

Professional Development Plan



District Goals:

- To build a school community that supports students' success and which is characterized by creative demonstrated leadership, challenging suitable up-to-date curricula, innovative, varied and engaging methods of teaching and learning, strong community partnerships, and a safe, healthy and supportive climate.
- To build a culture based on high expectations, respect, and accountability for performance.
- To communicate effectively with all district stakeholders.

Slogan:

Everybody Counts; Everybody Learns

Schenectady City Schools continues to maintain a commitment to professional development for its entire learning community. For the 21-22 school year, we need to shift our practices to incorporate all that we have learned from the last year of virtual learning. Last year, online platforms were incorporated to assist with teaching the many virtual students. This year we will continue to use the best online platforms, however we can embrace researching and developing the most effective technology programs and practices with students who will each have a device while sitting next to their peers and teacher. By using the [SAMR Model](#), our PD opportunities should focus on the transformational tiers of successful technology integration. As we progress through the year, we must provide authentic learning experiences where students are able to use technology as collaborators and problem solvers. Our technology integration specialists developed a [SCSD Learn page](#) which houses a curated list of digital District-approved resources, recorded video tutorials, curriculum, and access to our Saturday professional development sessions. As we shift from a year where many of our students learned virtually from home, we will ensure that our students feel safe and welcomed back to the buildings with strong social emotional approaches to academically engaging instruction. All of our schools are committed to assisting teachers with providing culturally responsive lessons and instruction to our students; this summer over 85 teachers and administrators started building units of study based on Dr. Gholdy Muhammad's [framework of culturally responsive instruction](#). The excitement was felt among teams as we developed units that allowed for space and time for bringing "joy" to our units. Our 2021-22 year will start with three days of strategic professional development (that will include both synchronous and asynchronous) learning time for teachers to further shift their instruction for this year.

We have not lost our focus and attention to our anti-racism goals and belief in providing opportunities for staff to engage in the difficult conversations needed to develop an anti-racist teaching and learning institution. As such, early summer professional development virtual sessions were held for all anti-racist school building leadership teams with [Dr. Yolanda Sealey-Ruiz](#). The ARBLT teams will continue their conversations and learning at the building level, incorporating the District anti-racist goals into their school goals and year-long planning.

Effective professional development is that which improves the learning of all students, including those with different educational needs, learning styles, and incremental abilities, and those from diverse cultural and linguistic backgrounds. Professional development is most effective when there are clear research-based expectations for what teachers should know and be able to do to support student learning (New York State Professional Standards and Practices Board for Teaching 2009).

New York State Education Department Regulations and Requirements

This Professional Development Plan meets the requirements of the 100.2(dd) Regulations of the State of New York. The purpose of this plan is to improve student learning by providing meaningful, focused professional development opportunities that are aligned with District goals and address the need to innovate due to the COVID pandemic. This plan also describes how the district will support its teachers and teaching assistants with substantial professional development opportunities so that its professional certificate holders can maintain such certificates in good standing based upon successfully completing the required number of hours.

Professional Certification Requirements

Holders of NYS Professional Certification in the classroom or in educational leadership and holders of a Teaching Assistant III certification must complete 100 hours of Continuing Teachers and Leader Education during each five year TEACH registration period.

The Next Generation Learning Standards

The Next Generation Learning Standards for English Language Arts PK-12 are designed to develop lifelong practices for reading and writing. The Next Generation Learning Standards for Mathematics PK-12 reflect revisions, additions, vertical movement, and clarifications to the current mathematics standards. Both sets of standards revisions set a rigorous bar for what our students need to know and be able to do in order to succeed in college and career. The district is continuing to implement these standards, fundamentally changing and improving instructional strategies that advance student learning.

The Ten Standards for High Quality Professional Development

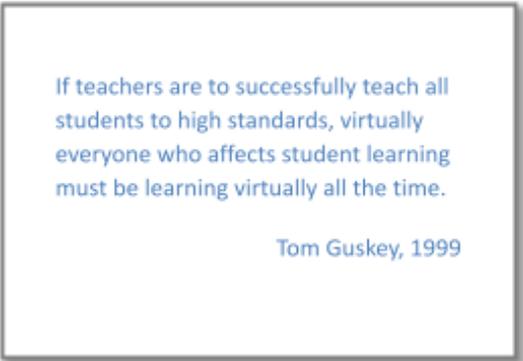
1. *Designing Professional Development:* Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
2. *Content Knowledge and Quality Teaching:* Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
3. *Research-based Professional Learning:* Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research.
4. *Collaboration:* Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.
5. *Diverse Learning:* Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
6. *Student Learning Environments:* Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
7. *Parent, Family and Community Engagement:* Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.
8. *Data-driven Professional Practice:* Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
9. *Technology:* Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
10. *Evaluation:* Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

(New York State Professional Standards and Practices Board for Teaching 2009)

Professional Development in the Schenectady City School District

District Professional Development 2021-22 (PD) is designed based on data from staff surveys, along with ongoing conversations and planning with administrators, teachers, and leaders of a number of District teams. Additionally, student achievement data informs our progress on our major improvement goals relating to student success, passionate people, partnerships with families and community, and efficient systems and equitable resources. The PD plan is based on the research surrounding the needs of students and the most effective teaching and leadership strategies. The goal of professional development provided to all staff, including administrators, is to ensure supportive and equitable learning opportunities for all students.

For the 2021-2022 school year professional development will focus on the goals of the District Comprehensive Improvement Plan, the School Comprehensive Educational Plans, and District initiatives established through the cooperation of ongoing leadership teams such as the Professional Development Steering Committee, Educational Technology Committee, and District Pillar Teams. As the vision of the District states, SCSD will be a continually improving district dedicated to excellence in teaching and learning, equity, engagement, and efficiency. The professional development goals and offerings summarized in this document are aligned with this vision.



