

Plattsburgh City School District

Professional Development Plan



2018-2020

Plattsburgh City School District  
49 Broad Street  
Plattsburgh, NY 12901

BEDS Code: 090201040000

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**Years Plan is in Effect:** 2018-2020

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## Introduction

This Professional Development Plan for the Plattsburgh City School District describes a vision for adult learning that is collaborative, continuous, embedded in daily practice, consistent across the district and focused on student achievement. We strive to strengthen this culture that supports adult learning by providing a framework that affords every educator an opportunity to enrich his/her practice.

The scope of professional development (PD) in Plattsburgh will not be limited to attending a workshop or participating in a seminar. Professional development will be an ongoing process that involves sustainable improvement in student learning and instructional practices. This requires evaluation of student performance and teacher self-reflection, identifying possible courses of action, testing new approaches, assessing results and beginning again if necessary. This work is done best with a team of people who are willing to collaborate.

In the Plattsburgh City School District, our focus is to ensure that we offer the highest quality professional development connected to a district wide purpose. The National Staff Development Council endorses the professional development standards below:

## **Context Standards**

- **Learning Communities**  
Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district.
- **Leadership**  
Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement.
- **Resources**  
Staff development that improves the learning of all students requires resources to support adult learning and collaboration.

## **Process Standards**

- **Data-Driven**  
Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.
- **Evaluation**  
Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.

- **Research-Based**  
Staff development that improves the learning of all students prepares educators to apply research to decision making.
- **Design**  
Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal.
- **Learning**  
Staff development that improves the learning of all students applies knowledge about human learning and change.
- **Collaboration**  
Staff development that improves the learning of all students provides educators with the knowledge and skills to collaborate.

## **Content Standards**

- **Equity**  
Staff development that improves the learning of all students prepares educators to understand and appreciate all students; create safe, orderly and supportive learning environments; and hold high expectations for their academic achievement.
- **Quality Teaching**  
Staff development that improves the learning of all students deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.
- **Family Involvement**  
Staff development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately.

The Plattsburgh City School District is committed to working to ensure that these standards are considered as we plan for the professional development of our staff.

### Needs/Data Analysis for Professional Development Plans

The Plattsburgh City School District is comprised of five (5) school buildings – three elementary, one middle school and one high school. Each school has representation on the District Wide Educational Improvement Committee (DWEIC) and the district Professional Improvement Committee (PIC).

The Plattsburgh City School District Wide Educational Improvement Committee team members have reviewed the many new mandates and initiatives that have been adopted this year by both

New York State and the US Department of Education. In creating a focus for our district and to be fiscally efficient we have analyzed much data to identify universal district goals to unify all five of our school buildings. The committee utilized the following needs/assessment/data sources:

- Graduation and dropout rates
- School report card data
- Benchmarking information for student performance - horizontal and vertical trend analysis
- Student behavioral data – horizontal and vertical trend analysis
- Student demographic data
- Individual building leadership team goals - horizontal and vertical trend analysis
- Association for Supervision and Curriculum Development School Improvement Tool (perception data)
- Attendance data

These sources guided the district team to focus on five goals, these goals are:

Goal #1 – The district will score 70/100 points (cumulative average of all buildings) on the Data Driven Instruction Implementation Rubric (Uncommon Schools Research). The Data Driven Implementation tool will be completed annually by the District Wide Educational Improvement Committee (DWEIC).

Goal #2 – The district identifies that attending to the whole child is important when educating children. The district will encourage a proactive approach to address the health and wellness of all students within our district.

Goal #3 – Embedded research based reading and writing practices in all content areas.

Goal #4 – Establish a consistent and aligned curriculum that supports the rigor/expectations of the New York State Learning Standards in Mathematics.

Goal #5 – The Plattsburgh City School District will reflect upon past, current and future curricular programming to ensure students receive a well-rounded education that allows them to compete in a global environment.

