initially, Instructional	As an intermediate outcome	The outcome is that teachers will move	Sandra Galbato, Linda Locastro, and	January -March	Tracking progress chart for each

opportunities for adults to choose some, if not all, aspects of the learning.	choose what learning they need to improve their coaching practices with the teachers..	be well versed in their needs within the classroom to improve student achievement.	articles, Coaching Matters, Taking the Lead, Gale library – articles and texts	will attend an Instructional Coaches’ meeting focusing on a differentiated schedule where they can choose which area they need to focus their learning. (CCSS, Curriculum, Coaching practices, technology)	Coaches will assess their learning by examining their teachers’ and/or grade level teams’ goals and choose their areas of improvement, in order to decide which professional learning session(s) they need to attend.	Instructional Coaches will improve in the area of weakness in order to better coach the teachers in the areas of need.	from a novice or intermediate level of expertise to effective or highly effective in the area of need	Various Experienced Coaches		session for a pre and post assessment.
NYS Testing and Scoring									ELA 5/1-5/3 Math 4/30-5/2	
Research says an effective evaluation is rigorous and ongoing, it uses multiple measures. The most effective evaluations include formative and summative evaluations based on specific criteria.	Instructional coaches need time to reflect on their evaluations in order to improve in the areas of need.	So that Instructional Coaches can grow and become reflective on what areas they need to grow in and set goals for the following year.	Learning Forward - Minds in Motion, articles, Coaching Matters, Taking the Lead, Gale library – articles and texts	Therefore, Instructional coaches will attend an Instructional Coaches’ meeting focusing on reflecting on formative and summative evaluations of their work.	Initially, Instructional Coaches will review and reflect on their formative and summative evaluations.	As an intermediate outcome Instructional Coaches will celebrate what they need to continue to do that they are doing well and begin to draft SMART goals using the rubric.	The outcome is for Instructional Coaches to create SMART goals for the areas they need to grow in.	Sandra Galbato, Linda Locastro.	June	Reflection templates Goal setting template.

Science

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 ____.
The data shows that on average 30 % of the grade 4 students 65% of the grade 8 students and 45 % of the Living Environment students do not meet the standards on the state exams for science	We need to conduct focused analyses of both quantitative and qualitative data to determine the areas of needs, and identify and employ specific teaching and learning strategies on conceptual development, cognitive processing skills and assessment readiness during instruction.	With constant and continual monitoring and feedback on instruction and assessments students and teachers will become more aware of the living data and focus on increasing student learning and performance on state assessments by 5-10 %	We will have accessible data, professional development training science materials and science coach available.	Teachers will participate in professional learning experiences that teach how to engage for conceptual understanding, develop cognitive processing skills and how to prepare students for SED assessments, and collaborative planning for inductive learning.	Initially teachers will develop plans based on the data to focus learning strategies and science standards and assessment. They will also pilot these lessons in their classrooms	On an on-going bases teachers will review student performance on assessments and investigation that measure student understanding, skill development and evaluate/ monitor their process and goals	Student will demonstrate conceptual understanding and skill development through the application of their knowledge and skills on assessments similar to SED assessments and on the ELST, ILST and Regents examination	The Director(s) of Science	The process will be on going and refined with feedback from evaluation and collaborative analyses	Pretest/Posttest, classroom visits, classroom assessments, lab reports

Social Studies

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 ____.
Between 20% and 40% of students scored 0 on one of the required essays on the Global History and US History Regents exams.	Effective strategies and techniques to elicit on-demand evidence-based writing from students.	score proficiently on the US History and Global History Regents exams at higher levels	SS Director ELA Department	Explicit training on writing instruction. Specifically regents-style evidence-based written expression	Plan learning experiences that incorporate rigorous writing expectations	Implement lessons and collect samples of students work	Increase their scores on the free-response portions of the US History and Global History Regents examinations	Social Studies Director	October 2013 through June 2014	Looking at Student Work; Collegial Observations
There is currently NO standardized data to gauge student progress in social studies in grades K-9.	Effectives strategies for assessing student acquisition and mastery of social studies content and skills throughout the K-9 spectrum	Demonstrate their proficiency with social studies concepts, skills, and content	SS Director	Creating working groups to construct curriculum-specific, grade-level appropriate assessments of historical thinking skills and social studies concepts	Use grade-level specific curriculum to create aligned Constructed Response Questions and short-answer questions	Collect student assessment data	Demonstrate their proficiency with social studies concepts, skills, and content	Social Studies Director	October 2013 through June 2014	Assessment Data and Looking at Student Work

Mathematics

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 ____.
5% increase in grades 3-5 in MAP scores on NWEA in the areas of Operations in Algebraic Thinking, Number in Base Ten, and Number in Fractions	Effective strategies for teaching the foundations of the base ten number system, and extending computation from whole numbers into the rational number system	Increase MAP proficiency to 10% increase from Fall 2013 to Spring of 2014 on NWEA	Jeff Mikols, Executive Director of Mathematics Stephanie Moore, Director of Mathematics DMI Training DMI Trainers Denise	DMI Training for teachers in Grades K-8	apply DMI new learning to lesson planning	review student work for evidence of students using multiple pathways	independently apply multiple pathways to understanding the base ten system and subsequent computation	Jeff Mikols and Stephanie Moore Denise Schultz Maryanne Heiman	July 2013-June 2014	Pre/Post Test Walk through. Examine Student Work

