

**SCHOOL DISTRICT  
PROFESSIONAL DEVELOPMENT PLAN  
July 1, 2016 – June 30, 2019**

DISTRICT NAME Troy City School District

BEDS CODE 491700010000

SUPERINTENDENT: John Carmello

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YEAR(S) PLAN IS EFFECTIVE 2016-2019

**Composition of Professional Development Team**

Jason Schofield – Member of the Board of Education  
John Carmello – Superintendent of Schools  
Donna Watson – Assistant Superintendent for Curriculum & Instruction  
Seth Cohen– Troy Faculty Association and THS Science Teacher  
Juli Currey – Director of Grants and Grant Funded Programs  
Zipporah Galimore – RtI Coordinator  
Natelege Turner – Elementary School Principal  
Jennifer DeMarco – Mathematics Curriculum Leader  
Sabina Dinardo – ELA Curriculum Leader  
Maxine Brisport – School Psychologist  
Catherine Culkin-Boice – Counselor  
Nancy Serson – Library Curriculum Leader and TMS Librarian  
Elizabeth Dowd – Elementary Teacher  
Linda Stumbaugh – Literacy Coach  
Barb Martenis – APPR Curriculum Leader  
Erin Sheevers – Director of Technology  
Donna Fitzgerald – Director of Pupil Personnel Services  
Courtney Little – Elementary Teacher  
Jamie Gargano – Curriculum Leader for LOTE, Foreign Language Teacher  
Janna Hanusik-Spadoni – Speech and Language Therapist

Number of school buildings in district: 8

Number of school-based professional development teams: 8

## **PROFESSIONAL DEVELOPMENT PLANNING TEAM**

1. If school teams are not represented on the district professional development team, describe briefly how the district plan will ensure that the needs of schools in the district are met.

Representatives from the district-wide Professional Development Planning Committee (PDPC) are involved in the ongoing planning, delivery and evaluation of staff development throughout the school year. This committee includes teacher and administrative representation from the school buildings in the district. Those building level representatives act as liaisons to the building-based planning teams and faculty members in each building. Our professional development plan recognizes and targets both district-wide and building-based initiatives.

2. On average, please identify the number of hours a teacher will be involved with professional development on an annual basis. This may include the planning, delivery, application and/or evaluation of professional development activities.

Mandatory staff development occurs on district superintendent's conference days and professional development days throughout the year. For the 2016-2017 school year, the district has maintained an intense commitment to professional development with extensive embedded staff development designed to improve administrator, faculty and staff knowledge and skills related to the Common Core State Standards and ensuring that Troy's students are graduating college and career ready. The district hosts four conference days annually, totaling twenty-four hours (see last year's attached agendas). Faculty and staff members are also invited to participate in book studies offered in-house and attend ten monthly professional forums organized through the district-wide mentoring program, totally an additional ten hours each. Finally, the district offers eight early release days at the elementary and secondary levels, and weekly team time at the middle level which affords teachers the opportunity to participate in professional development as part of extended grade level/department meeting time (this totals minimally to sixteen hours). As a result, faculty and staff members have a minimum of sixty hours of professional development available to them annually within the district. These opportunities would enable all teachers and teaching assistants to meet or exceed the required number of hours of professional development over a five-year period. Beyond the above stated opportunities, the district also supports curriculum writing and teacher and teaching assistant attendance at workshops and conferences hosted by outside organizations. Support for these opportunities may include release time, substitute compensation, in-service credit, registration fees or stipends for curriculum writing in the summers of 2016, 2017 and 2018 in the areas identified in the district-wide curriculum management system.

## **NEEDS/DATA ANALYSIS FOR PROFESSIONAL DEVELOPMENT PLAN**

1. Describe how the professional development plan is aligned with New York learning standards and assessments, student needs and is articulated within and across grade levels.

The professional development plan includes goals, strategies and activities directed toward helping all students achieve the Common Core State Standards (CCSS) and demonstrate attributes and behaviors aligned with district-wide initiatives. Curriculum review, alignment and development are directly tied to the CCSS. The training related to Culturally Responsive Practice is designed to ensure that all students and subgroups have access to rigorous, grade level, common core work without any disproportionality in school programs and services. The initiative to improve Reading instruction at kindergarten through grade eight is founded not only on the CCSS for English Language Arts and Literacy but on the wealth of scientifically based Reading research available in recent years (Calkins Units of Study, Instructional Strategies Approach, etc.). Our emphasis will extend beyond using assessments to inform instruction to work on closing the achievement gap that exists between Troy's students and students statewide.

Our mentoring training will assist beginning teachers and inform discussion between those teachers and their mentors that includes standards appropriate for a particular grade level and content area (i.e. the "major work of the grade"). In addition, training will be incorporated to address the many areas associated with the changes to the Annual Professional Performance Review Plan (APPR), consistent with 3012-d, including but not limited to the following: Danielson 2013, OASYS and SLOs. Increased training on the full and *effective* integration of technology into our district-wide programs and services will include its use in curriculum, instruction and assessment for all students. The training related to improving the achievement of students with disabilities will involve differentiating the content (based on the learning standards), processes and products for student learning. This work will extend to include the support of a Special Education School Improvement Specialist (SEIS) around providing multiple entry points for students and necessary scaffolds to ensure rigorous, grade level work for all students.

As the final component of the planned professional development for the Troy City Schools, training is also necessary in the area of engaging parents and families in strong partnerships for education. Our proposed professional development plan speaks to a method of communication for all initiatives on both district and building levels to ensure horizontal and vertical alignment.

2. Describe how the professional development plan is continuous, reflecting a multi-year approach to improve student performance.

