

Alfred-Almond Central School District

Professional Development Plan

2021-2022



I am an Eagle, watch me soar!

Alfred-Almond Central School

Professional Development Plan

Table of Contents

District Information and Committee Members.....2

Section I: Professional Development Overview: Foundations of Development

District Mission and Goals.....4

NYS Professional Learning Standards.....5

Professional Learning Opportunities.....6

Monitoring the Impact of Professional Development.....7

Provisions for School Violence Prevention and Intervention Training and
Teachers Certified in Bilingual Education and English Language Learners
(ELL) Education.....8

Section II: Professional Development Plan

Professional Development Plan.....10

Section III: Mentoring Program

Mentoring Program.....12

Appendix

Professional Development Evaluation/Feedback Survey.....18

District Information

District Name: Alfred-Almond Central School District
BEDS Code: 020101040000
Superintendent: Tracie Bliven
Address: 6795 State Route 21
Almond, NY 14804
Phone: (607) 276 - 6500



Professional Development Committee Members

Tracie Bliven	Superintendent
Natalie Crosby	Music Teacher
Brett Dusinberre	Elementary Principal
Casey Dusinberre	Instructional Coach
Adam Dwyer	Physical Education Teacher
Stefanie Mayr	GST BOCES Curriculum Coordinator
Tom Murphy	College and Career Readiness Counselor
Kate Palmer	CPSE/CSE Chairperson
Heidi Pffaf	Elementary Teacher
Dr. Melissa Rivers	Secondary Principal
Molly Turner	Special Education Teacher
Lisa Woughter	Elementary Teacher

Note: Representatives from Higher Education serve as members of the Alfred-Almond Central School District Board of Education. The Board of Education had an opportunity to review the district's professional development plan and make suggestions for revision prior to submission to NYSED.

Section 1

Professional Development Overview Foundations of Development



Professional Development Overview: Foundations of Development

Alfred-Almond Central School District Mission

It is the overall mission of the Alfred-Almond Central School District to prepare each individual to live successfully in a world of rapid change, and to grow from dependence to independence. Development of self-discipline and readiness to accept responsibility for one's actions are essential characteristics of that growth.

Our school system will provide an equal opportunity for each Alfred-Almond student to be challenged to the fullest extent of his or her ability and to assure that all students will acquire the knowledge and skills necessary to enable them to become productive members of society.

This mission is best accomplished when school personnel maintain high expectations for all students, create a positive school climate, ensure a safe and orderly school environment, monitor student progress on a frequent basis, and promote effective home-school communication.

The school system shares the responsibility for accomplishing this mission with the family and community.

Alfred-Almond Central School District Goals

Goal 1: Ensure that all students have access to educational experiences both in and out of the classroom that will provide life experience opportunities.

Goal 2: Develop and monitor a curriculum sustainability plan that is grounded in AACCS enrollment trends and NYS education law.

Goal 3: Maintain the health, safety and wellbeing of all AACCS students, faculty and staff in accordance with NYS education laws and local policies related to such.

Goal 4: Maintain and monitor the fiscal health of AACCS based on all available funding sources; monitor the required policies and procedures as set forth by the NYS Comptroller in light of the needs of the district and the State and National fiscal climates.

New York State Professional Learning Standards

Professional learning opportunities are a vital component of Alfred-Almond's commitment to providing quality education for all students. We are committed to offering high-quality, research-based professional learning that provides ongoing opportunities for growth, which enable us to achieve shared district goals and meet NYS Standards. Learning opportunities are grounded in the district's mission and are implemented in ways that support and promote continuity and sustainability in instructional practice, collaboration, and reflection.

The district strives to provide professional development in alignment with New York State Professional Development Standards.

1. ***Design:*** 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 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 skills 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 their 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.