Data Analysis for Professional Development Plan

Additionally, the professional development offered during the 2021-2022 school year is aligned with a data analysis conducted throughout the 2020-2021 school year and summer/fall 2021 school year. The data examined included:

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| <i>Quarterly Academic Reports</i> | <i>STAR Reading & Math Data</i> | <i>Family & Student Studer Surveys</i> |
| <i>Anti-Racist Leadership Team Survey</i> | <i>Staff Surveys (district created & outside group/Studer created)</i> | <i>Usage Reports from Online Databases</i> |
| <i>District Dept Dashboards</i> | <i>Student Attendance Data</i> | <i>Previous Year's APPR Data</i> |

Alignment to the District Comprehensive Improvement Plan

The creation and implementation of the 2021-2022 Professional Development Plan is aligned to the SCSD District Comprehensive Improvement Plan (DCIP) Summary of Priorities and Activities as well as the NYS Professional Development Standards.

2021-2022 DCIP Summary of Priorities

1	The Schenectady City School District commits to build and implement a Culturally Relevant, Rigorous, and Responsive Curriculum (including the implementation of Social Emotional Curriculum K-5).
2	The Schenectady City School District commits to identify, train and provide ongoing support to teachers to implement Culturally Relevant, Rigorous, and Responsive Instructional Practices (including Social Emotional Practices).
3	The Schenectady City School District commits to increasing the implementation of culturally responsive practices that will support the removal of barriers that exist around attendance and engagement, and increase overall student attendance rates.

Strategic Plan Goals 2019-2024

 Student & Graduate Success	 Passionate People	 Partnerships with Family & Community	 Efficient Systems & Equitable Resources
We serve so that all students, regardless of race, economics, and disability, graduate ready to achieve their college, career, and life aspirations through equitable access to programs, resources, and high-quality instruction.	We engage and retain passionate, dedicated people who continuously learn and improve as guardians of equity and advocates for our students' success.	We highly value our families and the community; we welcome and invite their collaboration and partnership.	We engage stakeholders to develop and improve inclusive systems and procedures.
We nurture the whole child and listen to student voices so that students and graduates have a sense of pride and belonging.	Our team represents the diversity of our community.	Communication is inclusive, accessible, goes two ways, and is based on high expectations within a supportive environment.	People know who to go to, for what and receive a timely and fair response.
Students and graduates demonstrate kindness, cultural competence, and respect for diversity and each other.	We deliver and receive excellent customer service.		We allocate resources to promote equitable access and outcomes for all.

Professional Development 2021-2022 Goals

1. Promote conversations, training, and leadership in becoming an anti-racist organization.
2. Implement the use of culturally and linguistically responsive practices in all classrooms and departments across the District.
3. Prioritize social emotional learning in order to engage in approaches that are inclusive, accepting, and responsive to students and employees alike; additionally, promote offerings centered on student mental health and wellness.
4. Provide integrated language and content instruction to support language development through language-focused scaffolds. ENL and content-area teachers must collaborate purposefully and consistently to promote academic achievement in all content areas leveraging students' home language, cultural assets and prior knowledge.
5. Prioritize professional learning focused on effective instructional technology integration to enhance in person student engagement. Enhance instruction through the use of the District's online resources, databases and subscriptions.
6. Continue professional development opportunities based on developing expertise in Next Generation Learning Standards and research-based instructional practices for all content areas, prioritizing literacy development, with increased focus on developmental literacy practices for K-3 and disciplinary literacy practices 4-12.
7. Maximize the use of data to ensure we are a continually improving organization (Improvement Science). Utilize the MTSS, SBST, PDSA, PLC (grade and classroom level), school faculty, and department meeting structures to develop and analyze goals and effectively monitor the success of action planning.
8. Provide team opportunities for sharing of best practices for Tier 1 instruction, interventions and management of student academic, attendance, behavior, and social emotional learning.
9. Continued professional development on evidence based grading and reporting practices.
10. Expand our professional learning opportunities to increase staff knowledge to include best practices for working with students with disabilities including students with autism spectrum disorder.
11. Continue to focus on District safety plans and health preparedness (COVID) including elements related to health safety.
12. Ensure that all teaching and administrative staff, including school counselors and Student Support staff are trained in how to effectively access and utilize data systems (IEP direct, Infinite Campus, eDoctrina) to improve outcomes for students.
13. Provide opportunities for teachers in specialized programming (IB, AVID, CTE, FA, PE) that enhances learning leading students to be college and career ready.
14. Ensure the continuous growth and development of leadership at all levels (administration, teachers, coaches, mentors, etc.) to ensure successful implementation of District goals (p. 2), DCIP priorities (p. 6), and other initiatives and programs (MTSS, curriculum writing, evaluation) with fidelity.
15. Identify and collaborate to implement more authentic and engaging learning experiences/assessments.

The creation and implementation of the 2021-2022 Professional Development Plan is designed to support the School Comprehensive Education Plan (SCEP) Goals, and activities for each identified Focus and Priority School.

2021-22 Support for the School Comprehensive Education Plans				
School: Lincoln	Commitment 1	Commitment 2	Commitment 3	Commitment 4
Accountability Status - CSI	We commit to ensure our students develop grade level literacy skills.	We commit to nurturing students' social emotional health.	We commit to ensuring engagement with families and community-based partners.	
	<p><i>Professional Development:</i> -School wide implementation of evidence-based Tier 1 literacy curriculum (Core Knowledge for Language). -Arts: On-going systematic professional learning from Amplify; funds are necessary for building subs to provide release time for meetings, professional learning and/or compensation for meetings, professional learning occurring post school hours.</p>	<p><i>Professional Development:</i> -Implementation of Tier 1 SEL curriculum. - Second Step</p>	<p><i>Professional Development:</i> -Engage in professional learning around the community school model: Participate in learning experiences provided by the New York State Community School Technical Assistance Center.</p> <p>-Monthly meetings for the purpose of establishing the role of the PTO and determining annual goals.</p> <p>-Monthly meetings for the purpose of establishing scope of work and determining annual goals for the Community Based Team.</p>	
School: MLK	Commitment 1	Commitment 2	Commitment 3	Commitment 4
Accountability Status - CSI	We commit to helping students and adults build trusting relationships in and outside of the school by treating all students and adults with the utmost kindness, respect, and empathy.	We commit to celebrating success, growth, and perseverance among students, staff, and community.	We commit to learn about and honor the unique cultures, backgrounds, and identities of our students, families, and staff.	