			Schultz and Maryanne Heiman							
3.5% increase in grades 6-8 in MAP scores on NWEA in the areas of Functions, Expressions and Equations and Number Systems	Effective strategies for teaching the foundations of the base ten number system, and extending computation from whole numbers into the rational number system, extending to Algebra	Increase MAP proficiency to 7% increase from Fall 2013 to Spring of 2014 on NWEA	Jeff Mikols, Executive Director of Mathematics Stephanie Moore, Director of Mathematics DMI Training DMI Trainers Denise Schultz and Maryanne Heiman	DMI Training for teachers in Grades K-8	apply DMI new learning to lesson planning	review student work for evidence of students using multiple pathways	independently apply multiple pathways to understanding the base ten system and subsequent computation	Jeff Mikols and Stephanie Moore Denise Schultz Maryanne Heiman	July 2013-June 2014	Pre/Post Test Walk through. Examine Student Work
All RCSD teachers K-2 will be fully implementing NYSED Instructional modules for 2013-14 school year.	All RCSD teachers K-2 will effectively plan and execute modules and lessons from NYSED curriculum.	All RCSD students will improve expected math fluencies and comprehension in major content emphases. Students at the end of grade 2 will be able to add and subtract fluently within 20 using mental strategies and within 100 using written algorithms	Jeff Mikols, Executive Director of Mathematics Stephanie Moore, Director of Mathematics Math module facilitators	Year long, intense training in modules including face to face, webinar, and video formats, Math Deep Dives available to all participants	Teachers will have the content and pedagogical expertise to effectively implement NYSED modules	Teachers will grow in their confidence and ability to implement NYSED modules.	All RCSD students will improve expected math fluencies and comprehension in major content emphases	Jeff Mikols, Executive Director of Mathematics Stephanie Moore, Director of Mathematics	August 214-June 2014	Teacher surveys, class walkthrough, compa data

All RCSD teachers 3-5 will be fully implementing NYSED Instructional modules for 2013-14 school year.	All RCSD teachers 3-5 will effectively plan and execute modules and lessons from NYSED curriculum.	All RCSD students will improve expected math fluencies and comprehension in major content emphases. Students at the end of grade 5 will demonstrate mastery of computation using whole numbers and develop fluency in computation with rational numbers.	Jeff Mikols, Executive Director of Mathematics Stephanie Moore, Director of Mathematics Math module facilitators	Year long, intense training in modules including face to face, webinar, and video formats, Math Deep Dives available to all participants	Teachers will have the content and pedagogical expertise to effectively implement NYSED modules	Teachers will grow in their confidence and ability to implement NYSED modules.	All RCSD students will improve expected math fluencies and comprehension in major content emphases	Jeff Mikols, Executive Director of Mathematics Stephanie Moore, Director of Mathematics	August 214-June 2014	Teacher surveys, class walkthrough, compa data
All RCSD teacher 6-8 will be fully implementing NYSED Instructional modules for 2013-14 school year.	All RCSD teachers 6-8 will effectively plan and execute modules and lessons from NYSED curriculum.	All RCSD students will improve expected math fluencies and comprehension in major content emphases. Students in grades 6 and 7 will develop proportional reasoning and an understanding of the number system leading to 8 th grade students beginning algebra and interpreting linear functions.	Jeff Mikols, Executive Director of Mathematics Stephanie Moore, Director of Mathematics Math module facilitators	Year long, intense training in modules including face to face, webinar, and video formats, Math Deep Dives available to all participants	Teachers will have the content and pedagogical expertise to effectively implement NYSED modules	Teachers will grow in their confidence and ability to implement NYSED modules.	All RCSD students will improve expected math fluencies and comprehension in major content emphases	Jeff Mikols, Executive Director of Mathematics Stephanie Moore, Director of Mathematics	August 214-June 2014	Teacher surveys, class walkthrough, compa data
Teachers of Algebra 1 and Geometry will be implementing NYSED	All RCSD teachers Algebra 1 and Geometry will effectively plan and	All RCSD students will improve expected math fluencies and	Jeff Mikols, Executive Director of Mathematics	Year long, intense training in modules including face to face, webinar, and video	Teachers will have the content and pedagogical expertise to effectively	Teachers will grow in their confidence and ability to implement NYSED modules.	All RCSD students will improve expected math fluencies and	Jeff Mikols, Executive Director of Mathematics	August 214-June 2014	Teacher surveys, class walkthrough, compa data

Instructional modules for 2013-14 school year.	execute modules and lessons from NYSED curriculum.	comprehension in major content emphases.	Stephanie Moore, Director of Mathematics Math module facilitators	formats, Math Deep Dives available to all participants	implement NYSED modules		comprehension in major content emphases	Stephanie Moore, Director of Mathematics		