Professional Learning Opportunities

Multiple sources of data, both quantitative and qualitative, are utilized to identify areas of strength and areas of growth on an ongoing basis, including, but not limited to:

- NYS school and district report cards
- Summative assessments
- Formative assessments
- iReady Benchmark Assessments for reading and math (K-6)
- Fountas and Pinnell Benchmark Assessment for Reading (K-6)
- NYS Grade 3-8 English Language Arts and math assessments
- NYS Regents exams
- NYS Implementation Guidelines for Next Generation Learning Standards
- ESSA Accountability Status Identification Data
- Student surveys
- Staff surveys
- Formal and informal teacher observations (APPR)
- Evaluation/feedback forms for professional learning

Alfred-Almond CSD provides multiple opportunities that allow educators holding a professional certificate to complete 100 hours of CTLE credit every five years, as required by NYSED. A minimum of 20 hours of in-district professional development will be offered during the school year (4 Conference Days x 5 hours/day = 20 hours). One hour allotted for lunch and one hour for faculty/district meetings each day.

Such opportunities include:

- In-District
 - Superintendent's Conference Days
 - Faculty meetings
 - Collaboration with an instructional coach or BOCES curriculum coordinator and/or STEM/technology integrator
 - Grade level/dept. meetings
 - District committee meetings

- Out-of-District
 - BOCES workshops
 - Greater Southern Tier Teacher Center workshops
 - Online courses/webinars
 - State/National conferences

Focal points of these professional learning opportunities offered through GST BOCES include data-driven practices, English-language arts, equity and culture, leadership, math, science, special education, evidence-based practices, classroom management, and social-emotional learning. Learning opportunities designed to support strategic and meaningful use of technology

will be provided by an Erie 1 BOCES consultant throughout the school year.

The district will utilize the NYSED Culturally Responsive-Sustaining Education Framework as a basis for designing and implementing professional learning opportunities and practices to foster an environment that affirms racial and cultural identities and equity, and develops students' ability to serve as agents of social change.

Surveys will be used to gather input from families in the school community periodically during the school year to support academic, social-emotional, and culturally responsive practices based on needs of students and families.

Monitoring the Impact of Professional Development

At the conclusion of each Superintendent's Conference Day and in-district summer professional development, staff will complete an electronic survey to share their feedback regarding the impact and effectiveness of the professional learning opportunities offered.

The professional development committee will discuss feedback received from staff on the most recent professional development provided. This feedback will be analyzed to determine if stated learning targets were met and will be used as a guide to plan future professional learning.

In addition, the impact of professional development will be measured through continuous monitoring of student progress on NYS Assessments, district benchmark assessments for math and ELA, and through evaluation of student performance on formative and summative assessments. Such data will be reviewed at data team meetings, grade level/department meetings, and/or on Superintendent's Conference Days. Based on the review of data, potential professional development will be determined.

Provisions for School Violence Prevention and Intervention Training

DASA (Dignity for All Students Act) training, as well as Project SAVE workshops (school violence prevention and intervention) are offered through GST BOCES on a continuous basis each school year and are also offered in teacher-preparation programs.

Provisions for Teachers Certified in Bilingual and English Language Learners (ELL Education)

Teachers possessing a Professional certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension under section 80 - 4.3 of this Title must complete their CTLE hours with a minimum of 50 percent of the required PD clock hours in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.

Alfred-Almond Central School District meets the qualifications for exemption from the professional learning requirements in language acquisition for ELLs based on our student population (i.e. less than 5% of the student population consist of ELL students). As such, the District is eligible to apply for the professional development ELL waiver, which exempts districts from the minimum number of professional development hours required by CR Part 154 (15% of total required for classroom pedagogues and 50% of total required for those with a certificate in ESOL or who hold a bilingual extension).

Section II

Professional Development Plan



Alfred-Almond Professional Development Plan

Goal: The goal of the district professional development plan is to improve the quality of teaching and learning by ensuring that all stakeholders participate in substantial professional learning to remain current with their profession and meet the needs of their students.