## Professional Development Planning

Representatives from the district-wide Professional Improvement Committee are involved in the ongoing planning, delivery and evaluation of staff development throughout the school year. This committee includes district staff, teachers and administrative representation. The representatives act as liaisons to the school buildings which provide unification to both district and building based professional development.

The model for provision of professional development used within the district includes:

1. Embedded professional development
  - a. Superintendent
  - b. District Administration
  - c. Building Principals
  - d. Lead Evaluators
  - e. District Staff
  - f. Consultant Teachers
2. Professional development within the district is scheduled in the form of Superintendent's Days and Early Release Days. We have three Superintendent's Days per year and nine Early Release Days (2-3 hours in length).
3. The district also offers opportunities for Professional Learning Communities and Book Studies. These offerings occur two times per year and our presenters are usually district staff.
4. Release time during the school day (number of hours varies)
5. Professional development provided within faculty meetings, department and grade level meetings
6. Individual professional conferences, workshops and visitations

In order to meet the District's professional development plan and goals, the District will utilize the following internal and external resources:

- Advertised commercial conferences and trainings
- CVES
- Content specialists
- Consultant teachers
- Independent trainers (see page 22-23 for specific information)
- Independent consultants (see page 22-23 for specific information)
- International Reading Association
- NCTRC

- ASCD
- NYSUT
- Plattsburgh City School District staff members



## District Goals

**District Goal #1:** The district will score 70/100 points (cumulative average of all buildings) on the Data Driven Instruction Implementation Rubric (Uncommon Schools Research). The Data Driven Implementation tool will be completed annually by the District Wide Educational Improvement Committee.

<b>Target Area:</b> What will teachers know and be able to do as a result of PD?	<b>Timeline:</b> When will this professional development occur?	<b>Professional Development:</b> How will the district/building address the professional development needs?	<b>Evaluation:</b> How will we know the professional development is effective?
<p><b>Data Analysis/ Planning/Evaluation:</b></p> <p>Through the use of the Data Analysis Plan, buildings will identify multiple measures of data, analyze the data and create plans to improve student achievement.</p>	<p><b>Year 1 and 2: Maintain bullets 1-5</b></p> <ul style="list-style-type: none"> <li>• Identification of data necessary to prioritize and plan building level work in 1 of the 5 dimensions that impact student achievement.</li> <li>• Staff training on School Data Team roles and responsibilities.</li> <li>• Creation of School Data Team.</li> <li>• Creation of norms for School Data Team.</li> <li>• School Data Team training on implementation of the dimension worksheets to complete planning.</li> <li>• Training on Level 1 and 2 analyses.</li> <li>• Discussion and reporting out at faculty meetings and district level meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent’s Conference Days</li> <li>• Early Release Days</li> <li>• School Data Team release time</li> <li>• Department and Grade level meetings</li> <li>• Curriculum writing/mapping</li> <li>• Out of district trainings</li> <li>• CVES</li> <li>• Consultant trainings</li> <li>• Book studies</li> <li>• PLC</li> </ul>	<ul style="list-style-type: none"> <li>• Conference Day surveys</li> <li>• Curriculum visits</li> <li>• APPR</li> <li>• Walkthroughs</li> <li>• Review of student work and performance (AIMS Web, DRP, I-Ready, Interim Assessment results, Regents, NYS Tests)</li> <li>• Evaluation of School Data Team’s action plan annually</li> <li>• District completion of the Data Driven Instruction rubric annually</li> <li>• Reports out to DWEIC and DSST</li> <li>• Anecdotal notation and comment from teaching staff</li> </ul>

	<p><b>Year 2:</b></p> <ul style="list-style-type: none"> <li>DWEIC district-wide review of the DAP Plans for 2016-2017, 2017-2018 and 2018-2019. Review to include greatest impact made on student achievement to determine replication of that process across buildings.</li> </ul>		
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### District Goals

**District Goal #2:** The district identifies that attending to the whole child is important when educating children. The district will encourage a proactive approach to address the health and wellness of all students within our district.