The members of the Professional Development Planning Team (PDPT) developed this plan collaboratively, in response to the results of teacher evaluations to superintendent's conference days (including evaluation results) and several district-wide evaluations: various DTSDE School-wide Reviews of School 2, School 14, School 18, Troy Middle School and Carroll Hill Elementary School. These reviews resulted in multi-year improvement plans. In many ways, they continue to inform the work that we do as we chart our progress in relation to the areas identified in those reviews as areas in need of improvement. Information from these studies was also used to inform the development of a district-wide curriculum management system (which includes a four-year time line of review, alignment and development). Areas within the Special Education study include goals for multiple years regarding students with disabilities. As we analyze the results of our curriculum, instruction, and assessments aligned to the CCSS, particularly in English Language Arts and Mathematics in grades 3 through 8, our data (now available through GURU) continues to be critical in helping us to support areas in need of improvement, and subsequent training. Evaluation will be based upon continued collection and analysis of student achievement data as appropriate. The areas identified in our proposed plan are both a continuation of district goals from the 2015-2016 school year and elaboration of current and future initiatives.

3. Identify how the data used supports the goals, objectives, strategies and activities in the professional development plan.

The areas identified for both building-based and district-wide initiatives have been identified as a result of careful analysis of student achievement data from the New York State School Report Card, the Comprehensive Information Report and classroom-based assessments. The district relied on survey information as well for the purpose of identifying priority areas for staff development. All goals, objectives, strategies and activities are designed to support improved classroom practice that will yield improvements in student achievement.

School District Professional Development Plan  
**Attachment I: Needs Assessment Sources Used**

Indicate the sources you used and include any additional detail needed to identify the basis of your needs analysis.

<u>  X  </u>	School Report Card
<u>     </u>	New York: The State of Learning (Chapter 655 Report)
<u>  X  </u>	BEDS data
<u>     </u>	The CAR report
<u>  X  </u>	Special designation schools, SURR, Title I
<u>  X  </u>	Student attendance rates
<u>  X  </u>	Graduation and drop-out rates
<u>  X  </u>	Student performance results disaggregated by ethnicity, gender, SES, and other special needs.
<u>  X  </u>	State benchmarks for student performance
<u>     </u>	TIMSS report
<u>     </u>	Student aspirations
<u>  X  </u>	Other student surveys
<u>  X  </u>	Longitudinal data
<u>     </u>	Student/teacher ratios
<u>  X  </u>	Teacher turnover rate
<u>     </u>	Number of uncertified teachers
<u>     </u>	Number of teachers teaching out-of-field
<u>  X  </u>	Teacher proficiency data
<u>  X  </u>	Teacher survey (using Survey Monkey)
<u>  X  </u>	School Reviews Using the Diagnostic Tool for School and District Effectiveness (DTSDE)

Troy City School District Professional Development Plan:  
**PDP Goals, Objectives, Strategies and Activities**  
2016-2019 - Final

**PDP Goal #1 – To review, align and develop 21<sup>st</sup> century curricula (aligned with the Common Core Learning Standards) to inform instruction and assessment**

Objective #1 – To review, align and develop district-wide curricula in the areas identified for Years 2, 3 and 4 of the review

Strategy: To involve curriculum leaders and extended teacher leadership in the completion of curriculum review, alignment and development in the Year 2 Areas (Social Studies, Art and Music)

Strategy: To involve curriculum leaders and extended teacher leadership in the implementation of curriculum review, alignment and development in the Year 3 Areas (Science, Physical Education and Health)

Strategy: To involve curriculum leaders and extended teacher leadership in the planning for curriculum review, alignment and development in the Year 4 Areas (Mathematics, Technology, Family and Consumer Sciences and Business)

Proposed Activities:

- Provision of embedded professional development on the role of Efficacy and the Data Feedback Strategy (DFS) Process by grade level/department (to include the identification of proficiency targets)
- Continued examination and use of student achievement data from multiple sources (including Troy developed interim assessments) to inform curriculum, instruction and assessment at all levels
- Use of building-based planning team meetings, grade level/team meetings, new teacher orientation and faculty meetings to communicate the revised curriculum to faculty and staff
- Use of technology specialists to assist with maximizing our use of technology to enhance curriculum development and support more engaging instructional practices

**PDP Goal #2 –**  
**throughout the**

**To improve the use of culturally responsive practices**

**Troy City School District**

Objective #1 – To support the use of culturally responsive practices in all classrooms and departments throughout the district

Proposed  
Activities:

- To support continued professional development with Dr. Powell on *Culturally Responsive Practices and the Common Core* and to partner with Dr. Powell to monitor and evaluate the evidence of impact within the system
- To review and analyze all data by subgroups (academic, behavioral, suspension, etc.) and make recommendations for improvements
- To develop culturally responsive classroom libraries

**PDP Goal #3 –**

**To improve the teaching and learning of reading and writing within the Troy City School District**

Objective #1 – To incorporate research on the five areas of Reading instruction (phonics, phonemic awareness, vocabulary, fluency and reading comprehension) into consistent instructional practices in kindergarten through grade 6

Objective #2 – To improve literacy instruction across the curriculum (K-12) (Vocabulary, Reading, Writing, Speaking and Listening)

Objective #3 – To comprehensively review our use of assessments and interventions for Tier I, Tier II and Tier III students and make recommendations for improvements

Strategy: To provide intense professional development in explicit reading instruction (including guided reading groups)

Proposed  
Activities:

- To compile an inventory of current Reading curricula (including physical and digital materials)
- To provide professional development in small group instruction
- To develop curricula that is scaffolded with multiple points of access for students
- To examine Lucy Calkins “Units of Study” as they relate to the implementation of guided reading and writing practices
- To support the work of the literacy coaches in teaching the Instructional Strategies Approach (ISA) to all Reading and classroom teachers in grades K-6.
- To continue the embedded PD around CCSS and modules
- To improve “close reading” practices at all levels
- To review and assess our use of valid and reliable assessments for a variety of purposes: screening, diagnostic, progress monitoring and outcome-based
- To support embedded professional development through the use of literacy coaches working in the classroom to model, observe and provide feedback related to expert reading and writing instruction
- To provide targeted training on F&P reading bands, with a focus on implications for instruction at all levels (including HS)

**PDP Goal #4 – To recruit and retain highly qualified faculty members and provide support throughout a teacher’s career**