	<p>Professional Development: -Attend the “Fostering a Culture of Care Through Building Relationships” through Questar III BOCES and Capital Region BOCES virtual 2-day PD August 10-11.</p> <p>-Culturally Responsive Education training.</p> <p>-Diversity, Equity and Inclusion training.</p> <p>-Second Step CASEL-validated, evidence-based SEL curriculum.</p>	<p>Professional Development: -Growth Mindset PD and resources.</p> <p>-Culturally Responsive Education training.</p> <p>-Diversity, Equity and Inclusion training.</p>	<p>Professional Development: -Diversity, Equity and Inclusion training.</p> <p>-Curriculum Writing PD to incorporate CRE Strategies into lessons and curriculum.</p>	
School: Paige	Commitment 1	Commitment 2	Commitment 3	Commitment 4
Accountability Status - CSI	<p>We commit to providing intentional opportunities to practice and build social, and emotional skills.</p>	<p>We commit to building a school where children feel safe, respected, supported and have a true sense of belonging.</p>		
	<p>Professional Development: -Training of all staff on the facets of the Second Step Program.</p> <p>-Restorative practices Training for all staff. Leaders will model restorative practice language and mindset for staff.</p> <p>-Cultivate Student-Student and Adult-Student connections to allow for intentional SEL learning. Training for team of staff members who will lead/train/advise student mediators.</p>	<p>Professional Development: -Staff PD for Heggerty Phonemic Awareness, LETRS, and Foundations.</p> <p>-Continuation of Reflex math program to support math fact fluency.</p> <p>-Intervention teacher who can focus on Tier III reading instruction in grades 3-5 as well as supporting professional development related to phonics instruction.</p>		

School: Pleasant Valley	Commitment 1	Commitment 2	Commitment 3	Commitment 4
<p>Accountability Status - CSI</p>	<p>We commit to offering a culturally relevant curriculum that is responsive to the needs of every student.</p>	<p>We commit to deepening connections among students, staff, and the community.</p>	<p>We commit to educating the whole child, knowing that when students' social emotional needs are met, they are more engaged in instruction, allowing them to reach their full academic potential.</p>	
	<p>Professional Development: -All staff will participate in rotating book clubs that are self-directed.</p> <p>-Funding for professional development opportunities around Culturally Relevant Teaching and time to provide PD to all staff.</p> <p>-IFL will continue to provide training, specifically around student centered learning in Math.</p> <p>-R-Bern will be supporting our PQR data teams.</p>	<p>Professional Development: -Curriculum opportunities and build in chances for cooperative learning.</p> <p>-R-Bern will be assisting with the creation of a parent task force.</p>	<p>Professional Development: -SEL- Second Step Curriculum</p> <p>-Restorative Justice with RJEd: Opportunities for new teachers and previously untrained staff to participate in modules 1-9.</p> <p>-Build capacity for community circles that pairs trained staff with untrained staff in order to facilitate low risk circles.</p> <p>-Circle Forward book for staff book circles.</p> <p>-Training for Tiered Interventions selected by RPT team.</p>	
School: Van Corlaer	Commitment 1	Commitment 2	Commitment 3	Commitment 4
<p>Accountability Status - TSI</p>	<p>We commit to deepening connections among students, staff, and community in relation to the cultural identities of our students and the community.</p>	<p>We commit to strengthening our ability to provide a cohesive, culturally responsive curriculum.</p>		
	<p>Professional Development: -Restorative Practice Training with Restorative Justice Ed.</p>	<p>Professional Development: -Staff professional development focused on culturally responsive teaching.</p>		

School: Yates	Commitment 1	Commitment 2	Commitment 3	Commitment 4
Accountability Status - CSI	Effectively integrate 1:1 technology into lesson plans.	Consistent use of K-5 social-emotional curriculum to support transition back to school.	Accelerate student learning to make up for any gaps due to inequities in access during the previous school year.	
	<p>Professional Development: -Professional development will be offered to teachers and building leaders to expand the knowledge base on the use of implementing technology into each lesson plan. This will include offering teachers strategies on increasing virtual engagement for students so that the percentage of completed assignments increases.</p> <p>-Staff, including the parent liaison, will coordinate with parents to navigate the challenges of online learning platforms and assist with supporting parents with ELL students.</p> <p>-Targeted instruction on the use of google classroom or seesaw will be included daily to students in all classrooms K-5.</p>	<p>Professional Development: -All staff will be trained on the anti-bullying program and the SEL curriculum (Second Step) so that staff can use common language and implement the program with fidelity.</p> <p>-PD & retraining on Second Step</p>	<p>Professional Development: -As themes emerge by grade level on skill deficits, power standard professional development will be offered to teachers so teachers can have the skills necessary to provide appropriate interventions.</p>	

School: Mont Pleasant Middle School	Commitment 1	Commitment 2	Commitment 3	Commitment 4
Accountability Status - TSI	We will commit to creating a sense of community by building and enhancing the relationships among students, staff, and families to ensure all identities are affirmed.	We will create and implement a tiered, building-wide math and literacy program so that our students are competitive members of the global academic community.	We commit to being anti-racist educators and students so that all students have equitable academic opportunities and feel affirmed and part of the school community.	We commit to decreasing chronic absenteeism by 15% so that our students are being well prepared to be effective and contributing members of society.
	Professional Development:	Professional Development:	Professional Development:	Professional Development:

	<ul style="list-style-type: none"> -Restorative Practices: More training (tier 2 and 3 for those already trained). -Monthly after school Responsive Classroom Training (Kathleen Wylie). -Responsive Classroom books for strategies and Responsive Classroom Toolkit for staff. -PD about de-escalation strategies. -SEL and CRE curriculum. -Partnership with Cornell Cooperative Extension. -PBIS: Professional Development for Staff. -Increased opportunities to participate in TCIS training. -TSS: Book clubs. 	<ul style="list-style-type: none"> -AVID training -Interdisciplinary literacy: Training for different platforms such as Go Formative, canva, google, Nearpod, Peardeck, and other new technologies as they become available. -Literacy skills PD for teachers and Literacy ToolKit for teachers. - Teacher training on implementing IXL lessons. 	<ul style="list-style-type: none"> -Quarterly, mandatory staff wide book studies will take place during the year to address implicit bias and allow for open discussions on race and racism. -Release time from duty periods will be provided to allow teachers time to read. -Additional paid after school opportunities to dive deeper into book studies will be provided. -CRE training with Dr. Sealey Ruiz. -Curriculum training with Dr. Gholdy Muhammad. -AVID training -Restorative Practice PD and Training. -ARBLT will use anti-racist lens when looking at school wide policies, procedures, and goals 	<ul style="list-style-type: none"> -Attendance: Staff training (train the trainer) in IC (Sarah Karl and Miriam Rendon). -Teams will dedicate one PDSA per quarter to an attendance related goal. -Each teacher will be given their student attendance data monthly and will be asked to reflect and goal set around increasing period by period attendance.
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School: Schenectady High School	Commitment 1	Commitment 2	Commitment 3	Commitment 4
Accountability Status - TSI	We are committing to adopting and integrating into the classroom curriculum a social emotional learning focus for teachers and students.	We are committed to advancing our work around equity and anti-racism in order to reduce our disproportionality in student outcomes.	In order to foster connections between students and the school community, we are developing an advisory structure for the high school.	
	<i>Professional Development:</i>	<i>Professional Development:</i>	<i>Professional Development:</i>	

	<p>-Restorative Practice: Training opportunities. We will need to utilize our trained TSS and Restorative staff members to assist new and inexperienced staff.</p> <p>-Trauma Sensitive School: SHS and SCLA will continue its work on TSS initiatives and training for school staff and students.</p> <p>-SEL Curriculum: Include stakeholders to select a SEL curriculum..</p>	<p>-Quarterly SHS / SCLA High School level AR-BLT Summits to share experiences, strategies and plan for the future.</p> <p>-All high school staff at SHS and SCLA will read the book <u>So You Want To Talk About Race</u> and participate in circle discussions around the topic in order to share experiences and opinions.</p> <p>-Work with district level administrators in the area of creating professional development opportunities for faculty meetings, superintendent conference days and for afterschool in the areas of equity and anti-racism.</p> <p>-Implementation of CRE</p>	<p>-Advisory and Social Emotional Learning: All High School staff will engage in professional development in order to implement a sound advisory program for our students.</p>	
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School: Keane Level 1	Indicator 39: 3-8 Math All Students MGP	Indicator 100: 3-8 ELA All Students Core Subject PI	Indicator 110: 3-8 Math All Students Core Subject PI	Indicator 150: Grades 4 and 8 Science All Students Core Subject PI	Indicator 160: EM Chronic Absenteeism - All Students
Receivership	<p>Professional Development:</p> <p>-We will build common formative and summative assessments and rubrics in math (Eureka) to create consistency in expectation and data</p>	<p>Professional Development:</p> <p>-Teachers will deepen their understanding (draw parallels) of high leverage practices through lesson studies in Wit and Wisdom.</p>	<p>Professional Development:</p> <p>We will build common formative and summative assessments and rubrics in math (Eureka) to create consistency in expectation and data</p>	<p>Professional Development:</p> <p>We will provide teachers with PD in the use of project based/inquiry based learning experiences that align with the Next Generation learning standards.</p>	<p>Professional Development:</p> <p>We will create an Attendance Campaign to create effective lines of communication, create transparency, ensure two way communication, correct</p>

	<p>analysis/instructional planning.</p> <p>-We will invest in math support tools: Learn, Practice, Succeed and student workbooks to support differentiation, extra practice, and assessment/feedback that teachers can use to study student work as part of their PLCs.</p>	<p>-We will implement Wit and Wisdom (K-5) as our core (Tier I) reading program.</p> <p>-Heggery (K-2) as our core (Tier I) phonemic awareness program.</p> <p>-Foundations (K-3) as our core (Tier I) phonics program.</p> <p>-Geodes (K-3) as decodable texts to apply phonics/phonemic awareness skills.</p> <p>-Data Visualization</p>	<p>analysis/instructional planning.</p> <p>-We will invest in math support tools: Learn, Practice, Succeed and student workbooks to support differentiation, extra practice, and assessment/feedback that teachers can use to study student work as part of their PLCs.</p>	<p>-Create vertical alignment in science terminology to support students in vocabulary acquisition. Support teachers in effective strategies for teaching vocabulary.</p> <p>-Provide teachers with resources (both physical and human) that exemplify effective ways of teaching science aligned with the Next Generation Science Standards.</p> <p>-Engage teachers in lesson study to link high leverage practices to effective science instructional practices.</p>	<p>misconceptions/misunderstandings, expose barriers to actively remove such barriers.</p>
School: Keane	Indicator 6: Family and Community Engagement (DTSDE Tenet 6)	Indicator 46: 3-8 ELA Black Level 2 and above Gap with non-Black students.	Indicator 54: 3-8 Math ED Level 2 and above Gap with non-ED Students	Indicator 94: Providing 200 Hours of quality Extended Day Learning Time (ELT)	Indicator 102: 3-8 ELA Black Core Subject PI
	<p>Professional Development:</p> <p>-Open our Community Engagement Room as a shared space for parents to access information, advocate, find resources, and network with others.</p> <p>-Partner with informal community leaders.</p>	<p>Professional Development:</p> <p>-We will continue our Anti-Racism work led by leadership team and we will work with district and building staff to create data visualizations that disaggregate data by teacher, by grade level, and subgroup to engage</p>	<p>Professional Development:</p> <p>-We will build common formative and summative assessments and rubrics in math (Eureka) to create consistency in expectation and data analysis/instructional planning.</p>	<p>Professional Development:</p> <p>-We will offer a Summer Enrichment Program for Summer of 2021.</p> <p>-We will provide 21st Century Programming.</p> <p>-We will partner with community groups to provide</p>	<p>Professional Development:</p> <p>-We will continue our Anti-Racism work led by leadership team and we will work with district and building staff to create data visualizations that disaggregate data by teacher, by grade level, and subgroup to engage</p>