<b>Target Area:</b> What will teachers know and be able to do as a result of PD?	<b>Timeline:</b> When will this professional development occur?	<b>Professional Development:</b> How will the district/building address the professional development needs?	<b>Evaluation:</b> How will we know the professional development is effective?
<p><b>Universal Behavioral Supports and Interventions:</b></p> <p>PreK-12 will implement PBIS using the newly created handbook to universally incorporate consistent teaching of behavioral expectations, use data to employ RtI interventions for behavior, identify in school and outside agency intervention</p>	<p><i>Year 1:</i></p> <ul style="list-style-type: none"> <li>Creation of an action plan to support/resurrect PBIS implementation within the district</li> <li>Creation of Universal teams at each building</li> <li>PD on supporting and implementing PBIS and RtI initiatives for all staff</li> </ul>	<ul style="list-style-type: none"> <li>Superintendent’s Conference Days</li> <li>Early Release Days</li> <li>Universal team release time</li> <li>Department and Grade level meetings</li> <li>Out of district trainings</li> <li>CVES</li> <li>Consultant trainings</li> <li>Book studies</li> </ul>	<ul style="list-style-type: none"> <li>Conference Day surveys</li> <li>Curriculum visits</li> <li>APPR</li> <li>Walkthroughs</li> <li>Review of student behavioral data – individual, school and district</li> <li>EBS survey</li> <li>Reports out to DWEIC</li> <li>Anecdotal notation and</li> </ul>

opportunities/referral procedures.	<ul style="list-style-type: none"> <li>• Use of School Tool system to review universal behavior data for each building and for overall district.</li> <li>• Discussion and reporting out at faculty meetings and district level meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• PLC</li> <li>• DASA trainings</li> <li>• TCIS training</li> <li>• Behavior plan/FBA training</li> </ul>	comment from teaching staff
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**District Goal #3:** Embed research based reading and writing practices in all content areas.

<b>Target Area:</b> What will teachers know and be able to do as a result of PD?	<b>Timeline:</b> When will this professional development occur?	<b>Professional Development:</b> How will the district/building address the professional development needs?	<b>Evaluation:</b> How will we know the professional development is effective?
<b>Balanced Literacy Instruction:</b>  Through the use of balanced literacy instruction in grades PreK-12 teachers will focus their instruction in the areas of phonemic awareness, phonics, vocabulary, fluency and	<i>Year 1:</i> <ul style="list-style-type: none"> <li>• Roll out and implementation of Data Cards (grades K-5 only).</li> </ul> <i>Year 2:</i> <ul style="list-style-type: none"> <li>• Training of data team at</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent’s Conference Days</li> <li>• Early Release Days</li> <li>• Department and Grade level meetings</li> <li>• Out of district trainings</li> </ul>	<ul style="list-style-type: none"> <li>• Conference Day surveys</li> <li>• Curriculum visits</li> <li>• APPR</li> <li>• Walkthroughs</li> <li>• Review of student performance (Data Cards,</li> </ul>