Objective: *The district will continue to revise, implement, and assess a standards-based curriculum that addresses current standards across all content areas (Pre K-12).*

Timeline	Strategies	Activities	Evidence of Progress
The training will be ongoing and assessed for instructional staff as their curricula are updated for the duration of the plan.	Review of Next Generation Standards across all content areas and/or implementation of NYS Standards for other content areas	Identify changes in current/updated NYS Standards using NYSED resources Superintendent Conference Days, Grade level/dept. Meetings, summer curriculum meetings, faculty meetings	<ul style="list-style-type: none"> ● Teacher feedback ● Meeting agendas ● Meeting minutes
	Alignment of Next Generation Standards across all content areas and/or implementation of NYS Standards for other content areas	Identify gaps in curriculum and make revisions to address noted gaps Superintendent's Conference Day, Grade level/dept. Meetings, summer curriculum meetings, faculty meetings	<ul style="list-style-type: none"> ● Horizontal and vertical alignment ● Creation /revision of standard based assessments
	Implementation of Next Generation Standards across all content areas and/or implementation of NYS Standards for other content areas	Integrate updated NYS Learning Standards into curriculum maps Superintendent's Conference Day,	<ul style="list-style-type: none"> ● Standard-based report cards (UPK-6) ● Curriculum Mapping

		Grade level/dept. Meetings, summer curriculum meetings, faculty meetings	(UPK-12) <ul style="list-style-type: none"> ● Formal observations (APPR)
--	--	--	--

Objective: *Provide professional development to support the implementation of instructional technology across all instructional content areas.*

Timeline	Strategies	Activities	Evidence of Progress
The training will be ongoing and assessed for instructional staff as their curricula are updated for the duration of the plan.	Review implementation of instructional technology across all content areas that meets NYS Standards	Offer professional development that fosters knowledge building around the use of instructional technology that is aligned with evidence-based practices and NYS Standards Superintendent's Conference Day, faculty meeting, Model School Days, Ongoing instruction throughout the school year	<ul style="list-style-type: none"> ● Teacher feedback ● Student feedback ● Formal observation (APPR) ● Related offerings listed in PDP and on Conference Day agendas

Section III

Mentoring Plan

2021-2022



I am an Eagle, watch me soar!

Alfred-Almond Central School District Mission

It is the overall mission of the Alfred-Almond Central School District to prepare each individual to live successfully in a world of rapid change, and to grow from dependence to independence. Development of self-discipline and readiness to accept responsibility for one's actions are essential characteristics of that growth.

Our school system will provide an equal opportunity for each Alfred-Almond student to be challenged to the fullest extent of his or her ability and to assure that all students will acquire the knowledge and skills necessary to enable them to become productive members of society.

This mission is best accomplished when school personnel maintain high expectations for all students, create a positive school climate, ensure a safe and orderly school environment, monitor student progress on a frequent basis, and promote effective home-school communication.

The school system shares the responsibility for accomplishing this mission with the family and community.

Alfred-Almond Central School District Goals

Goal 1: Ensure that all students have access to educational experiences both in and out of the classroom that will provide life experience opportunities.

Goal 2: Develop and monitor a curriculum sustainability plan that is grounded in AACCS enrollment trends and NYS education law.

Goal 3: Maintain the health, safety and wellbeing of all AACCS students, faculty and staff in accordance with NYS education laws and local policies related to such.

Goal 4: Maintain and monitor the fiscal health of AACCS based on all available funding sources; monitor the required policies and procedures as set forth by the NYS Comptroller in light of the needs of the district and the State and National fiscal climate

Purpose:

The Alfred-Almond Central School District believes that teaching is a continual process and educators are lifelong learners. Alfred-Almond CSD is committed to supporting professional growth for all staff and has established an extensive staff development program to support all of its participants in both instructional issues and technology.

As part of their commitment to Staff Development, the Alfred-Almond Central School, in collaboration with the Alfred-Almond Teachers' Association, provides a one year Mentoring Program for new professional staff. The goal of this cooperative venue is to support new participants as they enter the education community and to help provide them with the knowledge, skills, and support needed. This Program also helps to integrate beginning participants into the social culture of the school, the school district and the community.