	<p>-Utilize Parent Square as a streamlined communication tool to keep parents informed and facilitate engagement in school (ex: share photos and files, see calendars, sign ups, etc.)</p> <p>-The Restorative Justice training will benefit us to build those relationships. Supporting the students and giving them a voice.</p>	<p>in courageous conversations.</p> <p>-We will assemble a check and connect team to ensure advocacy for our black students</p> <p>-Our Literacy Leadership Team will reflect with staff on the cultural relevance and appropriateness of Wit and Wisdom</p> <p>-Our Social Emotional Learning (SEL) Team will support the implementation of Second Step as a Tier I curriculum for SEL.</p>	<p>-We will invest in math support tools: Learn, Practice, Succeed and student workbooks to support differentiation, extra practice, and assessment/feedback that teachers can use to study student work as part of their PLCs.</p>	<p>before/after school programming.</p> <p>-We will provide engagement tutors to support students and families.</p>	<p>in courageous conversations.</p> <p>-We will assemble a check and connect team to ensure advocacy for our black students.</p> <p>-Our Literacy Leadership Team will reflect with staff on the cultural relevance and appropriateness of Wit and Wisdom.</p> <p>-Our Social Emotional Learning (SEL) Team will support the implementation of Second Step as a Tier I curriculum for SEL.</p>
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Evaluation of Professional Development

Evaluating professional development requires that the assessment includes an analysis of five critical levels, including the participants’ reactions, their learning, the organization’s support of the learning; participants’ use of knowledge and skills and student learning outcomes (Guskey, 2000). The District will be using the rubric of five critical levels developed by Tom Guskey, a nationally recognized professional development researcher. The assessment of the professional development will include the following:

- Evidence of the knowledge and skills in classroom walk-throughs by administrators;
- Data and improvement based on our District scorecard: student achievement, student & staff attendance, etc
- Surveys conducted post-professional development sessions regarding the value of professional development.

Five Levels of Professional Development Evaluation

Evaluation Level	How will information be gathered?	What is measured or assessed?	How will information be used?
1. Participants’ reactions	Questionnaires administered at the end of the session	Initial satisfaction with the experience	To improve program design and delivery
2. Participants’ learning	Google forms Simulations Demonstrations Participant reflections Participant portfolios	New knowledge and skills of participants	To improve program content, format, and organization
3. Organization support and change	District and school data Minutes from meetings Questionnaires Interviews with participants Participant portfolios	The organization’s advocacy, support, accommodation, facilitation, and recognition	To document and improve organizational support To inform future change efforts
4. Participants’ use of new knowledge and skills	Questionnaires Structured interviews Participant reflections Participant portfolios Direct observations Video or audio recordings	Degree and quality of implementation	To document and improve the implementation of program content
5. Student learning outcomes	Student data School data Questionnaires Structured interviews Participant portfolios	Student learning outcomes: cognitive, affective, psychomotor	To focus and improve all aspects of program design, implementation, and follow-up. To demonstrate the overall impact of professional development

Adapted Guskey, 2000

PD OFFERINGS 2021-2022

Leadership	Training Title and Description	Audience	Trainers
	Title IX	Principals, APs, ISs, Central Office Administration	District Staff
	CRE in Literacy Instruction	Principals, APs, ISs, Central Office Administration	Dr. Jevon Hunter
	DCIP/SCEP alignment and commitment building	Principals, APs, ISs, Central Office Administration	District Staff Carmella Parente
	Culturally Responsive Education	Principals, APs, ISs, Central Office Administration	Carmella Parente & Leah Akinleye & AD of T&L Office
	Elementary Comprehensive Reading Program Consensus building	Principals, ISs, Central Office Administration	Carmella Parente & Erika MacFarlane & Assistant Director of Literacy
	<u>Data Wise</u> Data Review Cycles	Principals, APs, ISs, Central Office Administration	District Staff
	Superintendent Hearings and Investigations	Principals, APs, ISs, Central Office Administration	BOCES and District Staff
	Employee Investigations and Counseling Memos	Principals, APs, ISs, Central Office Administration	BOCES and District Staff
	Discipline Procedures for Students with Disabilities: Part 201 of Regulations of Commissioner of Education	Principals, APs, ISs, Central Office Administration	NYSED and Regional Partnership Center
	Clear and Effective Feedback Conversations	Principals, APs, ISs, Central Office Administration	Huron Studer Education
	Overview- Second Step Elementary SEL Curriculum and Second Step Adult SEL	Principals, APs, ISs, Central Office Administration	Second Step and Turn Key District Staff
	Devereux Student Strengths Assessments (DSSA)- Overview/ Implementation	High School Staff and Administration	Aperture Education and District Staff

Anti Racism & CRE	Training Title and Description	Audience	Trainers
	Anti-racism in Classroom, Building and Community	All staff leadership roles in school building (AR-BLT)	District-wide Anti-racism Task Force; District Staff
	Developing your Anti-racist Building Leadership Team Leader	All AR Building Leadership Team members	District-wide Anti-racism Task Force Executive Team; District Staff
	Introduction to Anti-racism Part I	Any Staff	District-wide Anti-racism Task Force; District Staff; Dr. Sealey-Ruiz
	Anti-racism and Self I	Any Staff	District-wide Anti-racism Task Force; District Staff; Dr. Sealey-Ruiz
	Anti-racism and Leadership	District Leadership	District-wide Anti-racism Task Force; District Staff
	Interview Committee Implicit Bias Training	Any Staff	District Staff
	Applicant Tracking and Recruitment / School Front	Hiring managers and secretaries	Human Resources; School Front
	Haberman	Hiring managers and secretaries	Haberman Educational Foundation
	Introduction to Disproportionality and Root Cause Process	Any Staff	District Staff
	Establishing Educators Club of Tomorrow	Teachers, Counselors, Social Workers, Psychologists and other selected roles	District Staff
	Introduction to Culturally Responsive Education	Any Staff	Team members of the Anti-Racist Task Force; T&LO, District Staff; Dr. Gholdy Mohammad
	Being an Anti-racist Lesson Planner	Any Teacher & Administrator	Team TBD coached by some Anti-Racist Task Force and T&LO; District Staff
	AR-BLT & Courageous Conversations	AR-BLT members	Building Leaders; District Staff