Objective #1 – To support all teachers through the entire process of the new Annual Professional Performance Review

Strategy: To evaluate the needs of teachers and target subsequent training and support to meet on-going needs

Proposed  
Activities:

- Participation in training on Danielson’s 2013 Teacher Practice Rubric (OASYS Version)
- Training on understanding all components of APPR leading to the annual Teacher Effectiveness Rating
- Participation in evaluations using the new web-based teacher evaluation tools

Objective #2 – To provide a district-wide mentoring program that comprehensively addresses the demonstrated needs of mentors and beginning teachers throughout the year(s)



Strategy:

To evaluate the needs of mentors and beginning teachers prior to the start of school and target subsequent training and support to meet the on-going needs of program participants

Proposed  
Activities:

- Participation in training for mentors on how to be an effective mentor
- Participation in a new teacher orientation and meetings throughout the year
- Observational classroom visits focused on instructional strategies
- Participation in weekly mentor/beginning teacher conferences
- Evaluation of the effectiveness of the mentoring program annually

**PDP Goal #5 – To promote a safe and secure environment for all students, district employees and visitors**

Objective #1 – To continue to design professional development opportunities to facilitate compliance with Project Safe Schools against Violence in Education (SAVE) legislation

Strategy:

To utilize district-wide conference days and encourage participation of district-wide faculty and staff at conferences and workshops related to violence prevention and intervention

Proposed  
Activities:

- Continuation of the efforts of district-wide and building-based safety teams as outlined in the District-Wide School Safety Plan
- Participation in drills and table top exercises to ensure safety during a variety of emergency situations
- Participation in workshops related to blood borne pathogens, CPR, AEDs, suicide prevention, cyber-bullying, internet safety and social networking sites
- Participation in emergency preparedness training to include bus safety and field trip procedures
- TCI training for select leaders, teachers and staff

**PDP Goal #6 – To continue to promote increased *effective* technology integration and the use of 21<sup>st</sup> Century tools throughout the district**

Objective #1 – To maximize our knowledge and use of technology to enhance curriculum, instruction and assessment for all students

Strategy: Utilize leveled district-wide conference days and encourage maximum participation of district-wide faculty and staff at conferences and workshops related to effective technology integration

Strategy: Increased collaboration opportunities with the district technology coaches, technology liaisons, technology committee, and other district technology leaders

Proposed Activities:

- Training on what effective technology integration is utilizing the SAMR model
- Continued training on the use of the district's web-based curriculum management software program, other online programs, and/or other blended learning opportunities
- Participation in targeted training that supports effective technology integration in the classroom (i.e. Video, Collaboration, Communication, Blackboarding, virtual field trips, and other specific hardware and software utilized for educational purposes)
- Increased distance learning opportunities for students- host DL classes

Objective #2 – To maximize our knowledge and use of technology to enhance district-wide programs and services (systems)

Strategy: Utilize leveled district-wide conference days and encourage maximum participation of district-wide faculty and staff at conferences and workshops related to effective technology integration

Strategy: Increased collaboration opportunities with the district technology coaches, technology liaisons, technology committee, and other district technology leaders

Proposed  
Activities:

- Targeted Training on the following systems: OASYS, eSD guru, Google Apps for Education, eBeam, webex, etc.)

**PDP Goal #7 – To improve the academic achievement of students with disabilities and those who are academically at risk**

Objective #1 – To provide professional development opportunities for faculty and staff to improve our understanding of how to successfully meet the needs of students with disabilities

Strategy:

- To examine student achievement and disciplinary data of students with disabilities and target professional development opportunities toward improved teaching and support practices

Proposed  
Activities:

- Continued analysis of student achievement and disciplinary data to inform the delivery of rigorous instruction for students with disabilities
- Continued embedded professional development with the Special Education School Improvement Specialist, Melissa Macaluso.
- Use of conference days, department meetings and in classroom time to work on a variety of related topics:
  - Training in utilizing a variety of progress monitoring tools
  - Training in the use of specialized designed instruction, explicit instruction, differentiation and scaffolding
  - To continue to create standards-based IEPs with well-developed sections: Present Levels of Performance, Annual Goals and Transition Plans
  - Training to increase rigorous instruction of CCLS (critical vocabulary)
  - Training in understanding brain development, poverty and trauma and the effect on students learning and behavior
  - Training for teaching assistants to enhance students' independent application of skills, increase engagement and self-regulation/monitoring of behavior

- To continue to improve our use of i-Pads and other assistive technologies to enhance engagement and instruction

**PDP Goal #8 – To improve family/community engagement in and promote shared ownership for students’ academic programs and social/emotional well-being.**

Objective #1 – To examine alternative and multiple ways to improve reciprocal communication with families

Strategy:

- To improve our use of 21<sup>st</sup> Century tools to promote effective reciprocal communication between schools and families

Proposed Activities:

- To provide explicit training on the CCSS and supporting students’ success to families in a way that is meaningful and helpful to them (in a setting that they prefer)
- To provide continued PD for all school leaders, faculty and staff on successful strategies for engaging families
- To improve the website so that families may contact staff, obtain important information and download useful materials

Objective #2 – To monitor and evaluate the effectiveness and impact of the Social Emotional Development and Learning (SEDL) Plan

Strategy:

- To continue to meet as a district-wide SEDL, monitoring and evaluating various data sources to determine evidence of impact and to identify professional development needs

Proposed Activities:

- To provide professional development opportunities in the following areas:
  - Bullying prevention
  - Supporting students with severe emotional and behavioral difficulties and mental health needs

- De-escalation techniques
- Restorative Justice practices
- Second Step Curriculum

**School District Professional Development Plan**  
**Attachment III: District Resources**

What professional development funds, staff resources, external professional development providers, and other human and fiscal resources are available or may be developed in your community?

