

Alexander Central School District

2018 - 2019 Professional Learning Plan



Developed in partnership with the Elementary and Secondary Teaching and Learning Teams

The mission of the Alexander Central School District is to challenge students to be confident, contributing learners within a structured, safe and caring environment.

Statement of Assurances

The Superintendent certifies that:

- Planning, implementation and evaluation of the Professional Development Plan were conducted by a professional development team that included teachers, teacher assistants and administrators
- The plan focuses on improving student performance and teacher practice as identified through data analysis
- The plan describes professional development that:
 - is aligned with state content, student performance standards, common core learning standards and student learning objectives
 - is articulated within and across grade levels
 - is continuous and sustained
 - indicates how classroom instruction and teacher practice will be improved and assessed
 - indicates how each teacher in the district will participate
 - reflects congruence between student and teacher needs and district goals and objectives
 - The plan includes an evaluation of the effectiveness of the professional development and a mechanism to adjust activities based upon the evaluation
- The plan or the annual update to the plan was adopted by the Board of Education at a public meeting

Superintendent of Schools

Date

Goal 1: All students will read at grade level by the end of Grade 3

Essential Question (ES):

- How can the elementary school promote consistency within it's ELA program to provide students with a guaranteed and viable curriculum?

Objective:

- Teachers will unpack the components of the current reading series, McGraw Hill's Wonders, to decide what the most essential components are and creating a curriculum calendar.

Strategies/ Activities:

- Analyze and modify existing priority standards.
- Operationalize priority standards and align the resource.
- Analyze assessments, learning intentions and success criteria for each unit to ensure alignment.

Action Plan

Inputs	Evidence	Responsibility	Timeline
Facilitate professional learning opportunities for staff regarding prioritized standards and upcoming Next Generation Standards	GVEP Professional Learning facilitation Faculty meetings Superintendent Conference Days	GVEP School Improvement Team Director of Curriculum and Instruction	6/18 - 10/18
Facilitate sessions designed to unpack, analyze, and revise ELA curriculum using materials from Porter (2004), and Jacobs (2004)	GVEP facilitation Superintendent Conference Days Draft Documents from sessions STAR and Wonders Diagnostic testing Results	GVEP School Improvement Team Director of Curriculum and Instruction	7/18 - 6/18

NYS Professional Development Standards Addressed:

- Standard 1: Designing Professional Development
- Standard 2: Content Knowledge and Quality Teaching
- Standard 3 Research-based Professional Learning
- Standard 4: Collaboration
- Standard 5: Diverse Learning
- Standard 8: Data-driven Professional Practice
- Standard 10: Evaluation

Goal 2: All students will demonstrate increased rates of proficiency and mastery on standardized measures.

Essential Question 1(ES):

- How can the elementary school strengthen its horizontal alignment of its curriculum?

Objective:

- Teachers at grade level will develop a consistent guaranteed and viable curriculum across the grade level in ELA and math.

Strategies/ Activities:

- Provide training on the development of a curriculum calendar (map).
- Develop and utilize a structured review process for aligning curriculum at each grade level.

Action Plan

Inputs	Evidence	Responsibility	Timeline
Professional learning opportunities for all elementary teachers to learn how to review and align curriculum (Jacobs, Hattie, DuFour)	GVEP Professional Learning Workshops	GVEP School Improvement Team	Summer 2018
Creation of alignment documents - ELA, Math, Social Studies, and Science	Curriculum Calendar Documents	Director of Curriculum and Instruction Grade Level Teams	Summer 2018 - Summer 2020
Complete structured review of grade level of alignment documents	Curriculum Calendars Superintendent Conference Days	Director of Curriculum and Instruction/ GVEP SIT, Building administrators, Grade Chairs	Fall 2019 - Summer 2020

NYS Professional Development Standards Addressed:

- Standard 1: Designing Professional Development
- Standard 2: Content Knowledge and Quality Teaching
- Standard 3 Research-based Professional Learning
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- Standard 8: Data-driven Professional Practice
- Standard 10: Evaluation

Goal 2: All students will demonstrate increased rates of proficiency and mastery on standardized measures.

Essential Question 2 (MSHS): How do we improve literacy within the district?

Objective: Train staff on research based best practices to improve student literacy.

Strategies/ Activities:

- Book study of 180 Days (Kittle, 2018).
- Provide trainings aligned to Visible Learning for Literacy (Fisher, Frey, Hattie).
- Assist teachers with the implementation of new literacy strategies through walkthroughs and coaching.

Action Plan

Inputs	Evidence	Responsibility	Timeline
Collegial book study of 180 Days (Kittle)	Department Meeting Minutes Faculty Meetings List of strategies	Director of Curriculum and Instruction/ Building Administration/ Department Chairs	Fall 2018 - Spring 2019
Faculty book study of selections from Visible Learning for Literacy	Superintendent Conference Days Faculty Meetings	Director of Curriculum and Instruction/ Building Administration	Spring 2019

NYS Professional Development Standards Addressed:

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- Standard 2: Content Knowledge and Quality Teaching
- Standard 3: Research-based Professional Learning
- Standard 4: Collaboration
- Standard 5: Diverse Learning
- Standard 6: Student Learning Environments
- Standard 8: Data-Driven Professional Practice
- Standard 9: Technology
- Standard 10: Evaluation

Goal 3: All administrators/faculty/staff will engage in collaborative processes to move the work of the District forward.

Essential Question 1 (ES):

- How can elementary curriculum be vertically aligned?