ELA

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 _____.
RCSD K-2 students increased proficiency an average of 1.5% on Aimsweb in the areas of LSF, NWF and CBAM from Fall 2012-Spring 2013.	RCSD K-2 Teachers effectively implement strategies for teaching foundational skills including phonemic awareness, phonics and listening comprehension as demonstrated in Core Knowledge implementation	Increase LSF(Grade K), NWF(Grade 1) and CBAM(Grade 2) proficiency to 5% increase from Fall 2013 to Spring of 2014 on Aimsweb	Mary Munoz, Acting Executive Director of ELA and Literacy Kathryn Yarlett, Director of ELA K-2 Instructional Coaches	Year long, Unit training including face to face, webinar, and video formats, and Literacy Deep Dives available to all participants	apply new strategies through Core Knowledge lessons and instructional planning	Review progress monitoring data for evidence of student application of skills to read	All RCSD students will improve in reading fluencies including LSF, NWF and CBM for overall increase in reading abilities	Mary Munoz Kathryn Yarlett	July 2013-June 2014	Review of Growth between Fall and Spring Aimsweb administration; walkthrough; Looking at Core Knowledge Assessments
47% of RCSD 3-8 Students met projected growth scores for NWEA Reading yielding a -1.2 Growth Index	RCSD 3-8 Teachers effectively implement NYS Common Core Modules including strategies for teaching reading closely and evidence based writing.	Increase to 100% the number of RCSD students meeting projected growth scores for NWEA Reading	Mary Munoz, Acting Executive Director of ELA and Literacy Kathryn Yarlett, Director of ELA 3-8 Instructional Coaches	Year long, Unit training including face to face, webinar, and video formats, and Literacy Deep Dives available to all participants	apply new strategies through NYS Common Core Module Unit lessons and instructional planning	Review progress monitoring data and student work for evidence of student application of close reading and evidence based writing	All RCSD students will improve demonstrate strategies in close reading and evidence based writing.	Mary Munoz Kathryn Yarlett	July 2013-June 2014	Review of Growth between Fall and Spring NWEA administration; Walkthrough. And Review of NYS ELA exam data
Teachers of ENG I-IV will be implementing NYSED/O'Dell Units and Instructional modules for	All RCSD ELA teachers of ENG I-IV will effectively plan and execute Units and lessons from NYS Common Core curriculum.	All RCSD students will improve reading comprehension, vocabulary and academic writing.	Mary Munoz, Acting Executive Director of ELA and Literacy Kathryn Yarlett, Director of ELA	Year long, Unit training including face to face, webinar, and video formats, and Literacy Deep Dives available to all participants	Apply strategies in sequence and scaffold content and skills that are aligned to the CCLS for ELA & Literacy and the new NYS Common Core ELA Regents Exam.	Teachers will increase ability to implement NYS Common Core Units and incorporate rigor, complex text and higher level questioning into lesson planning	All RCSD students will improve in strategies of reading closely and evidence based writing.	Mary Munoz Kathryn Yarlett	August 2013-June 2014	Classroom walkthroughs and review of NYS Regents and Common Core exams.

2013-14 school year.			9-12 Instructional Coaches							
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Individual School Building Professional Learning Development

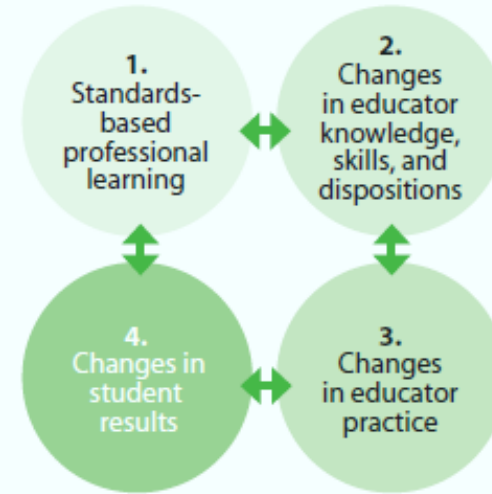
The Office of Professional Learning will provide onsite Professional Development in the process for planning effective building based professional development opportunities. The planning will be based on the process of the cycle of continuous improvement (Tool 1.1). This cycle incorporates all three components of professional learning: experience, reflection and evaluation at the cognitive, behavioral, and emotional level.

Tool 1.1

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.



Minds in Motion 2011, Professional Learning Resource Guide, The Office of Professional Learning, RCSD

OFFICE OF PROFESSIONAL LEARNING SUPPORTS EXPANDED LEARNING SCHOOLS

A team of educators developed this Professional Learning Strategic Plan to guide and support the work of Expanded Learning Schools.

The primary goals of this plan are:

- To support the Rochester City Schools Strategic Goal: obtain meaningful improvement in academic achievement for all students/children.

- To demonstrate Expanded Learning schools are trained in collaborating and communicating with all stakeholders under the direction of administrators who are committed to instructional excellence.
- To provide leadership and support for excellence and equity in education by identifying the structures and activities needed to support the seven essential elements for implementing expanded learning and time in schools.

The purpose of the plan is to create, support and sustain Expanded Learning and Time in schools while educators work to change the culture of teaching and learning. Professional learning that changes how educators practice in their various roles serves the development and achievement needs of all children and students, and is relevant and customized for the participant. For that kind of professional learning to be an expectation in Expanded Learning, we need to change how we design, provide and participate in professional learning experiences. All educators, including teachers, paraprofessionals, administrators, and other staff must work with the public to ensure high levels of professional learning linked to successful student outcomes. This systematic plan supports implements and evaluates effective professional learning that is commitment to the vision of Professional Learning including Learning Forwards Professional Learning Standards. Time and money are the two most frequently identified challenges to more effective professional learning. However, maximizing professional learning opportunities requires re-prioritizing the use of existing funds available to schools and the use of their time.

This will be accomplished through four outcomes:

- Understanding and commitment to the standards of Professional Learning.
- Professional learning based on data.
- A system that supports and implements effective professional learning
- Resources to support and provide effective professional learning.

Expanded Learning

Expanded learning time empowers teachers, by ensuring they have the time to meet regularly for structured collaboration, consistently analyze student data, and share instructional practices. Teachers in expanded-time schools are also strengthening instruction through time dedicated to professional learning and peer observation embedded in the school day.

Seven Essential Elements of an Effective Expanded Learning School:

1. Focused School Wide Goals:

- a. School wide instructional plan focused on a small set of goals to improve student achievement

2. Rigorous Academics:

- a. All student schedules include challenging ELA, Math, Science, and Social Studies courses.