Identify the internal and external resources you will use to help you meet your goals (check all that apply):

Fiscal resources:

- ☒ Professional Grant Funds
- ☒ Title I Funds and Title IIA Funds

Staff resources:

- ☒ Curriculum leaders
- ☒ Literacy and instructional coaches
- ☒ Exemplary teachers (including teacher mentors)

Providers:

- ☒ Institutions of Higher Education
- ☒ Teacher Resource Centers
- ☒ BOCES (e.g., SCDN, SETRC, BETAC)
- ☒ Outside Consultants

Community (ICC Members)

- ☒ Major employers
- ☒ Community-based organizations
- ☒ Parents

Other

- ☒ IDEA Grants
- ☒ Mini-grants
- ☒ District Staff Development Funds
- ☒ New York State Mentor Teacher Internship Program (MTIP) grant funds (if applicable)

**School District Professional Development Plan  
Attachment VI: Implementation Plan**

See Appendix A (Combined Document)

**School District Professional Development Plan  
Attachment V: Evaluation Plan**

See Appendix A (Combined Document)

**SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT PLAN****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, administrations, and others identified in the plan.
- 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 and student performance standards;
  - is articulated within and across grade levels;
  - is continuous and sustained;
  - indicates how classroom instructions and teacher practice will be improved and assessed;
  - indicates how each teacher in the district will participate; and
  - reflects congruence between student and teacher needs and district goals and objectives.
- The plan indicates 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 at a public meeting by the Board of Education.

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Signature (Superintendent of Schools)

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(Date)



## Appendix A: 2016-2019 Troy City School District Professional Development Implementation and Evaluation Plan

**Goal #1: To review, align and develop 21<sup>st</sup> century curricula (aligned with the Common Core Learning Standards) to inform instruction and assessment**

Objective #1: To review, align and develop district-wide curricula in the areas identified for Years 2, 3 and 4 of the review

Strategy	Activity	Who	Time Frame	Performance Measure
<ul style="list-style-type: none"> <li>To involve curriculum leaders and extended teacher leadership in the completion of curriculum review, alignment and the development in the Year 2 Areas (Social Studies, Art and Music)</li> <li>To involve curriculum leaders and extended teacher leadership in the implementation of curriculum review, alignment and development in the Year 3 Areas (Science, Physical Education and Health)</li> <li>To involve curriculum leaders and extended teacher leadership in the planning for curriculum review, alignment and development in the Year 4 Areas (Mathematics, Technology, Family and Consumer Sciences and Business)</li> </ul>	<ul style="list-style-type: none"> <li>Provision of embedded professional development on the role of Efficacy and the Data Feedback Strategy (DFS) Process by grade level/department (to include the identification of proficiency targets)</li> <li>Continued examination and use of student achievement data from multiple sources (including Troy developed interim assessments) to inform curriculum, instruction and assessment at all levels</li> <li>Use of building-based planning team meetings, grade level/team meetings, new teacher orientation and faculty meetings to communicate the revised curriculum to faculty and staff</li> <li>Use of technology specialists to assist with maximizing our use of technology to enhance curriculum development and support more engaging instructional practices</li> </ul>	Assistant Superintendent for Curriculum and Instruction Principals/Questar III Curriculum Leaders PPS Director/RtI Coordinator/Director of Technology/Director of Athletics Librarians General Education Teachers Special Education Teachers	Summers 2016, 2017, 2018 Ongoing 16-17, 17-18, 18-19	K-12 Curriculum Mapping using adopted tool (Curricuplan) Documented 21 <sup>st</sup> Century student outcomes Lesson plans designed to address specific student needs as evidenced by data and that integrate technology and the library

## Goal #2: To improve the use of culturally responsive practices throughout the Troy City School District

Objective #1: To support the use of culturally responsive practices in all classrooms and departments throughout the district

Strategy	Activity	Who	Time Frame	Performance Measure
<ul style="list-style-type: none"><li>To continue to provide training in the area of culturally responsive practices for all administrators, faculty and staff</li></ul>	<ul style="list-style-type: none"><li>To support continued professional development with Dr. Powell on <i>Culturally Responsive Practices and the Common Core</i> and to partner with Dr. Powell to monitor and evaluate the evidence of impact within the system</li><li>To review and analyze all data by subgroups (academic, behavioral, suspension, etc.) and make recommendations for improvements</li><li>To develop culturally responsive classroom libraries</li></ul>	Assistant Superintendent for Curriculum and Instruction Principals/Questar III PPS Director RtI Coordinator/Coaches Dr. Tiffany Powell Librarians General Education Teachers Special Education Teachers	Summers 2016, 2017, 2018 Ongoing 16-17, 17-18, 18-19	Development of culturally responsive lessons, units and classroom libraries Elimination of disproportionality in suspension and other discipline data Improved academic achievement for all students and all subgroups

## Goal #3: To improve the teaching and learning of reading and writing within the Troy City School District

Objective #1: To incorporate research on the five areas of Reading instruction (phonics, phonemic awareness, vocabulary, fluency and reading comprehension) into consistent instructional practices in kindergarten through grade 6

Objective #2: To improve literacy instruction across the curriculum (K-12) (Vocabulary, Reading, Writing, Speaking and Listening)

Objective #3: To comprehensively review our use of assessments and interventions for Tier I, Tier II and Tier III students and make recommendations for improvements

Strategy	Activity	Who	Time Frame	Performance Measure
<ul style="list-style-type: none"><li>To provide intense professional development in explicit reading instruction (including guided reading groups)</li></ul>	<ul style="list-style-type: none"><li>To compile an inventory of current Reading curricula (including physical and digital materials)</li><li>To provide professional development in small group instruction</li></ul>	Assistant Superintendent for Curriculum and Instruction Principals/Questar III PPS Director RtI Coordinator Literacy & Instructional Coaches/Librarians General Education Teachers Special Education Teachers	Summers 2016, 2017, 2018 Ongoing 16-17, 17-18, 18-19	Improved instruction in the 5 key areas of Reading Observation of classroom instruction that employs Balanced Literacy Practices Improved student achievement in Reading and ELA