In order to help prepare and retain quality participants, the Alfred-Almond Central School seeks to establish a Mentoring Program, which will:

- Give participants a sense of establishing professional self-awareness.
- Acquaint new participants with District building policies, procedures, school culture, and community.
- Provide support in a non-judgmental environment.
- Provide samples/models for day-to-day management and instructional techniques, and encourage professional practice aligned with New York State standards for teaching and learning.

Program Participants:

In compliance with New York State Regulations of the Commissioner of Education, it is an expectation of the Alfred-Almond Central School District that all new professional staff hired will participate in the Professional Mentoring Program. This information is communicated to new participants when hired and materials and orientation schedules are provided at that time.

Participants in the Mentoring Program include those who are required to hold New York State certifications and/or licenses. This may include but is not limited to teachers, teaching assistants, school social workers, school counselors, school psychologists and other professional service providers as designated by the Superintendent. In certain instances, the Superintendent may waive participation in part or all of the Mentoring Program.

Examples of these exceptions may include: a teacher new to the District who was previously tenured in another New York State district; a person who has been employed with the District in another tenure area transferring into a different tenure area; or a new teacher who was previously a teaching assistant in the District.

Procedure for selecting mentors:

Mentors are selected through the following measures:

- Individual interest, commitment to fulfill the role of mentor
- Grade level
- Specialty area for example, English, special education, music, technology
- Typically the mentor is a teacher with tenure
- Availability

Mentoring Support:

The Principal/Mentor will:

- Share information with the Mentee related to school and District procedures, guidelines, policies and expectations
- Link the Mentee to appropriate resources, both human and material
- Conduct discussions on classroom management, discipline, cooperative learning, parent-teacher communications and other topics relevant to effective teaching and learning
- Observe the Mentee teaching lessons; share and discuss the lessons with the Mentee
- Promote self-reflection as a means of evaluation for the Mentee
- Share teaching strategies and information about the instructional process
- Offer support through listening and sharing
- Give guidance related to management, scheduling, planning and organizing
- Assist the Mentee in setting and meeting realistic goals and reevaluating these goals periodically
- Provide summer training and orientation for new staff
- Support Mentors in their role
- Maintain records on the Mentoring Program including names of beginning participants, types of mentoring activities, pairings of Mentor-Mentee, and a year-end collective report on number of mentoring hours each Mentee received
- Facilitate opportunities for Mentees to observe educators within their classrooms
- Maintain confidentiality and professionalism
- Collaborate with the Staff Development to train and support Mentors

The Superintendent/Designee will:

- Ensure that the District meets all federal, state and District policies concerning the mentoring of all professional staff
- Provide guidance to the Staff Development Specialist and Trainer in the planning of curriculum and activities for the program
- Collaborate with Staff Development Specialist and Trainer to facilitate workshops and focus sessions with new staff
- Assure each untenured staff member is observed at least twice each year during the non-tenured years
- Support the development of and implementation of improvement plans for all staff in conjunction with the building principal
- Maintain the District's records of staff retention rate
- Oversee budget for staff development including Professional Mentoring Program
- Maintain Mentor Program Quarterly Reports received from Staff Development Specialist and Trainer for District records
- Oversee the implementation of the Portfolio Evaluation Review by building Principals

Role of Mentors:

Each new Mentee is matched with a one-on-one Mentor. The Mentor's role is to support and provide strategies for helping new teachers adjust to their profession, district, and school. Mentors will guide teacher self- reflection and provide actionable feedback. Mentor's will also familiarize new teachers with curricula, all staff, materials, and professional development.