3. Differentiated Supports:

- a. All student schedules include academic intervention or acceleration taught primarily by certified teachers

4. Frequent Data Cycles:

- a. Systematic approach to analyzing and responding to data to improve instruction

5. Targeted Teacher Development:

- a. All teacher schedules include weekly opportunities to collaborate with peers to strengthen instruction

6. Engaging Enrichment:

- a. All student schedules include enrichment courses beyond traditional district offerings.

New York States Diagnostic Tool for School and District Effectiveness

The Diagnostic tool is used for school and/or district evaluation to effectively assess school improvement efforts and support schools and districts as they implement highly effective educational practices.

The findings from the tool will be used to determine district and school effectiveness as it relates to six areas: district leadership and capacity; school leadership practices and decisions; teacher practices and decisions; curriculum development and support; student social and emotional developmental health; and family and community engagement. The diagnostic tool will help districts and schools determine next steps for improvement and/or sustainability efforts.

Tenet 1-District Leadership and Capacity: The district examines school systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure that all students are successful.

Tenet 2- School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

Tenet 3-Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student- learning outcomes.

Tenet 4-Teacher Practices and Decisions: Teachers engage in strategic practices and decision making in order to address the gap between what students know and need to learn so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.

Tenet 5- Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that led to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

Tenet 6-Family and Community Engagement: The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social emotional growth and well-being.

Alignment of Essential Elements of Expanded Learning and New York States Diagnostic Tool for School and District Effectiveness

Seven Essential Elements of Expanded Learning	District Level	School Level	Community Level
<p>Focused School-wide Priorities</p> <p>School day/year driven by small set of priorities.</p>	<ul style="list-style-type: none"> • (1.2)The district is organized and allocated resources in a way that leads to appropriate levels of support for school based in the needs of the school community, which promotes school improvement and success • (5.1)The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students’ social and emotional developmental health. • (6.1) The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families. 	<ul style="list-style-type: none"> • (2.2)Leaders ensure articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Plan (SCEP) • (5.2)The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health. 	<ul style="list-style-type: none"> • (5.4) All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.
<p>Rigorous Academics</p> <p>All student schedules include challenging ELA, Math, Science, and Social Studies courses.</p>	<ul style="list-style-type: none"> • (1.4)The district has a comprehensive plan to create, deliver and monitor professional development in all pertinent areas that is adaptive and tailored to the needs of the individual. • (3.1)The district works collaboratively with the school to provide opportunities and supports that are connected to the implementation of a comprehensive curriculum appropriately aligned to and are inclusive of the arts, technology and other enrichment subjects in a data-driven culture. • Teaching and Learning Departments provide ongoing professional learning to support implementation of the Common Core State Standards, Data Driven Instruction and 	<ul style="list-style-type: none"> • (2.3)Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student’s social and emotional developmental health) that make progress toward mission-critical goals. • (3.2) The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the CCLS in PreK-12 • (3.3) Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduced complex materials that stimulate higher-order thinking 	

		<p>and build deep conceptual understanding and knowledge around specific content.</p> <ul style="list-style-type: none"> • (4.3) Teachers provide coherent, appropriately aligned CCLS-based instruction that leads to multiple point of access for all students to achieve targeted goals. • (4.2) Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established students goals and promote high levels of students engagement and inquiry. • (6.3) The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning. 	
<p>Differentiated Supports</p> <p>All students' schedules include academic intervention or acceleration taught primarily by certified teachers.</p>	<ul style="list-style-type: none"> • (2.1) The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and nature a school environment that is responsive to the needs of the entire school community. • (4.1) The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices that lead to effective planning and account for student data, needs, goals and levels of engagement. 	<ul style="list-style-type: none"> • (2.4) Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved. • Schools communicate what community agencies they are interested in collaborating with. • Along with district personnel, school leadership teams attend RFP presentations. 	<ul style="list-style-type: none"> • Community agencies submit a request for proposal (RFP) in order to work with the district and schools. • Community agencies will give a presentation for their RFP.
<p>Frequent Data Cycle</p> <p>Systematic approach to analyzing and responding to data to improve instruction.</p>	<ul style="list-style-type: none"> • (1.5) The district promotes a data driven culture by providing strategies connected to best practices that all staff members and school communities are expected to be held accountable for implementing. • District will share student and school data with community agencies to ensure effectiveness. 	<ul style="list-style-type: none"> • (2.5) The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement. • (3.5) The school leader and teachers develop a 	

		<p>data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.</p> <ul style="list-style-type: none"> • (4.5) Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process. • (5.5) The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and social successful. • (6.5) The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students, and school constituents centered on student learning and success. 	
<p>Targeted Teacher Development</p> <p>All teacher schedules include weekly opportunities to collaborate with peers to strengthen instruction.</p>	<ul style="list-style-type: none"> • (1.1) The district has a comprehensive approach for recruiting, evaluating and sustaining high-quality personnel that affords schools the ability to ensure success by addressing the needs of their community. 		<ul style="list-style-type: none"> • (6.4) The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional development health) to support student success.

<p>Engaging Enrichment</p> <p>All student schedules include enrichment courses beyond traditional district offerings.</p>		<ul style="list-style-type: none"> • (3.4)The school leader and teachers ensure that teacher collaboration within and across grades and subjects exist to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities. • (5.3) The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students. 	
<p>Enhanced School Culture</p> <p>School-wide plan to build a culture of high academic and behavioral expectations.</p>	<ul style="list-style-type: none"> • (1.3)The district leadership has a comprehensive explicit theory of action about school culture that robustly communicates high expectations for addressing the needs of all constituents. 	<ul style="list-style-type: none"> • (4.4) Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry. • (6.2)The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success. 	