	<ul style="list-style-type: none"><li>• To develop curricula that is scaffolded with multiple points of access for students</li><li>• To examine Lucy Calkin’s “Units of Study” as they relate to the implementation of guided reading and writing practices</li><li>• To support the work of the literacy coaches in teaching the Instructional Strategies Approach (ISA) to all Reading and classroom teachers in grades K-6</li><li>• To continue the embedded PD around CCSS and modules</li><li>• To improve “close read” at all levels</li><li>• To review and assess our use of valid and reliable assessments for a variety of purposes: screening, diagnostic, progress monitoring and outcome-based</li><li>• To support embedded professional development through the use of literacy coaches working in the classroom to model, observe and provide feedback related to expert Reading instruction</li><li>• To provide targeted training on F&amp;P reading levels and implications for instruction at all levels (including HS)</li></ul>			
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#### **Goal #4: To recruit and retain highly qualified faculty members and provide support throughout a teacher's career**

Objective #1: To support all teachers through the entire process of the new Annual Professional Performance Review

Objective #2: To provide a district-wide mentoring program that comprehensively addresses the demonstrated needs of mentors and beginning teachers throughout the year(s)

<b>Strategy</b>	<b>Activity</b>	<b>Who</b>	<b>Time Frame</b>	<b>Performance Measure</b>
<ul style="list-style-type: none"><li>• To evaluate the needs of teachers and target subsequent training and support to meet on-going needs</li><li>• To evaluate the needs of mentors and beginning teachers prior to the start of school and target subsequent training and support to meet the on-going needs of program participants</li></ul>	<ul style="list-style-type: none"><li>• Participation in training on Danielson's 2013 Teacher Practice Rubric (OASYS Version)</li><li>• Training on understanding all components of APPR leading to the annual Teacher Effectiveness Rating</li><li>• Participation in evaluations using the new web-based teacher evaluation tool</li><li>• Participation in training for mentors on how to be an effective mentor</li><li>• Participation in a new teacher orientation and meetings throughout the year</li><li>• Observational classroom visits focused on instructional strategies</li><li>• Participation in weekly mentor/beginning teacher conferences</li><li>• Evaluation of the effectiveness of the mentoring program annually</li></ul>	Mentor Program Coordinator Assistant Superintendent for Curriculum and Instruction Principals/CASDA Curriculum Leaders PPS Director/RtI Coordinator/Director of Technology/Director of Athletics Librarians General Education Teachers Special Education Teachers	2016-2019 school years	Retention of teachers who demonstrate effective or highly effective teaching practices

## **Goal #5: To promote a safe and secure environment for all students, district employees and visitors**

Objective #1: To continue to design professional development opportunities to facilitate compliance with Project Safe Schools against Violence in Education (SAVE) legislation

<b>Strategy</b>	<b>Activity</b>	<b>Who</b>	<b>Time Frame</b>	<b>Performance Measure</b>
<ul style="list-style-type: none"><li>To utilize district-wide conference days and encourage participation of district-wide faculty and staff at conferences and workshops related to violence prevention and intervention</li></ul>	<ul style="list-style-type: none"><li>Continuation of the efforts of district-wide and building-based safety teams as outlined in the District-Wide School Safety Plan</li><li>Participation in drills and table top exercises to ensure safety during a variety of emergency situations</li><li>Participation in workshops related to blood borne pathogens, CPR, AEDs, suicide prevention, cyber-bullying, internet safety and social networking sites</li><li>Participation in emergency preparedness training to include bus safety and field trip procedures</li><li>TCI training for select leaders, teachers and staff</li></ul>	District-wide and building level safety teams Building principals PBIS Committees All faculty and staff	Ongoing through 2016-2019	Various improved measures of safety: improved drill times, increased recognition of positive student behaviors, reduction in student disciplinary referrals and suspension rates, and a reduction in violent and disruptive incidents

## **Goal #6: To continue to promote increased *effective* technology integration and the use of 21<sup>st</sup> Century tools throughout the district**

Objective #1: To maximize our use of technology to enhance curriculum, instruction and assessment for all students

Objective #2: To maximize our knowledge and use of technology to enhance district-wide programs and services (systems)

<b>Strategy</b>	<b>Activity</b>	<b>Who</b>	<b>Time Frame</b>	<b>Performance Measure</b>
<ul style="list-style-type: none"><li>Utilize leveled district-wide conference days and encourage maximum participation of district-wide faculty and staff at conferences and workshops related to effective</li></ul>	<ul style="list-style-type: none"><li>Training on what effective technology integration is utilizing the SAMR model</li><li>Continued training on the use of the district's web-based</li></ul>	Director of Technology Assistant Superintendent for Curriculum and Instruction Principals, District Administrators, Curriculum Leaders All Faculty and Staff	Ongoing through 2016-2019	Use of web-based curriculum software program throughout the summers of 2016, 2017 and 2018 Increased participation in technology training Increased use of technology in the classroom

<p>technology integration</p> <ul style="list-style-type: none"> <li>Increased collaboration opportunities with the district technology coaches, technology liaisons, technology committee, and other district technology leaders</li> <li>Utilize leveled district-wide conference days and encourage maximum participation of district-wide faculty and staff at conferences and workshops related to effective technology integration</li> <li>Increased collaboration opportunities with the district technology coaches, technology liaisons, technology committee, and other district technology leaders</li> </ul>	<p>curriculum management software program, other online programs, and/or other blended learning opportunities</p> <ul style="list-style-type: none"> <li>Participation in targeted training that supports effective technology integration in the classroom (i.e. Video, Collaboration, Communication, Blackboarding, virtual field trips, and other specific hardware and software utilized for educational purposes)</li> <li>Increased distance learning opportunities for students-host DL classes</li> <li>Targeted Training on the following systems: OASYS, eSD guru, Google Apps for Education, eBeam, webex, etc.)</li> </ul>	<p>Secretarial Staff Related Service Providers</p>		<p>Increased evidence of on-line and blended learning Use of i-pads for all students</p>
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## **Goal #7: To improve the academic achievement of students with disabilities and students academically at risk**

Objective #1: To provide professional development opportunities for faculty and staff to improve our understanding of how to successfully meet the needs of students with disabilities

