

Plattsburgh City School District

Professional Development Plan



2020-2022

Plattsburgh City School District  
49 Broad Street  
Plattsburgh, NY 12901

BEDS Code: 090201040000

**Superintendent of Schools:** John Lebrun  
Telephone: (518)-957-6000  
E-mail: [jlebrun@plattscsd.org](mailto:jlebrun@plattscsd.org)

Contact Person: Carrie Zales  
Telephone: (518)-957-6005  
E-mail: [czales@plattscsd.org](mailto:czales@plattscsd.org)

**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
- Ci3T Literacy Systems Test 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 identify curricular programming to ensure that students receive current and necessary coursework to be college and career ready inclusive

of core academic knowledge and skills, career specific knowledge and tools and key behaviors/social skills to transition to college and workforce .

### 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. Leadership Teams
  - e. Lead Evaluators
  - f. District Staff
  - g. Consultant Teachers
  - h. Writing Coaches
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><i>Year 1 and 2:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> School Data Teams will review Tier 1, 2 and 3 data in Ci3T Literacy. This will mainly be focused Tier 1 level and monthly progress for those students.</li> <li><input type="checkbox"/> School Data Teams will start the process of screening/filtering/placement for students in Ci3T Mathematics.</li> <li><input type="checkbox"/> Universal Teams will continue with BDRP monthly data to provide Tier 1 responses and administer and analyze Social/Emotional Screening</li> <li><input type="checkbox"/> School Data Team will continue to complete the DAP.</li> <li><input type="checkbox"/> Ci3T Literacy will use Systems Test to make tweaks to Ci3T Literacy Plan.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Superintendent’s Conference Days</li> <li><input type="checkbox"/> Early Release Days</li> <li><input type="checkbox"/> School Data Team release time</li> <li><input type="checkbox"/> Universal Team Release Time</li> <li><input type="checkbox"/> Department and Grade level meetings</li> <li><input type="checkbox"/> Curriculum writing/mapping</li> <li><input type="checkbox"/> Out of district trainings</li> <li><input type="checkbox"/> CVES</li> <li><input type="checkbox"/> Consultant trainings</li> <li><input type="checkbox"/> Book studies</li> <li><input type="checkbox"/> PLC</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Conference Day surveys</li> <li><input type="checkbox"/> Curriculum visits</li> <li><input type="checkbox"/> APPR</li> <li><input type="checkbox"/> Walkthroughs</li> <li><input type="checkbox"/> Review of student work and performance (Benchmarking, Data Cards, Interim Assessment results, Regents, NYS Tests, Course grades)</li> <li><input type="checkbox"/> Evaluation of School Data Team’s action plan annually</li> <li><input type="checkbox"/> District completion of the Data Driven Instruction rubric annually</li> <li><input type="checkbox"/> Reports out to DWEIC and DSST</li> <li><input type="checkbox"/> Anecdotal notation and comment from teaching staff</li> <li><input type="checkbox"/> National Systems Test for Ci3T to yield adequate yearly progress.</li> </ul>

	<p><b>Year 2:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> DWEIC district-wide review of the DAP Plans for 2016-2017, 2017-2018, 2018-2019 and 2019-2020. 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 handbook and screening/filtration system to universally incorporate consistent teaching of behavioral expectations, use data to employ RtI interventions for behavior, identify in</p>	<p><i>Year 1 and 2:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Fully implement existing Tier 1 components in schools: district-wide expectations, classroom expectations and management plans, reinforcement systems both building and classroom,</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Superintendent's Conference Days</li> <li><input type="checkbox"/> Early Release Days</li> <li><input type="checkbox"/> Universal team release time</li> <li><input type="checkbox"/> Department and Grade level meetings</li> <li><input type="checkbox"/> Out of district trainings</li> <li><input type="checkbox"/> CVES</li> <li><input type="checkbox"/> Consultant trainings</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Conference Day surveys</li> <li><input type="checkbox"/> Curriculum visits</li> <li><input type="checkbox"/> APPR</li> <li><input type="checkbox"/> Walkthroughs</li> <li><input type="checkbox"/> Review of student behavioral data – individual, school and district</li> <li><input type="checkbox"/> Screening results</li> <li><input type="checkbox"/> Reports out to DWEIC</li> </ul>