	Strategies and Comfortability: An Educator's Source for Anti-racism instruction	High School Staff and Administration	SUNY Albany; Underground Railroad Education Center/Project; Mr. Fields
ENL Specific*	Training Title and Description	Audience	Trainers
	Supporting ELLS Virtually*	All Teachers	RBERN- Capital District Regional Bilingual Education Resource Network
	Teaching Academic Vocabulary to ENL students using the Frayer & Marzano models*	All Teachers	District Staff
	MLLS and SIFE*	All Teachers	RBERN
	Progress Monitoring for ELLS*	All Teachers	RBERN & District Staff
	Culturally Responsive Education*	All Teachers	RBERN & District Staff
	ENL Co-teach*	All Teachers	RBERN & District Staff
	Strategies that Enhance Instruction for MLL Students*	All Teachers	RBERN & District Staff
Instructional Technology Basic, Intermediate with HLPS, Intermediate & Advanced in Content Areas	Training Title and Description	Audience	Trainers
	Google Classroom Training Modules and refreshers	PreK-12 Teachers	Sheridan/DeCarr - Asynchronous; District Staff
	Seesaw Training Modules and refreshers*	PK-3 Teachers	Eddy/Mastrianni - Asynchronous; District Staff
	Technology-Based Feedback Cycles*	3-12 Teachers	Sheridan/DeCarr; District Staff
	Authentic Assessment with Technology*	PK-12 Teachers (All Subjects)	K-12 Teachers (All Subjects); District Staff

	Using various Ed Tech Applications for your virtual classroom* Includes but not limited to: Jamboard, Peardeck, Kami, NewsELA, Zearn, IXL	PK-12 Teachers (All Subjects)	Teachers; District Staff; Vendor Trainings
	Reading and Writing with Digital Tools *	PK-12 Teachers (All Subjects)	Grade Level Leaders; Ed Tech; Teachers; District Staff
	Formative Assessments Online K-3 *	PK-3 Teachers	Grade Level Leaders; Ed Tech; Teachers; District Staff
	Using Creation Tools to Demonstrate Knowledge *	PK-12 Teachers (All Subjects)	Grade Level Leaders, Ed Tech; Teachers; District Staff
	SAMR Model Training *	PK-12 Teachers (All Subjects)	Ed Tech Team; District Staff
	Recreating the Science Laboratory Virtually *	8-12 Science Teachers	Grade Level Leaders; Ed Tech; Teachers; District Staff; Vendor Training
	Using digital tools to establish academically productive talk in your modern classroom *	PK-12 Teachers (All Subjects)	Grade Level Leaders; Ed Tech; Teachers; District Staff
	Scaffolding and Differentiation using Digital Tools *	PK-12 Teachers (All Subjects)	Grade Level Leaders; Ed Tech; Teachers; District Staff
	Providing Effective Feedback Using Digital Tools *	PK-12 Teachers (All Subjects)	Grade Level Leaders; Ed Tech; Teachers; District Staff
Online Databases & Online Assessment Offerings	Training Title and Description	Audience	Trainers
	MyON, RAZ-Plus, Sora/Overdrive, and other online libraries and assessment systems-such as STAR*	All Teachers & Parents & Caregivers	LMS,TIMS; GLLS; District Staff and PD from Learning A to Z (RazPlus); Renaissance Learning (Myon/Star-Jay Moss)
	World Book, Britannica,	All Teachers	LMS; TIMS; District Staff

	and other online resources*		
	Gale and other databases *	All Teachers	LMS; TIMS; District Staff
	BrainPop *	All Teachers	TIMS; District Staff
	My Heggerty*	PreK-3 Teachers	District Staff or Heggerty
	Ed Law 2D and Resource Review	All District Staff	District Staff; Schenectady Learns Page
	Infinite Campus/Tableau-Data Viz, Data Dashboards, Assessment, Grading and Standards, Ad Hoc, etc.	All District Staff	District Staff
	Staff Trac overview and functions	Teachers; Administrators	District Staff
Literacy Development	Training Title and Description	Audience	Trainers
	LETRS training (Language Essentials for Teachers of Reading & Spelling) *	PK-6 Teachers	Voyager Sopris & Turnkey District Trainers
	Heggerty Training/ My Heggerty*	PK-3	Heggerty and Turnkey District Staff
	Foundations*	PK-3	Wilson and Turnkey District Staff
	Just Words*	4 and up	Wilson and Turnkey District Staff
	Wilson Reading System*	2-12	Wilson and Turnkey District Staff
	Using a Comprehensive Reading Program*	K-5	Vendor and Turnkey District Trainers; Great Minds (Wit and Wisdom)
	Reading Interventions- Overview and program training; Implementation and Coaching Support*	PreK-12	Various Company Trainers- Voyager Sopris; Lexia; 95 Percent Group; School Specialty; Houghton Mifflin
	Using Foundations resources/FunHub *	PK-6 Teachers	Teachers; District Staff

Next Generation Standards Based Training / Lesson Planning	Training Title and Description	Audience	Trainers
	Determining Priority Standards for Unit Planning	PK-12 teachers	Carmella Parente; District Staff; OT&L
	Science Kit Training	K-8 teachers	Capital Region BOCES Trainers; District Staff
	Standards Based Grading, Grading & Reporting Improvement	PK-12 teachers	District Staff; Thomas Guskey; Professor Emeritus from the University of Kentucky & District Grading Committee Members & Administrators
	Math Interventions- Overview and program training; Implementation and Coaching Support*	K-6 teachers, 7-12 math teachers	Various Companies- Voyager Sopris: Lexia; and more; & District Turnkey Trainers
	Meeting the Standards using Culturally Relevant Math Practices*	K-6 teachers, 7-12 math teachers	Dr. Kristopher J. Childs; Dr. Lou Edwards Matthews; District Staff
	Reflex Math	Grades 2-6 teachers	Explore Learning
	Math Instructional Practices	PreK-5	Institute for Learning
	Scholastic Program Training and Supports (Lit League, etc.)	PreK-8	Scholastic
	Go Formative: Lesson Planning, Goals, Standards Alignment, etc.	Middle School Teachers and Administrators	Formative; Building leaders
Social Emotional Learning	Training Title and Description	Audience	Trainers
	Social Emotional Best Practices for the classroom*	Paraprofessionals, Teachers, Student Support Staff & Administrators	District Staff & School Staff
	Social Emotional Learning Curriculum–Second Step	District/ Student Support Staff/ Teachers	Student Support Staff/ Student Support Administrators; District

