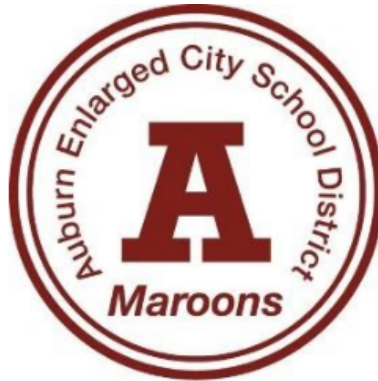


Auburn Enlarged City School District Professional Development Plan 2021-2026



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AECSO Curriculum Council Membership:

Assistant Superintendent for Curriculum and Instruction-Amy Mahunik

Administrators- Michelle Kolceski, Babette Valentine, Melissa O'Donnell, Shannon Dunbar, and Renee Burgess

Teachers- Doug McCall, Victoria Mazza, Cari Parkman, Elizabeth Cuddy, Kim Doan, Erik Untiedt, Andrew Corbett, John Ferrara, Dave Boudov, Julie Liccione, William Gilmore, Christine Hoskins-Tardibone, Jessica Barrette, Harmony Pidlypchak, James Myers, Brandi Bouley, Lisa Mizro, Sara Stroker, Brandy BurnsHadfield, Seth Kennedy, Peter Sikora, and MaryJo Turn
Other AECSO members- Melissa Picciano, Anne Herrling, Justin Herrling, Nick Musso, and Meghan Parry

DISTRICT GOALS

High-Quality Curriculum and Instruction

The Auburn Enlarged City School District will develop a framework and implement a high-quality curriculum, instruction, and balanced assessment model for all students. All staff will implement evidence-based practices including high yield instructional strategies that increase higher-order thinking, collaboration and creativity, and student engagement.

Leadership and Innovation

All members of the Auburn Enlarged City School District and community are valued and seen as contributors to the goals of the district. Allocation of resources will support job-embedded professional development dedicated to promoting creative problem solving and critical thinking. We will seek to leverage emergent ideas and insights to realize measurable achievement gains for educators and students.

Systems Thinking

The Auburn Enlarged City School District will continually create benchmarks for success that align targeted resources to evaluate and enrich the quality of our instructional programs. Each student will be provided equitable access to meet and exceed the standards for college and career readiness.

DCIP RECOMMENDATIONS- 2021-2022 (Future years to be added as they are developed)

- Prioritize social-emotional support and learning for students to reach their fullest potential.
- Prioritize data-driven instruction to match students' abilities and allow students growth.
- Prioritize an emphasis on engagement with groups in all areas of the district: students, staff, families, and community.
- Prioritize the implementation of multi-tiered systems of support (MTSS/RtI/AIS) across the district.

The Ten Standards for High-Quality Professional Development -NYSED

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

The district will utilize the *Completion of Approved Continuing Teacher and Leader Education (CTLE) Hour(s) Certificate* provided by NYSED which can be found at:

<http://www.highered.nysed.gov/tcert/pdf/ctle-certificate-completion-form.pdf>

Sponsors will issue certificates of completion and maintain records of all completed CTLE activities for at least eight years from dates of completion.

The following staff are subject to CTLE requirements:

Total number of CTLE clock hours for the registration period	No inactive periods during the registration period	Inactive during part of the registration period
Holds a Professional teacher or educational leader certificate or Teaching Assistant Level III certificate for the entire registration period	Complete 100 clock hours	Complete 20 clock hours for every year in which you were practicing in an applicable school
Originally held only Permanent certificate(s) and then obtains a subsequent Professional certificate during the registration period	Complete 20 clock hours for every year in which you were practicing in an applicable school while holding a Professional or Teaching Assistant Level III certificate	Complete 20 clock hours for every year in which you were practicing in an applicable school while holding a Professional or Teaching Assistant Level III certificate
Hold only Permanent certificate(s) for the entire registration period	Not subject to CTLE	Not subject to CTLE

CTLE reporting number: 509

AECS D Professional Development Structures:

	Ongoing & Data-Driven	Content Knowledge	Quality Teaching	Collaborative	Technology Integration	Parent & Family Engagement
Conference /Workshop						
Conferences Outside the District		x	x	x	x	
BOCES workshops CTLE Credit if it is in the content area of the educator's certificate, in pedagogy, or in language acquisition for English language learners.		x	x	x		
AECS D Technology Workshops CTLE Credit			x		x	x
AECS D Social-Emotional Workshops CTLE Credit	x	x	x	x	x	x
AECS D New Teacher Workshops		x	x	x	x	