<p>comprehension. Teaching /learning strategies that will guide this instruction include: modeling strategies, shared reading/writing and independent reading/writing. Data will be collected specific to skill sets of balanced literacy and recorded to monitor student progress and drive future instruction.</p>	<p>SMS to receive information from K-5 Data Cards.</p>	<ul style="list-style-type: none"> <li>• Consultant trainings</li> <li>• Book studies</li> <li>• PLC</li> <li>• Literacy Committee meetings</li> <li>• Literacy advisors</li> </ul>	<p>Literacy Kit assessment regiment, interim assessments, AIMS Web, DRP, I-Ready, Regents, NYS tests)</p> <ul style="list-style-type: none"> <li>• Anecdotal notation and comment from teaching staff</li> <li>• Reports out to DWEIC and Literacy Committee</li> </ul>
<p><b>Embedded writing instruction across the curriculum:</b></p> <p>Teachers will provide instruction PreK-12 that give students the skills necessary to write functionally for a variety of purposes, using a variety of text types and with real world application.</p>	<p><i>Year 1 and 2:</i></p> <ul style="list-style-type: none"> <li>• Creation of a rubric to identify writing coaches across the district.</li> <li>• Identification of writing coaches at both elementary (WWS) and secondary (writing strategies).</li> <li>• Coaching of identified coaches in job and duties.</li> <li>• Solidify opportunities for coaches to offer training, observation, coaching of colleagues, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent’s Conference Days</li> <li>• Early Release Days</li> <li>• Department and Grade level meetings</li> <li>• Out of district trainings</li> <li>• Consultant trainings</li> <li>• Consultant coaching</li> <li>• Literacy Committee meetings</li> <li>• Literacy advisors</li> </ul>	<ul style="list-style-type: none"> <li>• Administrators, consultant, Director, Secondary Literacy Advisors and Literacy Committee will recommend and rate (administratively) possible coaching candidates</li> <li>• Conference Day surveys</li> <li>• Curriculum visits</li> <li>• APPR</li> <li>• Walkthroughs</li> <li>• Review of student performance (Data Cards, Literacy Kit assessment regiment, interim assessments, AIMS Web, DRP, I-Ready, Regents, NYS tests)</li> <li>• Anecdotal notation and comment from teaching staff</li> <li>• Reports out to DWEIC and Literacy Committee</li> </ul>
<p><b>Curriculum Alignment:</b></p> <p>Develop horizontally and vertically aligned curriculum maps for all core content areas based on Learning Standards to improve student academic achievement.</p>	<p><i>Year 1 and 2:</i></p> <ul style="list-style-type: none"> <li>• Instructional strategies shared amongst staff at grade level/department (horizontal alignment) for all content areas other than Math, ELA and Social Studies.</li> <li>• Continued staff training and planning to promote</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent’s Conference Days</li> <li>• Early Release Days</li> <li>• Department and Grade level meetings</li> <li>• Out of district trainings</li> <li>• Book studies</li> <li>• PLC</li> <li>• Literacy advisors</li> </ul>	<ul style="list-style-type: none"> <li>• Conference Day surveys</li> <li>• Curriculum visits</li> <li>• APPR</li> <li>• Walkthroughs</li> <li>• Review of student performance (Data Cards, Literacy Kit assessment regiment, interim assessments, AIMS Web,</li> </ul>

	<p>common vocabulary, core knowledge, and appropriate strategies in each content area.</p> <ul style="list-style-type: none"> <li>• Review and incorporate the NYSED crosswalk of Next Generation Learning Standards for ELA grades k-12.</li> </ul> <p><i>Year 2:</i></p> <ul style="list-style-type: none"> <li>• Instructional strategies shared amongst staff at grade level/department (vertical alignment) for all content areas</li> <li>• Elementary Social Studies - Instructional strategies shared amongst staff at grade level (horizontal alignment)</li> <li>• Elementary Science - Instructional strategies shared amongst staff at grade level (horizontal alignment)</li> </ul> <p><u>Note – future PD Plan should include elementary vertical alignment of Social and Science</u></p>	<ul style="list-style-type: none"> <li>• Math advisors</li> </ul>	<p>DRP, I-Ready, Regents, NYS tests)</p> <ul style="list-style-type: none"> <li>• Anecdotal notation and comment from teaching staff</li> <li>• Reports out to DWEIC</li> <li>• Completed maps that have been horizontally and vertically aligned</li> </ul>
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## Social Studies