The Mentor will:

- Meet with the new staff Mentee prior to the start of school to aid in the transition to his/her teaching assignment
- Familiarize his/her Mentee with information pertinent to his/her building
- Link the Mentee to appropriate resources such as District staff, curriculum for grade level/subject area, grading procedures, attendance procedures, and other pertinent record keeping and materials
- Assist the Mentee with day to day questions that arise
- Offer support through listening, sharing and discussions
- Allow the Mentee to observe your class and discuss strategies utilized
- Document a list of general topics addressed with Mentee on a Quarterly Report Form (provided by Staff Development Specialist/Trainer)
- Provide Mentor Program assessment feedback

Role of Mentee:

The Mentee will:

- Take responsibility for meeting all NYS certification requirements
- Be willing to ask questions and seek help when needed
- Be open to suggestions and feedback
- Self-evaluate agreed upon lessons and share with Mentor
- Attend summer training and orientation for new staff
- Participate in workshops and focus sessions set for new staff
- Maintain individual record of activities and number of hours involved with mentoring activities
- Maintain professional confidentiality of both written and spoken communications
- Participate in observations of master educators and reflect on that experience
- Make a commitment to the Mentoring Program and utilize the resources that the program offers
- Understand the components required of the Professional Performance Portfolio as outlined in New York State Regulations and the Alfred-Almond Central School District Annual Professional Performance Review Plan. Accumulate these components electronically using iObservation and other electronic files.

Preparation of mentors:

Mentors meet with the building principal to discuss the goals and anticipated needs of the incoming teacher. Throughout the year the mentor and the principal and/or Instructional Coach or other designee will discuss/ examine the progress and needs of the mentee.

Elements of a mentoring relationship:

In order to be successful, both the mentee and mentor must commit fully to the relationship and keep the agenda of each meeting focused in order to achieve their goals.

In addition to being prepared and committed, the mentor-mentee relationship must be built upon certain factors including:

- a. Trust and respect
- b. Open and honest communication
- c. Flexibility and understanding of other perspectives
- d. Perseverance, especially to overcome obstacles

Mentoring activities:

Mentoring activities may include but are not limited to the following:

- a. Modeling instructional for mentee-this can be done through the mentee observing the mentor teach.
- b. Observing instruction-mentee observing other teachers.
- c. Instructional planning with mentee-done during common plan time as applicable, before/after school
- d. Peer/team coaching
- e. Culturally appropriate and responsive practices
- f. Orienting mentee to the school culture

Time allotted for mentoring:

Time allotted for mentoring may include the following:

- a. Common planning sessions (elementary school)
- b. Providing time on Superintendent's Conference Days, before/after the school day, summer orientation sessions

Appendix A

The following survey will be shared with staff at the conclusion of each Superintendent’s Conference Day to obtain their feedback on learning opportunities provided throughout the school year. This feedback will be used to guide future planning for professional development.

Sample/Draft Feedback Form (Google Form)

Alfred-Almond Central School District Professional Learning Feedback Form		
Training: _____	Date: _____	
Your feedback is essential in planning future professional development in our district. Please reflect on this learning opportunity and share your feedback below.		
Topics/resources presented were relevant and meaningful to my grade/content area.		
Strongly disagree	1 2 3 4	Strongly agree
Content/strategies presented enhanced my ability to support students’ needs and foster student achievement.		
Strongly disagree	1 2 3 4	Strongly agree
The presentation was engaging and offered opportunities for collaboration.		
Strongly disagree	1 2 3 4	Strongly agree
Content aligned with stated learning targets and district goals.		
Strongly disagree	1 2 3 4	Strongly agree
The pace of the presentation provided sufficient opportunities to process information and for reflection.		
Strongly disagree	1 2 3 4	Strongly agree
The presenter prepared me to implement practices/resources shared.		

Strongly disagree	1	2	3	4	Strongly agree
I plan to incorporate information I learned into my practice within the next month.					
Strongly disagree	1	2	3	4	Strongly agree
List key takeaways from today that will positively impact your practice.					
List ways you will implement what you learned.					
How might you monitor student growth based on the implementation of what you learned?					
Share follow-up suggestions/needs you have related to this professional development opportunity to support connected and continuous learning and implementation of practice.					
Please explain how the training could have better met your needs.					