<b>Strategy</b>	<b>Activity</b>	<b>Who</b>	<b>Time Frame</b>	<b>Performance Measure</b>
<ul style="list-style-type: none"> <li>To examine student achievement and disciplinary data of students with disabilities and target professional development opportunities toward improved teaching and support practices</li> </ul>	<ul style="list-style-type: none"> <li>Continued analysis of student achievement and disciplinary data to inform the delivery of rigorous instruction for students with disabilities</li> <li>Continued embedded professional development with Special Education School Improvement</li> </ul>	<p>Special Education School Improvement Specialist Assistant Superintendent for Curriculum and Instruction Principals/CASDA Curriculum Leaders PPS Director/RtI Coordinator/Director of Technology/Director of Athletics/Librarians General Education Teachers</p>	<p>Ongoing through 2016-2019</p>	<p>Improved performance of SWDs on state assessments Reduced classification rate Improved teaching practices Effective RTI processes</p>

	<p>Specialist, Melissa Macaluso</p> <ul style="list-style-type: none"> <li>• Use of conference days, department meetings and in classroom time to work on a variety of related topics: <ul style="list-style-type: none"> <li>○ Training in utilizing a variety of progress monitoring tools</li> <li>○ Training in the use of specialized designed instruction, explicit instruction, differentiation and scaffolding</li> <li>○ To continue to create standards-based IEPs with well-developed sections: Present Levels of Performance, Annual Goals and Transition Plans</li> <li>○ Training to increase rigorous instruction of CCLS (critical vocabulary)</li> <li>○ Training in understanding brain development, poverty and trauma and the effect on students learning and behavior</li> <li>○ Training for teaching assistants to enhance students' independent application of skills, increase engagement and self-regulation/monitoring of behavior</li> <li>○ To continue to improve our use of i-Pads and other assistive technologies to enhance engagement and instruction</li> </ul> </li> </ul>	Special Education Teachers		
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**Goal #8: To improve family/community engagement in and promote shared ownership for students' academic programs and social/emotional well-being.**

Objective #1: To examine alternative and multiple ways to improve reciprocal communication with families

Objective #2: To monitor and evaluate the effectiveness and impact of the Social Emotional Development and Learning (SEDL) Plan

Strategy	Activity	Who	Time Frame	Performance Measure
<ul style="list-style-type: none"> <li>To improve our use of 21<sup>st</sup> Century tools to promote effective reciprocal communication between schools and families</li> <li>To continue to meet as a district-wide SEDL, monitoring and evaluating various data sources to determine evidence of impact and to identify professional development needs</li> </ul>	<ul style="list-style-type: none"> <li>To provide explicit training on the CCSS and supporting students' success to families in a way that is meaningful and helpful to them (in a setting that they prefer)</li> <li>To provide continued PD for all school leaders, faculty and staff on successful strategies for engaging families</li> <li>To improve the website so that families may contact staff, obtain important information and download useful materials</li> <li>To provide professional development opportunities in the following areas:               <ul style="list-style-type: none"> <li>Bullying prevention</li> <li>Supporting students with severe emotional and behavioral difficulties</li> <li>De-escalation techniques</li> <li>Restorative Justice practices</li> </ul> </li> <li>Second Step Curriculum</li> </ul>	Parent Outreach Coordinators, Assistant Superintendent for Curriculum and Instruction Principals, Curriculum Leaders, PPS Director, RtI Coordinator, Director of Technology/Teachers	Ongoing through 2016-2019	Improved parent attendance at events and conferences More opportunities for parents to communicate with the school Improved participation of parents representing all students demographically





**Professional Development, Day One**  
**Wednesday, September 2, 2015**

<b>7:30 – 8:00 a.m.</b>	<b>Coffee &amp; Conversation in the Auditorium Lobby</b>	
<b>8:00 – 9:30 a.m.</b> TMS – Auditorium	<b>Welcome/Opening Remarks</b> Donna Watson, <i>Assistant Superintendent for Curriculum &amp; Instruction</i> Jason Schofield, <i>BOE President</i> Dominic Rizzo, <i>CSEA President</i> Seth Cohen, <i>TTA President</i> Paul Reinisch, <i>TAA President</i> John Carmello, <i>Superintendent of Schools</i>	
<b>9:45 – 11:00 a.m.</b> TMS – Rm. 134/135	<b><u>Session A – Faculty Meetings</u></b> <b>School 2</b> , Facilitated by Natélegé Turner-Hassell ➤ <i>Participants: All School 2 Faculty</i>	<b><u>REQUIRED</u></b>
TMS – LGI 1	<b>School 14</b> , Facilitated by Karen Cloutier ➤ <i>Participants: All School 14 Faculty</i>	<b><u>REQUIRED</u></b>
TMS – Rm. 215/216	<b>School 16</b> , Facilitated by Tracy Ford ➤ <i>Participants: All School 16 Faculty</i>	<b><u>REQUIRED</u></b>
TMS – Library	<b>School 18</b> , Facilitated by Virginia DonVito-MacPhee ➤ <i>Participants: All School 18 Faculty</i>	<b><u>REQUIRED</u></b>
TMS – Rm. 235/236	<b>Carroll Hill School</b> , Facilitated by Casey Parker ➤ <i>Participants: All Carroll Hill School Faculty</i>	<b><u>REQUIRED</u></b>
TMS – Auditorium	<b>Troy Middle School</b> , Facilitated by Brian Dunn ➤ <i>Participants: All Troy Middle School Faculty</i>	<b><u>REQUIRED</u></b>
THS – Cafeteria	<b>Troy High School</b> , Facilitated by Joe Mariano ➤ <i>Participants: All Troy High School Faculty</i>	<b><u>REQUIRED</u></b>
TMS – LGI 2	<b>School 12</b> , Facilitated by Jim Canfield ➤ <i>Participants: All School 12 Faculty</i>	<b><u>REQUIRED</u></b>
<b>11:00 – 12:00 p.m.</b>	<b>Lunch</b> ( <i>on your own</i> )	
<b>12:00 – 1:00 p.m.</b>	<b><u>Session B</u></b> <b>Department Meeting Time – Arranged by Department Leaders as Needed</b> ➤ <i>Participants: All 6-12 Core Teachers, K-12 Special Area Teachers – Room locations and agendas to be provided by department leaders</i> ➤ <i>All K-5 Teachers – Building-based Grade Level Team Meetings in your building</i>	