<p><b>Target Area:</b> What will teachers know and be able to do as a result of PD?</p>	<p><b>Timeline:</b> When will this professional Development occur?</p>	<p><b>Professional Development:</b> How will the district/building address the professional development needs?</p>	<p><b>Evaluation:</b> How will we know the professional development is effective?</p>
<p><b>Social Studies Training</b></p> <p>Teacher will provide instruction K-12 that give students the skills necessary to understand Key Ideas, Conceptual Understandings, and Content Specifications along with Social Studies practices and Common Core Literacy Standards.</p>	<p><i>Year 1</i></p> <ul style="list-style-type: none"> <li>• Release time for professional planning and mapping of inquiries/deliberations.</li> <li>• Attendance of a representative from each building at the annual New York State Council for Social Studies Conference.</li> </ul> <p><i>Year 2</i></p> <ul style="list-style-type: none"> <li>• Each Secondary Social Studies Teacher will submit to Building Principal and Director of Curriculum a Deliberation or Inquiry task that has been built into instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent’s Conference Days</li> <li>• Early release Days</li> <li>• Department and Grade Level meetings</li> <li>• Out of District trainings</li> <li>• PLC</li> <li>• Consultant trainings</li> </ul>	<ul style="list-style-type: none"> <li>• Conference Day surveys</li> <li>• Curriculum visits</li> <li>• APPR</li> <li>• Walkthroughs</li> <li>• Anecdotal notation and comment from teaching staff</li> <li>• Training evaluations</li> <li>• Sample tasks from Deliberation or Inquiry</li> </ul>

## Science

<p><b>Target Area:</b> What will teachers know and be able to do as a result of PD?</p>	<p><b>Timeline:</b> When will this professional Development occur?</p>	<p><b>Professional Development:</b> How will the district/building address the professional development needs?</p>	<p><b>Evaluation:</b> How will we know the professional development is effective?</p>
<p><b>Science Training</b></p> <p>Teacher will provide instruction K-12 that give students the skills necessary to understand science via three dimensional learning. Students will use core ideas, cross cutting concepts with scientific practices to explore, examine, and explain how and why phenomena occur and will design solutions to problems.</p>	<p><i>Year 1 and 2:</i></p> <ul style="list-style-type: none"> <li>• Awareness training in the shifts of teaching and learning as we transition into the new Science Standards.</li> <li>• Training in 3-Dimensional Teaching and Learning.</li> <li>• Release time for professional planning and mapping of the new Science Standards.</li> <li>• Attendance of a representative from each building at the annual Science Teachers Association for New York State Conference.</li> </ul> <p><i>Year 2:</i></p> <ul style="list-style-type: none"> <li>• Each Secondary Science Teacher will submit to Building Principal and Director of Curriculum an Inquiry task that has been built into instruction and</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent’s Conference Days</li> <li>• Early release Days</li> <li>• Department and Grade Level meetings</li> <li>• Out of District trainings</li> <li>• PLC</li> <li>• Consultant trainings</li> </ul>	<ul style="list-style-type: none"> <li>• Conference Day surveys</li> <li>• Curriculum visits</li> <li>• APPR</li> <li>• Walkthroughs</li> <li>• Anecdotal notation and comment from teaching staff</li> <li>• Training evaluations</li> <li>• Sample tasks from Inquiry</li> </ul>

	demonstrates understanding of at least two scientific practices.		
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**District Goal #4:** Establish a consistent and aligned curriculum that supports the rigor/expectations of the New York State Learning Standards in Mathematics.