EVALUATION OF PROFESSIONAL LEARNING

The Office of Professional Learning recognizes the need to evaluate professional development for impact on a change in practice leading to increased student achievement. In order to do so, the department needs to consider both the purpose of evaluation and operationalizing practices of assessment as intricate parts of professional learning experiences.

- 1) The Office of Professional Learning will request each school/program site complete the Standards Assessment Inventory 2 in September 2013 (Pre-Data Set). The SAI2 is intended to:
 - Provide information to the Office of Professional Learning about teachers' perceptions of professional learning;
 - Reveal the degree of success or challenges RCSD faces with professional learning practices and implementation; and
 - Provide decision-makers with data on the quality of professional learning as defined by the Standards for Professional Learning, a system's alignment of professional learning to the standards, and the relationship of the standards to improve in educator effectiveness and student achievement.

SAI2 is a valid and reliable instrument designed to ensure that a school system's professional learning has the essential attributes to change educator practice and student results. The Office of Professional Learning will again request each school/program site to complete the Standards Assessment Inventory 2 in June 2014 (Post-Data Set).

- 2) AVATAR will be customized to collect post class data of teacher content knowledge, mid-term application data of new learning and end of year student data for at least 20% of classes posted by each department
- 3) Analysis of Pre and Post assessments for a sampling of courses from each content area to determine if the gains in knowledge are statistically significant
- 4) Calibration Testing will be administered to administrators (who have passed the proficiency test) up to three times per year with a renewal assessment to maintain their status as a proficient observer

5) Impact of PD on delivery of sessions (Appendix B) with Professional Development Rubric

6) APPR (Annual Professional Performance Review) for teachers and administrators to be evaluated on effectiveness in their area

****Refer to Appendix D for measure of evaluations on above****

Level	Purpose	Questions Addressed	Monitoring Tools / Data Points
<u>Level 0</u> Design of the comprehensive professional program or a component of that program (<i>Planning Data</i>)	<ul style="list-style-type: none"> To determine the focus or goal of the comprehensive professional development program To design the comprehensive professional development program action plan To adapt the design of the program or action plan 	<ul style="list-style-type: none"> Are the intended results clear? How appropriate is the program's timeline? How effectively is the program designed to meet teacher needs that are determined based on the analysis of student data? How effectively is the program aligned with student learning priorities that are identified in the School Improvement Plan and / or school system initiatives? What resources and structures are the best match to support teachers' learning of specific knowledge and skills? Does the program reflect a variety of models of professional development? Is the program designed to include formative monitoring at all 6 levels of evaluation? How can all school leaders support the implementation and facilitation of the program? 	Student performance data analysis; Analysis of teacher needs based on student needs; Stakeholder focus groups; The Comprehensive Professional Development Program
<u>Level 1</u> Participant Reaction (<i>Satisfaction Data</i>)	<ul style="list-style-type: none"> To adapt program design and delivery 	<ul style="list-style-type: none"> How satisfied were the participants with the experience? Was the experience relevant to the roles of the participants? Were the processes used appropriate for participants as learners? Did the processes used achieve the intended outcomes? 	Evaluation Surveys; Exit Cards; Plus / Delta; Stakeholder Focus Groups
<u>Level 2</u> Participant Learning (<i>Learning Data</i>)	<ul style="list-style-type: none"> To check for understanding and learning To adapt program design and delivery 	<ul style="list-style-type: none"> Did the participants learn the desired knowledge and skills? What did they learn? Why? (May also yield level 3 data) What didn't they learn? Why? (May also yield level 3 data) 	Written responses to questions; Exit cards; Pre / post assessments; Teacher work samples
<u>Level 3</u> Organizational Support and Structure (<i>Resource Management Data</i>)	<ul style="list-style-type: none"> To determine the effective use of resources To improve the organizational structures and support To adapt program design and delivery 	<ul style="list-style-type: none"> How effectively are the resources and structures utilized to support teachers as they learn new knowledge/skills? How could the use of resources and structures be modified to improve support for teachers as they learn new knowledge/skills? How effectively do school leaders support and facilitate the implementation of new knowledge/skills? 	Focused questionnaires; Periodic Surveys and request of student artifacts and data; Guided teacher reflection; Feedback protocols; Force Field Analysis; Plus/Delta; Minutes from team/department/cohort meetings

<p><u>Level 4</u> Application of New Knowledge and Skills (Application Data)</p>	<ul style="list-style-type: none"> To determine quality and consistency of classroom application To adapt program design and delivery 	<ul style="list-style-type: none"> What are the changes in teacher practice as a result of the professional development program? How effectively and consistently did the participants use the new knowledge and skills? What are the participants able to do well? Why? (May also yield level 3 data) What aren't the participants able to do well? Why? (May also yield level 3 data) 	<p>Periodic Surveys and request of student artifacts and data; Walkthroughs focused on new knowledge and skills; Interviews with students about teacher use of new knowledge/skills; Student surveys focused on teacher use of new knowledge/skills; Focused peer visits Supervisory observations focused on new knowledge and skills; Lesson Plans</p>
<p><u>Level 5</u> Impact on Student Learning/Performance (Student Data)</p>	<ul style="list-style-type: none"> To determine the impact on student learning To adapt program design and delivery 	<ul style="list-style-type: none"> How did student learning / performance change as a result of the comprehensive professional development program? 	<p>Student work samples; Student grades; Focused student surveys and student interviews; Periodic Surveys and request of student artifacts and data Portfolios of student work; Formative & summative assessments</p>

Rochester Board of Education Ad Hoc Diversity (February 2012):

The Rochester Board of Education's ad hoc Diversity Committee was created to support the Rochester City School District in accomplishing its mission to meet the educational needs of each student in our schools and to provide a quality education that prepares students to become productive members of our community. In that spirit, the Board's Diversity Committee has worked to promote the recruitment and retention of individuals that contribute to the diversity of the District's workforce.