Objective:

- Articulate a vertical curriculum for ELA, math, science, and social studies.

Strategies and Activities:

- Structured review of K-5 curriculum calendars and NYS standards to ensure vertical consistency and alignment.

Action Plan

Inputs	Evidence	Responsibility	Timeline
Training on a structured vertical alignment protocol (Ainsworth)	Genesee Valley Educational Partnership Training	Director of Curriculum and Instruction GVEP School Improvement Team	Summer 2019
Initiation of vertical alignment protocol	Superintendent Conference Day Summer Curriculum Day	Director of Curriculum and Instruction Grade Level Chairs	Summer 2019 - Summer 2020

NYS Professional Development Standards Addressed:

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- Standard 3: Research-based Professional Learning
- Standard 4: Collaboration
- Standard 8: Data-Driven Professional Practice
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Goal 3: All administrators/faculty/staff will engage in collaborative processes to move the work of the District forward.

Essential Question 2 (MSHS):

- How can the middle/ high school increase student engagement in all aspects of school life (in and out of the classroom)?

Objective:

- Administrators, faculty, and staff collaborate to strengthen levels of student engagement in and out of the classroom

Strategies and Activities:

- Provide training on Visible Learning to examine what works, what does not, and why regarding student engagement.
- Collaboratively create list of student engagement priorities.
- Collaboratively create an action plan for how to increase student engagement in and out of middle and high school class.

Action Plan

Inputs	Evidence	Responsibility	Timeline
Visible Learning Training (Hattie, Fisher, Frey)	Meeting minutes Faculty meetings	Director of Curriculum and Instruction	Fall 2018
Prioritizing engagement strategies	Superintendent Conference Days Faculty meetings	Director of Curriculum and Instruction/ Building Administrators Department chairs	Spring 2019 - Fall 2019
Action Plan	Action plan document	Director of Curriculum and Instruction/ Building Administrators Department chairs	Fall 2019

NYS Professional Development Standards Addressed:

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- Standard 7: Parent, Family, and Community Engagement
- Standard 8: Data-Driven Professional Practice
- Standard 9: Technology
- Standard 10: Evaluation

Goal 4: All administrators/faculty/staff will focus on creating the conditions for student engagement.

Essential Question 1 (ES): How can we better manage student behavior to create a safe, structured, and caring teaching and learning environment?

Objective:

- Better understand the cause of student misbehavior
- Better understand the effects of trauma on student behavior
- Better manage student behavior

Strategies and Activities:

- Visible learning training for what works and does not work for student misbehavior
- Google Suite Training
- De-escalation training
- Instruction on “brain-compatible instruction”

Action Plan

Inputs	Evidence	Responsibility	Timeline
Visible learning training (Hattie)	Faculty Meetings	Director of Curriculum and Instruction	Fall 2018
Google Suite Training	Faculty Meetings Superintendent Conference Days	IT Coordinator Director of Curriculum and Instruction	Fall 2018 - Spring 2020
De-escalation training	Superintendent Conference Day	Director of Curriculum and Instruction TCI Trainer	Fall 2019 - Spring 2020
Brain-compatible instruction (Tate)	Superintendent Conference Day	Director of Curriculum and Instruction	Spring 2018

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Goal 4: All administrators/faculty/staff will focus on creating the conditions for student engagement.

Essential Question 1 (MSHS): How do we make learning more student centered?

Objective:

- Provide training to teachers to better personalize and differentiate instruction at the middle school and high school level.

Strategies and Activities:

- Study of student voice and engagement (Quaglia)
- Study of Students at the Center: Personalized Learning with Habits of Mind (Kallick and Zmuda)

Action Plan

Inputs	Evidence	Responsibility	Timeline
Study of Student Voice and Engagement (Quaglia)	Superintendent Conference Day	Director of Curriculum and Instruction and Building Administrators	Fall 2019
Google Suite Training	Faculty Meetings Superintendent Conference Days 1:1 Trainings	IT Coordinator Director of Curriculum and Instruction	Fall 2018 - Spring 2020
Study of <u>Students at the Center: Personalized Learning with Habits of Mind</u>	Faculty Meeting Superintendent Conference Day	Director of Curriculum and Instruction and Building Administrators	Fall 2019

NYS Professional Development Standards Addressed:

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- Standard 10: Evaluation

Goal 5: Develop and retain high quality educators through a quality mentoring program

Essential Question:

- How can we develop the highest quality teachers for all students?

Objective:

- Ongoing professional learning opportunities for staff new to Alexander will be provided to enable new staff to know who we are and what we value, to understand their role within the district and the school, and to utilize standards-based planning, high impact instructional techniques, and quality formative assessment.

Strategies and Activities:

- New Teacher Institute: What makes an exceptional teacher?
- Year 1: What are important management and communication habits? Teach Like a Champion book study
- Year 2: What are best curriculum development practices? Understanding by Design book study
- Year 3: How can I best structure and assess my lessons? The Formative Assessment Action Plan and The New Art and Science of Teaching book study
- Year 4: How do I keep students engaged?

Action Plan

Inputs	Evidence	Responsibility	Timeline
Four years of mentoring by a highly qualified teacher within the district	Mentoring program evaluations	Mentors	All Year
New Teacher Institute	Meeting agenda New teacher feedback	Building and District Administrators	Three Days Every summer
Monthly New Teacher Meetings	Classroom walkthroughs	Director of Curriculum and Instruction	Once a Month

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