<p>school and outside agency intervention opportunities/referral procedures.</p>	<p>teaching and reteaching of expectations, universal team review of monthly data, screening and filtration of results.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify and implement a SEL program K-12.</li> <li><input type="checkbox"/> Implement Tier 2 using the building selected intervention of focus and add an additional intervention of focus.</li> <li><input type="checkbox"/> Introduce the use of our new BSI and FBA forms to complete functional behavioral assessments.</li> <li><input type="checkbox"/> Train in the summer SSS on cognitive behavioral therapy.</li> <li><input type="checkbox"/> Train SSS and Special Education teachers on BSI and FBA</li> <li><input type="checkbox"/> Train all Teachers on Tier 1 refresher, Tier 2 and BSI.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Book studies</li> <li><input type="checkbox"/> PLC</li> <li><input type="checkbox"/> DASA trainings</li> <li><input type="checkbox"/> TCIS training</li> <li><input type="checkbox"/> Behavior plan/FBA training</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Anecdotal notation and comment from teaching staff</li> </ul>
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**District Goal #3:** Embed research-based reading and writing practices in all content areas.

<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>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</p>	<p><i>Year 1 and 2:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Solidify opportunities for coaches to offer training, observation, coaching of colleagues, etc.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Superintendent's Conference Days</li> <li><input type="checkbox"/> Early Release Days</li> <li><input type="checkbox"/> Department and Grade level meetings</li> <li><input type="checkbox"/> Out of district trainings</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Administrators, consultant, Director, Secondary Literacy Advisors and Literacy Committee will recommend and rate</li> </ul>

<p>variety of purposes, using a variety of text types and with real world application.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Administration will provide support to writing coaches to assist them in carrying out their role by providing, time, instructional PD, role clarity, confidentiality and collaborative opportunities.</li> <li><input type="checkbox"/> To provide differentiated PD in writing that allows for teacher choice to strengthen instructional practice of explicit writing instruction (focus will be on idea generation, purpose of writing, writing feedback, modeling, and use of technology integration in writing instruction).</li> </ul> <p><i>Year 2 only:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborative collegial conversations about student writing that will start the assessment cycle to identify growth over time.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consultant trainings</li> <li><input type="checkbox"/> Consultant coaching</li> <li><input type="checkbox"/> Literacy Committee meetings</li> <li><input type="checkbox"/> Literacy advisors</li> <li><input type="checkbox"/> Writing Coaches Intentional Coaching time</li> </ul>	<p>(administratively) possible coaching candidates</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Conference Day surveys</li> <li><input type="checkbox"/> Curriculum visits</li> <li><input type="checkbox"/> APPR</li> <li><input type="checkbox"/> Walkthroughs</li> <li><input type="checkbox"/> Review of student performance (Data Cards, Literacy Kit assessment regiment, interim assessments, course grades, Regents, NYS tests)</li> <li><input type="checkbox"/> Anecdotal notation and comment from teaching staff</li> <li><input type="checkbox"/> Reports out to DWEIC and Literacy Committee</li> </ul>
<p><b>Curriculum Alignment:</b> Develop horizontally and vertically aligned curriculum maps (all levels) and interim assessments (Secondary only) for all 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><input type="checkbox"/> Alignment of the Next Generation Learning Standards into instruction and already existing ELA maps.</li> <li><input type="checkbox"/> Instructional strategies shared amongst staff at grade level/department (horizontal alignment) for all content areas.</li> <li><input type="checkbox"/> Review and incorporate the NYSED crosswalk of Next Generation Learning</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Superintendent's Conference Days</li> <li><input type="checkbox"/> Early Release Days</li> <li><input type="checkbox"/> Department and Grade level meetings</li> <li><input type="checkbox"/> Out of district trainings</li> <li><input type="checkbox"/> Book studies</li> <li><input type="checkbox"/> PLC</li> <li><input type="checkbox"/> Literacy advisors</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Conference Day surveys</li> <li><input type="checkbox"/> Curriculum visits</li> <li><input type="checkbox"/> APPR</li> <li><input type="checkbox"/> Walkthroughs</li> <li><input type="checkbox"/> Review of student performance (Data Cards, Literacy Kit assessment regiment, interim assessments, course grades , Regents, NYS tests)</li> <li><input type="checkbox"/> Anecdotal notation and comment from teaching staff</li> <li><input type="checkbox"/> Reports out to DWEIC</li> </ul>