The Committee has discussed some of the systemic barriers that exist in the District and offers the following recommendations to address these barriers in order to promote an educational environment that fosters student success, ensures inclusion and is responsive to the learning needs of all students:

I. Charge the Superintendent with employing personnel strategies to increase the recruitment and retention of employees that contribute to the District's diversity and to annually report recruitment and retention data;

II. Charge the Superintendent with assessing the effectiveness and impact of the Haberman Star Teacher Selection Interview Process;

III. Charge the Superintendent with assessing the effectiveness and impact of professional development activities;

IV. Charge the Superintendent with developing a comprehensive diversity plan that presents an overview and assessment of the District's current Diversity training program and suggests improvements to the program to increase multicultural competency and diversity awareness of all members of the District's staff;

V. Propose an amendment to the Responsible Bidder Policy, No. 6725, that requires contractors to employ a workforce and subcontractors that are representative of the Rochester community as evidenced by the demographics of the available workforce within the city of Rochester;

VI. Propose a Recruitment, Hiring and Residence Initiative Policy to encourage applicants with experience and interest in urban education to apply for employment with the District; see attached.

VII. Develop an Opportunity Fair to introduce the community to requirements for working in the District;

VIII. Advocate for the advancement of legislation to require that African and African American history be taught efficiently, faithfully, and employing approved methods of instruction;

IX. Advocate for the advancement of legislation to employ a merit-based evaluation system that considers teacher performance, as defined by the established

Appendix A: Samples of Course Offerings

Professional Development Provider 101 - This session will provide educators with the basic tools to become facilitators or professional development providers.

Understanding Change – This session will be provided to teams so that they have an opportunity to engage in conversation on the change process. The intent is to minimize the stress related to a shift in practice.

Models and Protocols of Professional Learning - This session provides an overview of some models for professional learning. The book, *Whatever It Takes*, will be the focus of this collegial conversation.

Focused Professional Development through Data Reviews - This session engages participants on how to look at data to determine focused professional learning opportunities.

Developing Professional Learning Communities, Level I - This session provides an opportunity for schools that are at the beginning stages of creating a professional learning community to begin the process with full support. This session highlights characteristics and groundwork to support a professional learning community.

Developing Professional Learning Communities, Level II - This session provides an opportunity for schools that have begun the work to examine next steps and discuss how to strengthen their current state. This session highlights characteristics of highly effective professional learning communities and strategically plans for a deeper rooted belief.

Using Data Reporting Tools - The New York State Education Department provides the New York State Testing and Accountability Reporting Tool (nySTART) and the Data Warehouse as a means of reporting and analyzing State data. The Rochester City School District subscribes to Data Mentor and DataCation, which allow District Employees the ability to view State and District Data. In addition, the Office of Accountability provides the Data Notebook to every school within the Rochester City School District, with reports of State and District assessment data.

Data Analysis - With the support of the Office of Accountability, Data Coaches will have access to an overwhelming amount of building specific data. Now what? Time to analyze! Data analysis is the process of gathering, modeling, and transforming data with the goal of highlighting useful information, suggesting conclusions, and supporting decision making. Knowing where the data came from, how the data was collected, and what the difference is between correlation and causation are aspects of data analysis that Data Coaches will learn through professional development. Working from this foundation, they will be equipped to make the leap from drawing conclusions to data-informed pedagogy (synthesis and evaluation).

Software Tools for Analysis and Reporting - There are multiple ways to extract and view data made available in data reporting tools. While the tools used to collect and report State and District data are being mastered, the Data Coaches will begin to develop a firm understanding of and, how to use software common to sharing and displaying data. Professional Development on the use of Microsoft Excel to manipulate data and Microsoft Power Point to display data will be conducted during and outside of Data Reporting Tools training.

Understanding Data Collection and Validation - New York State outlines specific processes in which school district data must be collected and validated. Although Data Coaches will not be involved in the collecting or validating District data, it is important to have an understanding of the procedure. "When will we receive the testing results?", "Will this student's testing result be included in our accountability report?", "Why isn't this data is not available in Data Mentor?" are just a few examples of questions that Data Coaches will be made equipped to answer.

Data Bundle 1 Using Data Reporting Tools 2, Data Analysis 3. Software Tools for Analysis and Reporting 4. Understanding Data Collection and Validation)

Data Dialogues - During data dialogues, coaches facilitate interaction about what types of data are being examined, what the data mean, and what the next steps are by asking probing questions to guide data analysis. An integral role of the Dream School Data Coach will be to facilitate data dialogues. It is important to develop the skill of asking probing questions that leave the audience feeling empowered rather than challenged or threatened. Knowledge of the following will help strengthen a Data Coach's ability to facilitate a data dialogue: How to establish meeting protocols; Identifying questions to be answered using the selected data; Identifying questions to guide analysis; Formulating a plan of action to address needs/strengths identified through data analysis; Measuring

outcomes of a plan; Conveying updates, changes, and results of a plan; Creating a non-threatening, supportive environment that encourages honesty in data analysis; Assisting grade levels and departments in data-informed decision making; Translating classroom data into data-informed instruction.