<b>12:00 – 3:00 p.m.</b> THS - Pool	<b><u>Session C</u></b> <b>Life Guarding Recertification</b> , Facilitated by Jason Jones ➤ <i>Participants: All Physical Education Teachers</i>	<b><u>REQUIRED</u></b>
<b>12:00 – 3:00 p.m.</b> TMS – Small Gym	<b><u>Session D</u></b> <b>Monitor Training</b> ➤ <i>Participants: All Monitors</i>	<b><u>REQUIRED</u></b>
<b>12:35 – 3:00 p.m.</b> School 12 Cafeteria	<b><u>Session E</u></b> <b>Pre-K Meeting</b> , Facilitated by Juli Currey ➤ <i>Participants: All Pre-K Teachers and TA's</i>	<b><u>REQUIRED</u></b>
<b>1:00 – 3:00 p.m.</b> TMS – Troy Room	<b><u>Session F</u></b> <b>Technology Training</b> , Facilitated by Jared Heiner ➤ <i>Participants: Any Faculty Who Did Not Attend Summer PD</i>	<b><u>REQUIRED</u></b>
Various Buildings	<b>Classroom Preparation and Right to Know</b> ➤ <i>Participants: Any Faculty Not Attending Technology Training</i>	



# ENLARGED CITY SCHOOL DISTRICT OF TROY

TODAY'S STUDENTS. TOMORROW'S LEADERS.

**Donna Watson, Ph.D.**  
Assistant Superintendent for  
Curriculum & Instruction  
475 First Street  
Troy, NY 12180  
(518) 328-5062

## Professional Development, Day Two Tuesday, September 8, 2015

**8:00 – 11:30 a.m.**

TMS – Auditorium

### **Session A**

#### **“High Level Look; What is Efficacy and How Does It Affect Me?”**

Facilitated by the Efficacy Institute

➤ *Participants: All Faculty (except Pre-K Faculty)*

*\*There will be a mid-morning break.*

**REQUIRED**

**11:30 – 12:30 p.m.**

**Lunch** (*on your own*)

**12:30 – 2:00 p.m.**

### **Session B**

#### **“Efficacy: Essential Questions”**

Facilitated by Building School Leadership Teams

➤ *Participants: All Faculty (except Pre-K Faculty); see specific room locations below*

**REQUIRED**

TMS – Rm. 134/135	School 2 Faculty
TMS – LGI 1	School 14 Faculty
TMS – Rm. 215/216	School 16 Faculty
TMS – Library	School 18 Faculty
TMS – Rm. 235/236	Carroll Hill School Faculty
TMS – Auditorium	Troy Middle School
THS – Cafeteria	Troy High School
TMS – LGI 2	School 12 Faculty

**9:00 – 12:00 p.m.**

Schools 2, 12, 14

### **Session C**

#### **Pre-K Orientation at Individual Buildings (School 2, 12 & 14)**

➤ *Participants: All Pre-K Faculty*

**REQUIRED**

**2:00 – 2:30 p.m.**

TMS – LGI 1

### **Session D**

**Elementary Handbook**, Facilitated by Judi Gawinski & Diane Allen

➤ *Participants: All Kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> Grade Faculty*

**REQUIRED**

TMS – Troy Room

**Elementary Handbook**, Facilitated by Linda Stumbaugh

➤ *Participants: All 3<sup>rd</sup>, 4<sup>th</sup> & 5<sup>th</sup> Grade Faculty*

**REQUIRED**

**12:30 – 2:00 p.m.**

THS – Athletic Office

### **Session E**

**Nurses Meeting**, Facilitated by Paul Reinisch

➤ *Participants: All TCSD Nurses*

**REQUIRED**

**2:00 – 3:00 p.m.**

Various Buildings

### **Session F**

**Classroom Preparation and Right to Know**

➤ *Participants: All Faculty (except K-5 Faculty attending Elementary Handbook Session)*



**Professional Development Day**  
**Friday, October 23, 2015**

**8:00 – 11:00am**

PS14 - Cafeteria

**Session A:**

**Clever Connections Workshop**, Facilitated by Greg Tang, Author and Staff Developer

➤ *Participants: Grade 5-8 Teachers*

TMS – Library

**Elementary Interim Assessment Project**, Facilitated by Dave Abrams, *Rose and Green Consulting*

➤ *Participants: "Cadre of Experts" (As assigned by Principals)*

**REQUIRED**

School 18  
Computer Lab

**i-Ready Training**, Facilitated by Susan Martin, *i-Ready Trainer*

➤ *Participants: Teachers will be notified by Donna Fitzgerald*

**REQUIRED**

THS

**TCI Refresher Course**, Facilitated by Colleen Syrett

➤ *Participants: All new SPED and Reading Teachers*

**REQUIRED**

School 12  
ALP - Tech Lab

**ALP Chromebook Rollout**, Facilitated by Christina Kole and Amy Fraser

➤ *Participants: All ALP Faculty and Staff*

**REQUIRED**

Please let your principal  
know where you are  
working with your grade  
level or department