	<p>Standards for ELA grades k-12.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Administer and analyze all interim assessments to study impact on teaching and learning.</li> </ul> <p><i>Year 2 only</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Elementary vertical alignment of Social and Science</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Curriculum and Interim Status Map</li> </ul>
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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>Complete creation of response to 2019-2020 needs assessment and request for PD.</p>	<p><i>Year 1:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Alignment of the Next Generation Learning Standards into instruction and already existing Mathematics maps.</li> <li><input type="checkbox"/> Complete realignment and teaching emphasis document for K-5 math instruction using My Math.</li> </ul> <p><i>Year 2:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Administer PD needs assessment.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Math advisors creating a video library to inform math instruction (topic specific)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Curriculum visits</li> <li><input type="checkbox"/> Anecdotal notation and comment from teaching staff</li> <li><input type="checkbox"/> Reports out to DWEIC and Mathematics Committee</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Tabulate results.</li> <li><input type="checkbox"/> Produce videoed PD library that addresses needs identified through assessment using secondary math teachers.</li> </ul>		
<p><b>Curriculum Alignment:</b> Develop horizontally and vertically aligned curriculum maps (all levels) and interim assessments (Secondary only) for all 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><input type="checkbox"/> Alignment of the Next Generation Learning Standards into instruction and already existing Math maps.</li> <li><input type="checkbox"/> Instructional strategies shared amongst staff at grade level/department (horizontal alignment) for all content areas.</li> <li><input type="checkbox"/> Review and incorporate the NYSED crosswalk of Next Generation Learning Standards for Mathematics grades k-12.</li> <li><input type="checkbox"/> Administer and analyze all interim assessments to study impact on teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Superintendent's Conference Days</li> <li><input type="checkbox"/> Early Release Days</li> <li><input type="checkbox"/> Department and Grade level meetings</li> <li><input type="checkbox"/> Out of district trainings</li> <li><input type="checkbox"/> Book studies</li> <li><input type="checkbox"/> PLC</li> <li><input type="checkbox"/> Literacy advisors</li> <li><input type="checkbox"/> Math advisors</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Conference Day surveys</li> <li><input type="checkbox"/> Curriculum visits</li> <li><input type="checkbox"/> APPR</li> <li><input type="checkbox"/> Walkthroughs</li> <li><input type="checkbox"/> Review of student performance (Data Cards, , interim assessments, benchmarking, course grades, Regents, NYS tests)</li> <li><input type="checkbox"/> Anecdotal notation and comment from teaching staff</li> <li><input type="checkbox"/> Reports out to DWEIC</li> <li><input type="checkbox"/> Curriculum and Interim Status Map</li> </ul>

**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>	<b>Evaluation:</b>
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		How will the district/building address the professional development needs?	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><input type="checkbox"/> Maintenance of system as it exists</li> <li><input type="checkbox"/> Adjustments made to action plan as per National Systems Test</li> <li><input type="checkbox"/> Focus on strengthening Tier 1</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Superintendent's Conference Days</li> <li><input type="checkbox"/> Early Release Days</li> <li><input type="checkbox"/> Department and Grade level meetings</li> <li><input type="checkbox"/> Consultant coaching</li> <li><input type="checkbox"/> Program trainers</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Curriculum visits</li> <li><input type="checkbox"/> Intervention Look Fors</li> <li><input type="checkbox"/> Anecdotal notation and comment from teaching staff</li> <li><input type="checkbox"/> In Program data review</li> <li><input type="checkbox"/> Benchmarking review and PM</li> <li><input type="checkbox"/> Systems Test Data</li> </ul>
<p><b>CI3T Behavior:</b></p> <p>Complete the creation and planning of the three-tiered model of prevention for behavior.</p>	See Goal #2	See Goal #2	See Goal #2
<p><b>CI3T Mathematics:</b></p> <p>Complete the creation and planning of the three-tiered model of prevention for Mathematics.</p>	<p><i>Year 1:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Fall 2020 roll out of pathway and filtration system to entire district.</li> <li><input type="checkbox"/> Administration of Tier 2 and 3 programming</li> <li><input type="checkbox"/></li> </ul> <p><u>Note: Future PD Plans should include</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Continued implementation of programming.</li> <li><input type="checkbox"/> Continued use of Intervention Look Fors to ensure fidelity.</li> <li><input type="checkbox"/> Monthly data team meetings to review intervention progress monitoring (and universal screening results when applicable) that follow the data team protocol.</li> <li><input type="checkbox"/> At the end of each school year a test with the use of our data to inform the</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Superintendent's Conference Days</li> <li><input type="checkbox"/> Early Release Days</li> <li><input type="checkbox"/> Department and Grade level meetings</li> <li><input type="checkbox"/> Consultant coaching</li> <li><input type="checkbox"/> Program trainers</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Curriculum visits</li> <li><input type="checkbox"/> Implementation Look Fors</li> <li><input type="checkbox"/> Anecdotal notation and comment from teaching staff</li> <li><input type="checkbox"/> Intervention Progress Monitoring</li> <li><input type="checkbox"/> Universal Screening Data</li> </ul>

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

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

- Purpose:
  - Receive training in a Systems Approach to RTI
  - 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

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