Presenting Data - Data Coaches are charged with the task of determining how to report assessment data in a useful format. It must appropriately match the viewer's the level of sophistication in analyzing and interpreting data that the viewer has. In addition, the crafted display must take into account the amount of detail the viewing audience can see. Data Coaches will know who can see what and how much they can see through professional development that discusses Family Educational Rights and Privacy Act (FERPA) and the discussion of sensitive data.

Appendix B: Professional Learning Lesson Plan

Lesson Objective(s): What is the purpose of this learning opportunity?

Supporting Data: Why was this objective selected?

Assessment: How will you know participants have acquired the knowledge, behavior, or skill? How will you know the objective was achieved?

Ways to gain/maintain attention (Primacy): How will you gain and maintain participants' attention? Consider need, novelty, meaning, or emotion.

Content Chunks and Activities: How will you structure the learning opportunities to engage adult brains?

Lesson Segment 1:

Activities:

Lesson Segment 2:

Activities:

Lesson Segment 3:

Activities:

Professional Learning Strategies: Which strategies did you incorporate into this plan? How will you support and sustain behavior change?

Rubrics for Observational Tools

CEP Section

Common Core Standards

Master Teacher Cadre

Consideration Given to

English Language Learners

Students with Disabilities

Cultural Responsiveness

New York State Impactful Professional Development Rubric

Adapted from Paul BambrickSantoyas's Professional Development Evaluation Rubric 2011-12 and Tom Guskey's Five Levels of Professional Development Evaluation Rubric

		Highly effective Indicators
Context	Setting Participants up for Success	<ul style="list-style-type: none"> Accountabilities are in place for implementation appropriate to various roles. There are "public and overt" plans for advocacy and facilitation of implementation. Sufficient resources are made available. A plan is in place to problem solve and name/celebrate successes. Plans are in place for job embedded supports which ensure quality and fidelity of implementation.
Planning	Generating Objectives	<ul style="list-style-type: none"> Objective/outcome of the workshop is concrete, reasonable for the time allotted, and represents knowledge and skills the participants do not currently have. Objective is directly aligned with the most important initiatives and strongest learning needs of the school/district at the time of the workshop. Objectives are generated from evidence and are tightly aligned to: <ul style="list-style-type: none"> Desired change/ upgrade in participant practice/ behavior Participants' current knowledge and skill Participants' organizational (district/school) context regarding systemic support and accountability
	Targeted, efficient activities	<ul style="list-style-type: none"> Agenda includes activities that are tightly planned and 100% relevant to the objective so that participants experience zero downtime and stay challenged (intellectually engaged with discussion/ activities). Activities consider the real and perceived learning needs, orientation, and culture of participants High quality discussion questions are pre-planned. Materials are carefully aligned to activities and provisioned/organized ahead of time. Activities feel satisfying to the participants.
	Pacing, tone, time management	<ul style="list-style-type: none"> Appropriate, precise, and responsive balance of time for processing, application, reflection, new information received (approximately 25% each). Presenter adjusts agenda, activities, and interventions based on the tone, reactions, and misconceptions of the participants. Participants experience a steady flow due to tightly managed transitions and discussions, along with clear written and verbal instructions for each activity. Presenter starts and ends on time. Presenter fosters an environment of dual intensity toward intellectual rigor and risk taking. Leader is motivational, warm, and inspiring, fostering a sense of urgency.
	Facilitation of Adult Learning	<ul style="list-style-type: none"> Presenter scaffolds activities and discussion so that participants do most of the thinking/talking and gain new knowledge and skill. The presenter usually speaks less than 30% of the time. The presenter's response to preconceptions or misconceptions is skillful, respectful, and strategic. Reflection time is brief, targeted, and carefully structured to capture big takeaways and help participants plan next steps. Summarizing component of the session concisely and articulately sums up the key takeaways for participants.
	Evaluation	<ul style="list-style-type: none"> Participant learning is measured and affirmed before the end of the session. Impact of participant learning over time is measured in terms of: <ul style="list-style-type: none"> Organizational change Participants' use of new knowledge and skills Student learning

APPENDIX C: NETWORK TEAM INSTITUTE CALENDAR, SCHOOL YEAR 2013-2014

Month	Date	Content	Location	Intended Audience
February 2013	4 – 5	6 – 12 ELA/Math Modules	Albany	Ambassadors NTs & NTEs
	6 – 7	K – 5 ELA/Math Modules		
March 2013	13 – 14	Teacher Evaluation {Open to only those that have achieved initial teacher calibration or higher}	Albany	Teacher Evaluators Teacher Evaluator Trainers NTs & NTEs
May 2013	13 – 14	3 – 8 ELA Modules	Albany	Ambassadors NTs & NTEs
		P – 5 Math Modules		
	15 – 16	K – 2 ELA Modules	Albany* <i>(Separate Albany- based location.)</i>	K – 2 Pilot Participants
		9 – 12 ELA Modules	Albany	Ambassadors NTs & NTEs
6 – 12 Math Modules				

July 2013	8 – 9	K – 2 ELA Modules	Albany* <i>(Separate Albany-based location.)</i>	K – 2 Pilot Participants NTs & NTEs Adopting Principals Adopting Teacher Ambassadors
		9 – 12 ELA Modules	Albany	NTs & NTEs Principals Teacher Ambassadors
		P – 5 Math Modules		
	10	APPR/Common Core Integration	Albany	NTs & NTEs Principals Teacher Ambassadors
	11 – 12	3 – 8 ELA Modules		
		6 – 12 Math Modules		
November 2013	12 – 13	K – 2 ELA Modules	Albany* <i>(Separate Albany-based location.)</i>	K – 2 Pilot Participants NTs & NTEs Adopting Principals Adopting Teacher Ambassadors
		9 – 12 ELA Modules	Albany	NTs & NTEs Principals Teacher Ambassadors
		6 – 12 Math Modules		
	14 – 15	3 – 8 ELA Modules		
		P – 5 Math Modules		