<b>Target Area:</b> What will teachers know and be able to do as a result of PD?	<b>Timeline:</b> When will this professional development occur?	<b>Professional Development:</b> How will the district/building address the professional development needs?	<b>Evaluation:</b> How will we know the professional development is effective?
<p><b>Needs assessment informing PD:</b></p> <p>Elementary teachers will complete a needs assessment to determine need of PD to be offered by secondary math teachers.</p>	<p><i>Year 1:</i></p> <ul style="list-style-type: none"> <li>Administer PD needs assessment.</li> <li>Tabulate results.</li> <li>Produce videoed PD library that addresses needs identified through assessment using secondary math teachers.</li> </ul> <p><i>Year 2:</i></p> <ul style="list-style-type: none"> <li>If this work is not completed based on need the PD will continue into Year 2.</li> </ul>	<ul style="list-style-type: none"> <li>Math advisors creating a video library to inform math instruction (topic specific)</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum visits</li> <li>Anecdotal notation and comment from teaching staff</li> <li>Reports out to DWEIC and Mathematics Committee</li> </ul>
<p><b>Curriculum Alignment:</b></p> <p>Develop horizontally and vertically aligned curriculum maps for all core content areas based on Learning Standards to improve student academic achievement.</p>	<p><i>Year 1:</i></p> <ul style="list-style-type: none"> <li>Instructional strategies shared amongst staff at grade level/department (vertical alignment).</li> <li>Staff training to promote common vocabulary, core knowledge, and appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Superintendent’s Conference Days</li> <li>Early Release Days</li> <li>Department and Grade level meetings</li> <li>Out of district trainings</li> <li>Book studies</li> <li>PLC</li> </ul>	<ul style="list-style-type: none"> <li>Conference Day surveys</li> <li>Curriculum visits</li> <li>APPR</li> <li>Walkthroughs</li> <li>Review of student performance (Data Cards, , interim assessments, AIMS Web, DRP, I-Ready,</li> </ul>



	<p>strategies in each content area.</p> <ul style="list-style-type: none"> <li>Review and incorporate the NYSED crosswalk of Next Generation Learning Standards for Math grades k-12.</li> </ul>	<ul style="list-style-type: none"> <li>Literacy advisors</li> <li>Math advisors</li> </ul>	<p>Regents, NYS tests)</p> <ul style="list-style-type: none"> <li>Anecdotal notation and comment from teaching staff</li> <li>Reports out to DWEIC</li> <li>Completed maps that have been horizontally and vertically aligned</li> </ul>
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**District Goal #5:** Establish a Comprehensive Integrated Three Tiered Model of Prevention (CI3T) to support the areas of ELA, Math, Behavior and Social/Emotional development.

<b>Target Area:</b> What will teachers know and be able to do as a result of PD?	<b>Timeline:</b> When will this professional development occur?	<b>Professional Development:</b> How will the district/building address the professional development needs?	<b>Evaluation:</b> How will we know the professional development is effective?
<p><b>CI3T ELA:</b></p> <p>Teachers will implement the research validated programming identified on the CI3T Pathways for ELA.</p>	<p><i>Year1 and 2:</i></p> <ul style="list-style-type: none"> <li>Continued implementation of programming.</li> <li>Continued use of Intervention Look Fors to ensure fidelity.</li> <li>Creation of pacing schedules by each building in November.</li> <li>Monthly data team meetings to review in-program assessment (and benchmarking results when applicable) that follow the data team protocol.</li> <li>At the end of each school year a district test with the use of our data to inform the</li> </ul>	<ul style="list-style-type: none"> <li>Superintendent’s Conference Days</li> <li>Early Release Days</li> <li>Department and Grade level meetings</li> <li>Consultant coaching</li> <li>Program trainers</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum visits</li> <li>Intervention Look Fors</li> <li>Anecdotal notation and comment from teaching staff</li> <li>In Program data review</li> <li>Aims Web Data review</li> <li>Systems Test Data</li> </ul>

	district of the efficiency and effectiveness of our CI3T system.		
<p><b>CI3T Behavior:</b> Complete the creation and planning of the three-tiered model of prevention for behavior.</p>	<p><i>Year 1:</i></p> <ul style="list-style-type: none"> <li>• Coaches and staff training on CI3T for behavior, PBIS and brain based research.</li> <li>• Monthly planning meetings to complete the pathways and include: <ul style="list-style-type: none"> <li>- Increased use of PBIS and RtI strategies in Prek-12 instruction and response to behavior.</li> <li>- Behavioral Assessment/Analysis timeline created for each building that includes: universal behavior benchmark, schedule of teaching expectations, schedule of data review (monthly).</li> <li>- Reteaching/behavior plans/wrap around services created and implemented in response to data reviews.</li> <li>- Deeper level training for targeted students.</li> <li>- Collaborative sharing of best practices.</li> </ul> </li> </ul> <p><i>Year 2:</i></p> <ul style="list-style-type: none"> <li>• Spring 2018-2019 roll out of pathways to entire district.</li> <li>• Use of Implementation Look Fors to ensure fidelity</li> </ul> <p><u>Note: Future PD Plans should include</u></p>	<ul style="list-style-type: none"> <li>• Superintendent’s Conference Days</li> <li>• Early Release Days</li> <li>• Department and Grade level meetings</li> <li>• Consultant coaching</li> <li>• Program trainers</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum visits</li> <li>• Implementation Look Fors</li> <li>• Anecdotal notation and comment from teaching staff</li> <li>• Intervention Progress Monitoring</li> <li>• Universal Screening Data</li> </ul>