	Curriculum*		Staff; Second Step
	Parent Engagement*	Principals, APs, ISs, Central Office Administration, Teachers, Social Workers	District Staff
	Restorative Practices*	Principals, APs, ISs, Central Office Administration, Teachers, Social Workers	District Staff; Restorative Justice Education; Center for Restorative Justice; other outside agencies
	Diversion	Principals, APs, ISs, Central Office Administration, Social Workers, Psychologists	District Staff
	TCIS	District Staff	TCIS Trainers/Cornell-Residential; District Staff
	Preventative Behavior Strategies	District Staff	District Staff
Mental Health topics centered on students	Training Title and Description	Audience	Trainers
	Suicide Prevention	Student Support Staff	Student Support Staff; District Staff; SATRI; DSS; Community Providers
	Crisis Intervention	Student Support Staff	Student Support Staff; District Staff
	Gaggle - software that monitors student online behavior for talk of suicide and self-harm	Principals, APs, ISs, Central Office Administration, Teachers, Social Workers	Student Support Staff; District Staff
Athletics & Wellness	Training Title and Description	Audience	Trainers
	Lifeguard Certification	PE Staff/Coaches	District Staff
Improvement Science, DDI, MTSS & SBST	Training Title and Description	Audience	Trainers
	Lesson studies Best practices Instructional rounds	PK-12 Teachers and Administrators	District Staff

	MTSS Overview- Developing a Common Understanding, Language and Systems	All teaching staff and administrators	Student Support Administration; Student Support Staff; District Staff
	Using Data Teams to Identify Tier 1, 2 and 3 Needs for MTSS	Teaching/Student Support Staff, Administrators	T&LO; Student Support Administration; Student Support Staff; District Staff
	Developing Tier 2 & 3 Student Intervention Plans- Diagnose, Prescribe, Implement, Monitor and Respond*	All teaching staff and administrators	T&LO & Student Support Administrators; Student Support Staff; Teachers; District Staff
	Progress Monitoring- Using STAR CBM to monitor Interventions	All teaching staff and administrators	District Staff and/or Renaissance Trainers
	Building SCEP Overview and Implementation Work	All school staff	Building Leaders; District Staff
	Using the Student Risk Screening Scale-Internalizing & Externalizing (SRSS-IE) Results to Inform Multi-Tiered, Best Practice Social Emotional Learning and Behavioral Practices	District staff	Student Support Staff and District Administrators; District Staff
	Strategies for Preventing and Responding to Challenging Bus Riding Behavior & Improving School-Transportation Department Communication through use of the SCSD Bus P.A.S.S.	All Bus Staff	Student Support Staff and District Administrators; District Staff
	Professional Learning Communities - Training for staff on how to participate in an effective PLC	All Staff	Vendor not yet identified

Special Education	Training Title and Description	Audience	Trainers
	Applied Behavior Analysis (ABA) Software	Special Education Teachers, Related Service Providers, Student Support Staff	ACE ABA- New England Center for Children
	IEP Compliance and Transition	Special Education Teachers, Related Service Providers, Student Support Staff	Special Ed Regional Associates and Measurement Inc.
	Writing SMART IEP Goals and how to Progress Monitor*	Special Education Teachers/School Psychologists	Student Support Administrators; District Staff
	Best Practices in Co-Teaching - Power of 2*	ENL, GEC, Special Education and General Education Teachers and Administrators	BOCES Coaches, Student Support Administrators; Special Education Teachers; District Staff
	Developing a Growth Mindset IEP through an Anti-racist and Culturally Responsive Lens*	Special Education Teachers, Related Service Providers, Student Support Staff	Student Support Administrators; Student Support Staff; District Staff
	Understanding Autism Spectrum Disorder and Best Practices for supporting student with ASD	Special Education and General Education Teachers, Student Support Staff and Administrators	Center for Autism and Related Disabilities (CARD) and District Staff
Attendance	Training Title and Description	Audience	Trainers
	Preventative Strategies for School Truancy and Absenteeism	All District Staff	District Staff (APs, ISs)
	Check & Connect: A Drop-Out Prevention Program	Student Support Staff/ISs/APs	District Staff
	Building Level Attendance Team Training	Building Level Admin Team / Student Support	District Attendance Committee; District Staff
	Chronic Absenteeism Tiered Intervention Training	Building level attendance team	District Attendance Committee; District Staff

School Safety	Training Title and Description	Audience	Trainers
	Threat Assessment	Principals, APs, ISs, Central Office Administration, Teachers, Social Workers	District Staff and School Threat Assessment Consultants, LLC
	School Safety - Building Specific Safety Procedures - Visitors, Evacuations, Lockdowns Bus Drills	District Staff	District Staff
	School Violence Presentation	District Staff	District Staff
	Digital Citizenship and Creating a Safe Learning Space	District Staff	District Staff
COVID (CoronaVirus) Protocols	Training Title and Description	Audience	Trainers
	Mandatory Covid Training	All District Staff	Schoology; District Staff
	Covid Protocols: Infection Control Strategies with SEL Integration	Principals, APs, ISs, Central Office Administration, Teachers, Social Workers	Schoology; District Staff
	Covid Contact Tracing	District Staff	Johns Hopkins
Department Specific Meetings	Training Title and Description	Audience	Trainers
	Professional Learning Communities & Grade Level PLC meetings *	Teaching & Student Support Staff	District Student Support and T&L Administrators; Family and Community Engagement Specialist; District Staff; GLLs; Middle Level Curriculum Team Leaders; and Dept Chairs
	Department Meetings*	All Academic Depts/Teachers	Director of Special Education, Director of Student Intervention Services; Assistant Directors; District Staff, Fine Arts teacher leaders , WL Induction Specialists, Dept Chairs, Middle Level Curriculum Team Leaders