**TCSD Efficacy Initiative**

Local Data Feedback Strategy Meetings

➤ *Participants: Anyone not attending required trainings*

**9:00 – 12:00pm**

THS – Cafeteria

**Session B:**

**TCSD Wellness Fair**

➤ *Participants: Any TCSD Faculty & Staff*

**11:00 – 12:00pm**

**Lunch** (*on your own*)

**12:00 – 3:00pm**

PS14 – Cafeteria

**Session C:**

**Clever Connections Workshop**, Facilitated by Greg Tang, Author and Staff Developer

➤ *Participants: PreK – Grade 4 Teachers*

School 12  
ALP – Tech Lab

**ALP Chromebook Rollout**, Facilitated by Christina Kole and Amy Fraser

➤ *Participants: All ALP Faculty and Staff*

**REQUIRED**

THS

**TCI Refresher Course**, Facilitated by Colleen Syrett

➤ *Participants: All new SPED and Reading Teachers*

**REQUIRED**

TMS – Room 205

**eSchool Data Training – Tracking our Benchmark Data**, Facilitated by Vinnie Leone, *NERIC eSchoolData Trainer*

➤ *Participants: Open to all elementary faculty and staff*

THS - Library

**Opioid Overdose Prevention for Schools**, Facilitator To Be Determined

- *Participants: All TCSD Nurses*

**REQUIRED**

Please let your principal know where you are working with your grade level or department

**TCSD Efficacy Initiative**

Local Data Feedback Strategy Meetings

- *Participants: Anyone not attending required trainings*

1:00 – 3:00pm

**Session D:**

**Fitness/Weight Training Refresher Course**, Facilitated by Brian Matthews,

*Phelps Gym Trainer*

- *Participants: All Physical Education and Health Teachers*

**REQUIRED**

THS – Gym



## Professional Development Day March 18, 2016

### Session A: 8:00am – 3:00pm (Lunch Break 11:00-12:00pm)

THS - Library	<b>TCI Refresher Course</b> , Facilitated by TCI Trainers ➤ Participants: All required will be notified by the TCI Trainers	<b><u>REQUIRED</u></b>
TMS – LGI 1	<b>Handwriting Without Tears</b> , Facilitated by Terri Foster ➤ Participants: <b><u>Required for ALL PreK teachers and teacher assistants</u></b> / Optional for Kindergarten and 1 <sup>st</sup> Grade teachers and teacher assistants	<b><u>REQUIRED</u></b>
TMS – Large Gym	<b>Physical Education Workshop</b> , Facilitated by Paul Reinisch ➤ Participants: All Physical Education Faculty (PS16 faculty to attend required PS16 session)	<b><u>REQUIRED</u></b>
Auditorium	<b>High School Efficacy Initiative</b> , Facilitated by Joe Mariano ➤ Participants: All THS Faculty & Staff	<b><u>REQUIRED</u></b>
School 16	<b>Creating a Mission Driven Culture</b> , Facilitated by the Efficacy Institute ➤ Participants: <b><u>All School 16 Faculty &amp; Staff</u></b>	<b><u>REQUIRED</u></b>
TMS – Troy Room	<b>Efficacy, Literacy &amp; Differentiation</b> , Facilitated by Brian Dunn ➤ Participants: All TMS Faculty & Staff	<b><u>REQUIRED</u></b>

### Session B: 8:00am – 11:00am

TMS – 7 <sup>th</sup> Grade Computer Lab	<b>RtIm Direct Training</b> , Facilitated by Megan McCormick, <i>Centris Group</i> ➤ Participants: All Reading Teachers (with the exception of School 16 teachers)	<b><u>REQUIRED</u></b>
TMS – Rooms 134/135	<b>Grades K-2 Scoring of Math Assessment</b> , Facilitated by Jen DeMarco ➤ Participants: All Elementary Grades K-2 Teachers	<b><u>REQUIRED</u></b>
TMS – Rooms 235/236	<b>Grades 3-5 Scoring of Math Assessment</b> , Facilitated by Nancy Smith ➤ Participants: All Elementary Grades 3-5 Teachers	<b><u>REQUIRED</u></b>

### Session C: 8:00am – 9:30am

TMS – Library	<b>Student Engagement</b> , Facilitated by Melissa Macaluso ➤ Participants: Open to all Faculty	<b><u>OPTIONAL</u></b>
TMS – Library Lab	<b>Google Calendar Training</b> , Facilitated by Christina Kole & Amy Fraser ➤ Participants: Building Secretaries/Typists Responsible for Creating the Building Calendar	<b><u>REQUIRED</u></b>

### Session D: 10:00am – 11:00am

TMS – Room 228	<b>Math Transition from TMS to THS</b> , Facilitated by Jen DeMarco & Nancy Smith ➤ Participants: All Middle School and High School Math Teachers	<b><u>REQUIRED</u></b>
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### Lunch: 11:00am – 12:00pm (on your own)

**Troy Community Provider Fair:** Staff are encouraged speak with service providers regarding support and services available to the school community. The fair will take place at TMS in the 1<sup>st</sup> floor hallway near the gym during lunch.

### Session E: 12:00pm – 3:00pm

TMS – 7 <sup>th</sup> Grade Computer Lab	<b>RtIm Direct Training</b> , Facilitated by Megan McCormick, <i>Centris Group</i> ➤ Participants: Teacher Representatives (selected by building principal) and Building PST Chairs	<b><u>REQUIRED</u></b>
School 18	<b>Efficacy Initiative &amp; Data Studies</b> , Facilitated by Mrs. DonVito-MacPhee ➤ Participants: All School 18 Faculty and Staff	<b><u>REQUIRED</u></b>
School 2	<b>Operationalizing the School 2 Vision &amp; Mission</b> , Facilitated by Mrs. Turner-Hassell ➤ Participants: All School 2 Faculty and Staff	<b><u>REQUIRED</u></b>

## Session F: 12:00pm – 1:30pm

TMS – Library	<b><u>Student Engagement</u></b> , Facilitated by Melissa Macaluso ➤ <i>Participants: Open to all Faculty</i>	<i>OPTIONAL</i>
School 14	<b><u>Student Engagement: Teach Like a Pirate!</u></b> , Facilitated by Karen Cloutier ➤ <i>Participants: All School 14 Faculty and Staff</i>	<b><u>REQUIRED</u></b>
TMS – Room 125	<b><u>Purchasing &amp; Ed-Data Workshop</u></b> , Facilitated by Deb McCormick ➤ <i>Participants: Anyone responsible for entering requisitions into nVision</i>	<b><u>REQUIRED</u></b>