	<ul style="list-style-type: none"> <li>• Continued implementation of programming.</li> <li>• Continued use of Implementation Look Fors to ensure fidelity.</li> <li>• Monthly data team meetings to review intervention progress monitoring (and universal screening results when applicable) that follow the data team protocol.</li> <li>• At the end of each school year a test with the use of our data to inform the district of system effectiveness.</li> </ul> <p><u>Note: Future PD Plans should include planning for CI3T Pathways for Math</u></p>		
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**Plattsburgh City School District**  
**Peer Assistance and Review/Consultant Teacher Program**

The Plattsburgh City School District Superintendent and the Board of Education, and  
The Plattsburgh Teachers' Association (NYSUT)  
The Plattsburgh Administrative Council (SAANYS)  
The North Country Teacher Resource Center (NCTRC)  
SUNY Plattsburgh Teacher Education Program (Dr. David Hill)

This Peer Assistance and Review program has been developed with this assistance of the AFT-NYSUT IF grant. First the PARTS group (Peer Assistance and Review Teaching Standards) has and will continue to identify, draft, review and revise teaching standards. The second group is the CTES group (Comprehensive Teacher Evaluation System) which will develop a comprehensive teacher evaluation system based on the standards. In addition to teaching standards this evaluation system will include some position of the evaluation that will focus on student growth.

Subject to Education Law, Commissioner's Regulations and collective bargaining agreements, the PAR-Plus program will be operated by a PAR Panel as described in this document.

**Purposes**

PAR's primary purpose is to provide an effective mentoring and evaluation process for all new teachers and, over time, for experienced teachers who are experiencing serious difficulties in their teaching. However, PAR also can advance a broad range of additional purposes. The model developed by our Plattsburgh team is designed with the following current and long term purposes in mind:

- To foster collaboration among professional educators in order to improve teaching and learning;
- To ensure quality instruction that will maximize achievement for all students;
- To professionalize teaching by ensuring sound tenure decisions;
- To increase professional assistance for teachers at all levels throughout their career;
- To improve induction support for new teachers and thus increase retention;
- To identify experienced teachers who do not meet district standards and provide them with peer assistance and a review;
- To provide a path to continued employment for teachers on PAR who succeed in meeting the district's instructional standards, as well as, a path to possible non-renewal or dismissal for teachers who did not meet the standards.

Together, these purposes will enhance students' learning experiences, elevate their achievement, improve teachers' professional successes and satisfaction, and augment respect for the public schools.

## **Teachers Served by PAR**

The Innovation Initiative PAR model is designed to serve two, and in some cases three, sub groups of teachers:

- 1. New teachers or Novice Program** – All beginning teachers will be served by the PAR Novice Program. The support provided by PAR is essential for the starting of their career, especially those who are entering the classroom after completing a fast-track alternative preparation program. Even when new teachers have taught in another district, they can benefit from the support of a PAR CT to help them learn about the local community, students and curriculum. Ideally, the district will have sufficient funds to support all newly appointed teachers.
- 2. Experienced teachers who are evaluated as “ineffective” or “developing” (recommended for implementation when resources are available and the Novice program is fully developed)** – Experienced teachers who are not meeting the district’s standards, despite years of teaching, may be referred to the PAR Intervention program by their evaluator. With the recent adoption of 3021C, a district may consider using this process with teachers who are designated as “developing” or “ineffective” as an option in their TIP program with approval from the PAR panel. Through PAR, teachers on intervention receive intense support from a CT, who conducts formal evaluation and conveys assessment about the teachers' progress to the PAR Panel; The Panel then decides whether the teacher has been successful in meeting the district’s standards. If the Panel decides that the teacher has not made sufficient progress, it reports that assessment to the Superintendent, who may recommend that the teacher be dismissed.
- 3. Experienced teachers who request help (resource dependent)** – At certain times during their career, experienced teachers who have otherwise been successful may experience serious trouble and need the concerted help of a highly effective teacher. For example, they may have changed teaching assignments, begun to work with a new population of student, or encountered personal difficulties that make their work especially challenging. These teachers may have the opportunity to receive confidential help through the district’s Voluntary PAR program.

## **Consultant Information for NYSED**

Dr. Lori Elliott – *Staff Development for Educators, Inc.* – PO Box 577 – Peterborough, NH 03458

- Purpose:
  - o All staff – consultant coaching focused on the instruction of writing
  - o Elementary – staff training and implementation of Writer’s Workshop
  - o Secondary – embedding writing strategies across the content areas

Wayne Callender – *Partners for Learning, Inc.* - 2971 North Mumbarto Ave. Boise, ID 83713

- Purpose:
  - o Receive training in a Systems Approach to RTI
  - o Implement a K-12 systems wide approach inclusive of:
    - Universal screening and placement of students according to instructional or behavioral need.
    - Use differentiated instruction to meet the needs of instructional groups
    - Use research validated interventions
    - Conduct frequent progress monitoring
    - Provide ongoing PD to support this system wide structure
    - Use data to evaluate the effectiveness of system

*Champlain Valley Educational Services (BOCES) Instructional Services Center*– 1585 Military Turnpike Ext. – Plattsburgh, NY 12901

- Purpose: Use of a number of facilitators and trainers to assist our district in implementing our PD plan. Our BOCES trains in a variety of areas – the offerings that pertain and support our district PD plan are utilized by our district to move us forward. The Instructional Services Center is committed to providing comprehensive, effective, and fiscally responsible professional development and educational support services to all component school districts. They assist schools in maximizing instructional time, increasing academic achievement and reducing high school drop-out rates by establishing school-wide positive behavioral systems.

*Regional Special Education Technical Assistance Support Centers* – 1585 Military Turnpike Ext. – Plattsburgh, NY 12901

- Purpose: RSE-TASC will work in partnership with NYSED's Special Education Quality Assurance (SEQA) offices, and other NYSED supported initiatives to provide directed technical assistance and professional development to improve instructional practices and

outcomes of students with disabilities. This opportunity has been directed at our district as we have two schools identified as Focus Schools.

Stafanie Olbrys - Leadership Venture Group - 29 Pine Meadow Road Vestal, NY 13850

Purpose:

- Training teachers on the Inquiry Based Approach and Deliberative classroom to carry out the Social Studies Framework.
- Model a Deliberative Classroom unit for participants.
- Coach teachers through the creation of deliberation unit

Dr. Kathleen Layne - **Ph.D.**, BCBA-D is a professor in the Department of Special Education at the University of Kansas. She earned her master's degree and doctorate in education from the University of California, Riverside. Her research interests focus on academic and behavioral school-based interventions with students at risk for emotional and behavioral disorders (EBD), with an emphasis on systematic screenings to detect students with behavioral challenges at the earliest possible juncture. She has designed, implemented, and evaluated comprehensive, integrated, three-tiered (Ci3T) models of prevention in elementary, middle, and high school settings

- Training on Ci3T and assistance with planning for behavior and social/emotional pathways
- Coaches training throughout for various components of Ci3T
- Training for all staff on Ci3T and PBIS

Staff Development for Educators – 10 Sharon Road, PO Box 577, Peterborough, NH 03458

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