	NYSSMA/NYSATA conferences	Fine Arts teachers	NYSATA and NYSSMA
School Counselors	Training Title and Description	Audience	Trainers
	Data Systems Training: Infinite Campus IEP Direct Edoctrina	All School Counselors	OPA, Transition Coordinator, District Staff, Student Support Staff
	Naviance	All School Counselors	District Staff
	Career Trends	School Counselors	Department of Labor
	Toward a Conception of Culturally Responsive Practices in Transition Planning	School Counselors/Special Education Teachers	NACT
AVID offerings	Training Title and Description	Audience	Trainers
	AVID Summer Institute Training	School Counselors, District Leaders, all SCSD staff	AVID Trainers; SCSD Staff
	What is WICOR? This mini training would offer an overview of what WICOR is and give teachers opportunities to brainstorm ways to implement WICOR on the virtual platform	SHS, SCLA, Oneida, MP, CP	Corinna Heggen; District Staff
	Focused Note Taking--This training would go over the 5 Phases of Focused Note Taking, providing examples, as well as discussing ways to adapting note taking to the virtual platform	SHS, SCLA, Oneida, MP, CP	Corinna Heggen; District Staff
	Reading Strategies--This training would go over the AVID reading strategies and review ways the strategies could be adapted for the virtual platform	MPMS Staff, SHS	Corinna Heggen; District Staff

	AVID Digital XP Sessions-A wide variety of topics and sessions offered	ONLY 2021 Summer Institute Participants	AVID Staff ***Any SCSD staff that attends would need to provide proof of attendance, or Corinna Heggen can pull attendance from the AVID Site for accurate date and hours
	AVID Sessions for Guidance *These would be customizable sessions between the building and AVID on topics of choice*	SHS, SCLA, Oneida, MP, CP	AVID Staff, virtual or in person
	AVID Sessions for High School/SCLA *These would be customizable sessions between the building and AVID on topics of choice*	SHS, SCLA	AVID Staff, virtual or in person
	AVID Sessions for Middle School *These would be customizable sessions between the building and AVID on topics of choice*	Oneida, Mont Pleasant, Central Park	AVID Staff, virtual or in person
	AVID DigitalXP extension Sessions *These sessions are only available to those who attended the 2021 AVID Summer Institute PD since these are extended offerings to those participants*	SHS, SCLA, Oneida, MP, CP	AVID Staff, virtual
	AVID Yearly Offerings *Flyer will be shared once finalized. Registration through the AVID Site is required*	Available to all Staff in all buildings *Must register	AVID Staff, virtual

Yearly Mandatory Trainings:	Training Title and Description	Audience	Trainers
	DASA	All District Staff	Schoology; District Staff
	Code of Conduct	Principals, APs, APs, Central Office Administration, Teachers, Social Workers	School Principals; District Staff
	Sexual Harassment	All District Staff	Safe Schools; District Staff
	Hazcom	All District Staff	Schoology; District Staff
	Bloodborne Pathogens	Cleaners, Custodians and Subs, Coaches, Assistant Coaches, Maintenance, Nurses, Nurse Subs, Special Education Teachers/ Paraprofessionals, related Service Providers, Building Administrators, Culture and Community and Engagement Specialists	Schoology; District Staff
	Law Bulletin/Social Media	All District Staff	School & District Staff
	Mental Health/School Violence	All District Staff	Schoology; District Staff
	Civil Rights School Nutrition	All staff who deal directly with the distribution of meals and drinks to students during school and for afterschool programs	Schoology; District Staff
MISC.	Training Title and Description	Audience	Trainers
	Review of New Guidance (Grading Guidance Document and Scheduling Guidance Document)	All District Staff	District Staff
	EAP Information Training & Overview	All District Staff	Human Resources Staff and Educators' EAP

	Adult Education trainings as required by NYSED	Adult Ed. teachers, paras, administrators	BOCES, NYS RAEN
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*** Trainings are appropriate for ENL credit for teacher and administrators**

Resources

Darling-Hammond, L. (2017). *Empowered educators: how high-performing systems shape teaching quality around the world*. Jossey-Bass

Dweck, Carol S.. (2008) *Mindset :the new psychology of success* New York : Ballantine Books

Guskey, T.R. (1999). *Apply time with wisdom*. *Journal of Staff Development*, 20(2), 10-15.

Guskey, T.R. (1995). *Professional development in education: In search of the optimal mix*.

Guskey, T.R. and Huberman, M. (Eds.), *Professional Development in Education: New Paradigms and Practices* (pp. 114-131) New York: Teachers College Press.

Hunzicker, J. (2010). *Characteristics of Effective Professional Development: A Checklist*, Bradley University

Leithwood, K., Harris, A., Strauss, T., (2010). *Leading school turnaround: how successful leaders transform low-performing schools*. Jossey-Bass.

Sharratt, L. and Fullan, M. (2012). *Putting faces on the data: what great leaders do*. Corwin Press

Professional Development Committee Members 2021/2022

Connie Ayers, Instructional Support Specialist Teaching & Learning
Carmella Parente, District Director of Teaching & Learning
Jen Burroughs, Teacher & SS Dept Chair
Karin Callahan, Teacher & ELA Dept Chair
Chris Chank, SHS Principal
Lauren Dean, Special Education Teacher & Dept Chair
Rick DeCarr, Teacher & GLL
Tanya Delamater, Instructional Supervisor
Sharon Eddy, Teacher & GLL
Kathleen Ferguson, Teacher
Donna Fowler, Assistant Director of Pupil Personnel
Corinna Heggen, Teacher & AVID coordinator
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Kristin Munrett, ML King Principal
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Teri Shanahan, Accountability Specialist OPA
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Andrew Yauchler, Technology Integration Specialist