Month	Date	Content	Location	Intended Audience
February 2014	4 – 5	K – 2 ELA Modules	Albany* <i>(Separate Albany-based location.)</i>	K – 2 Pilot Participants NTs & NTEs Adopting Principals Adopting Teacher Ambassadors
		9 – 12 ELA Modules	Albany	NTs & NTEs Principals Teacher Ambassadors
	6 – 12 Math Modules			
	6 – 7	3 – 8 ELA Modules		
		P – 5 Math Modules		
May 2014	13 – 14	K – 2 ELA Modules	Albany* <i>(Separate Albany-based location.)</i>	K – 2 Pilot Participants NTs & NTEs Adopting Principals Adopting Teacher Ambassadors
		9 – 12 ELA Modules	Albany	NTs & NTEs Principals Teacher Ambassadors
	6 – 12 Math Modules			
	15 – 16	3 – 8 ELA Modules		
		P – 5 Math Modules		

July 2014	7 – 8	K – 2 ELA Modules	Albany* <i>(Separate Albany-based location.)</i>	K – 2 Pilot Participants NTs & NTEs Adopting Principals Adopting Teacher Ambassadors
		9 – 12 ELA Modules	Albany	NTs & NTEs Principals Teacher Ambassadors
	6 – 12 Math Modules			
	9	APPR/Common Core Integration		
	10 – 11	3 – 8 ELA Modules		
		P – 5 Math Modules		

***Note for K-2 ELA Trainings:** The Pilot programs will be held at separate Albany-based locations. A separate registration and payment process will be used for all Pilot participants for this purpose.

Effective professional learning focuses on student content standards and educator performance standards, uses data, integrates multiple designs for educator learning, and provides sustained support for long-term change. (*Minds in Motion*, Professional Learning Resource Guide, 2011 Office of Professional Learning, RCSD.)

APPENDIX D: SUPPLEMENT CHART FOR PD EVALUATION

	Resources	Actions	Initial Changes	Intermediated Changes	Results
SAI2	<ul style="list-style-type: none"> • Learning Forward Survey • Administrator • All departments which apply based on survey results • PL Models 	<ul style="list-style-type: none"> • Reveal the degree of success or challenges the school 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 • Administrators 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 • Identify which departments 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 to evaluate with educators 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>AVATAR</p>	<ul style="list-style-type: none"> • AVATAR system • Administrator • Data reports • PL models • Instructional Coaches 	<ul style="list-style-type: none"> • Educator content knowledge will be collected • Each department will have 20% of classes posted with a customization model 	<ul style="list-style-type: none"> • Heightened awareness for Educators and Administrators from data collected • To plan accordingly and implement a course correction action if necessary to improve student data 	<ul style="list-style-type: none"> • To take the course correction action and follow-through with additional PL courses to improve student data • Offer support from departments to educators to improve practices through data collected • Educator understands where the content knowledge needs to improve with the analysis of data 	<ul style="list-style-type: none"> • Student achievement improves • Educators knowledge improves professionally • Deep learning takes place with students from continuous learning from the educator • Visible results shared with educators to set goals
<p>Analysis of Pre and Post Assessments</p>	<ul style="list-style-type: none"> • Content area educator assessments • Instructional Coaches • PL Department 	<ul style="list-style-type: none"> • Students will be assessed for pre and post year assessments 	<ul style="list-style-type: none"> • The pre-assessment will be administered to receive a baseline for students • 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

			students		
Calibration / Proficiency Testing	<ul style="list-style-type: none"> • Teachscape • Administrator • Danielson Framework • PL models 	<ul style="list-style-type: none"> • Administrators will test on the Danielson Framework • Administrators will continue to be assessed throughout the year 	<ul style="list-style-type: none"> • Administrators knowledge and expertise will be examined • Administrators will understand there area of improvements 	<ul style="list-style-type: none"> • Administrators will begin to rethink how they evaluate • Supervisors will have pre and post discussions in more effective manner • Administrators will require theirs skills to be measured with a master scorer and analyze the discrepancies if needed 	<ul style="list-style-type: none"> • Feedback will be provided to administrators on their work • Application of the Danielson Framework will be applied in all evaluating • Administrators will be given suggestions for area of improvements • Additional training/support will be provided to administrators for those who are still in need of passing the test • Reports are generated for the observer to analyze on each administrator to assist with PL • Renewal assessments will be given to administrators throughout the year in order to renew their proficiency status
APPR	<ul style="list-style-type: none"> • Rubrics • Instructional Coaches • Engage NY • Danielson Rubric PL models	<ul style="list-style-type: none"> • Comprehensive Evaluation System to evaluate teacher and principal effectiveness 	<ul style="list-style-type: none"> • Educators and administrators will learn the how to interpret the evaluation rubric • PL on different components of the rubrics • Supports in place for educators and administrators to 	<ul style="list-style-type: none"> • Educators will have informal and formal observations to review their practices • Plan of action in place for educators and administrators to create based on initial changes • Educators and 	<ul style="list-style-type: none"> • Student achievement to be increased with data gathered • Increase educator and administrators performance level/skills • Preparing students for college and career readiness • Educators and administrators monitoring growth of state and local scores closely

			meet expectations	administrators are following a road map that has been designated	
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