CTLE Credit for sessions in the content area of the educator's certificate, in pedagogy, or in language acquisition for English language learners.						
On-Site Coaching						
BOCES Professional Learning Coach CTLE Credit if it is in the content area of the educator's certificate, in pedagogy, or in language acquisition for English language learners.	x	x	x	x		
AECSD Mentoring CTLE Credit offered: Effective December 31, 2019 (not retroactive), Educators acting as a mentor to a new classroom teacher as part of a school district's or BOCES' mentoring program may, at the discretion of the school district or BOCES, credit up to 30 hours of such time towards their CTLE requirement in each five-year registration period. Educators acting as a mentor to a teacher candidate may, at the discretion of the school district or BOCES, credit up to 25 hours of such time towards their CTLE requirement in each five-year registration period.	x	x	x	x		
Literacy Coaches Support CTLE Credit	x	x	x	x	x	
Technology Staff Developers Support CTLE Credit			x		x	x
APPR Process CTLE Credit	x		x			
AECSD Meetings						
Department/Grade Level Meetings	x	x	x	x	x	
Faculty Meetings	x	x	x	x		x
Summer Curriculum Development CTLE Credit offered		x	x	x	x	

Specific District Initiative CTLE Credit if it is in the content area of the educator's certificate, in pedagogy, or in language acquisition for English language learners.	x	x	x	x	x	x
Specific Program PD (My Math, SpringBoard, etc) CTLE Credit offered		x	x	x		x
AECSD Superintendent's Conference Days		x	x	x		

Auburn Enlarged City School District Professional Development Plan 2021-2022

AECSD	NEEDS ANALYSIS	ACTIVITIES	EVALUATION
<p>Priority #1: We prioritize the social emotional well-being of students, staff, families and community members by providing support and opportunities to learn and develop life long skills.</p>	<p>Student, staff and family survey collecting information on social-emotional connectedness</p> <p>Evidence from walkthroughs, observations, and team minutes</p> <p>Discipline and referral data</p> <p>Data from support service providers</p> <p>Analysis of SEL Screening tool, BIMAS</p>	<p>Overview of DCIP by Asst. Supt. of Curriculum & Instruction</p> <p>Reminder of EAP resource by Asst. Supt. of Student Services</p> <p>Building administrators will embed DCIP activities into faculty meetings and review the plan at January faculty meetings</p> <p>Develop a schedule for school counselors to attend grade level/department meetings</p> <p>Distribute SEL Handbook to K-12 teachers</p> <p>Continual professional development sessions for SEL curriculum, Second Step, and Therapeutic Crisis Intervention for Schools (TCIS)</p> <p>Daily morning meetings at K-6 level where Second Step lessons and restorative practices are implemented</p> <p>Extended homeroom once a week at Junior High to build authentic connections with students</p> <p>High School will conduct an exercise in relationship mapping at one faculty meeting and develop plans for students with few or no connections</p> <p>Social-emotional support teams will push into classrooms to introduce themselves and their services in September</p> <p>Implement SEL Screener, BIMAS, at secondary level</p>	<p>Discipline data</p> <p>Teacher evaluations</p> <p>Stakeholder survey responses from staff, students, and families</p>

Auburn Enlarged City School District Professional Development Plan 2021-2022

AECS D	NEEDS ANALYSIS	ACTIVITIES	EVALUATION
<p>Priority #2: We prioritize data-driven decision making to inform differentiated instruction to match students' academic potential.</p>	<p>Identify the benchmark (STAR, Eureka math tests) or other assessments (unit tests, midterms, final projects, writing assignments, authentic assessments as well as common and benchmark assessments) that are used in each content area and grade level.</p> <p>Data analysis should include looking at all groups of students for disparities in opportunity and subsequent performance (Race, Economic Disadvantage, gender, ELL, SWD, etc.)</p>	<p>Create and communicate an assessment calendar</p> <p>Develop a list for identifying K-12 assessments by grade level</p> <p>Continue implementation of Datawise Improvement Process for analyzing assessment data and provide professional development to facilitators</p> <p>Identify the standards/content and skills being measured by the assessment</p> <p>Communicate expectations and support for teachers to gather, analyze, and use data to inform their teaching and monitor student learning.</p> <p>Conduct weekly Data and MTSS meetings</p> <p>Allocation of time during building level, grade level, and departmental meetings.</p>	<p>Analyze student performance on those identified standards/content/ skills and monitor overtime for progress and interventions that are effective</p> <p>Using data protocols, reviewing student work, discussing student progress, and applying learning from PD should be evidenced in the identified meetings.</p>

Auburn Enlarged City School District Professional Development Plan 2021-2026

AECSD	NEEDS ANALYSIS	ACTIVITIES	EVALUATION
<p>Priority #3: We prioritize effective engagement of all district stakeholders: students, staff, families, and community.</p>	<p>A survey administered to staff, families, and students to formulate a plan to get all stakeholders involved in the whole child.</p> <p>Administrators to send out regular communications</p> <p>Communicate extracurricular opportunities for students</p> <p>Professional learning opportunities for staff to employ differentiated instruction that engages students</p>	<p>Continued implementation of personalized learning strategies</p> <p>Professional learning on differentiated instructional practices</p> <p>Embedded professional learning for implementing personalized learning and effective student engagement strategies</p> <p>Annual stakeholder surveys</p> <p>Attendance analysis at school community events</p> <p>Utilize social media outlets to keep lines of communication open between everyone</p> <p>Newsletters</p> <p>School Messenger</p> <p>SchoolTool</p> <p>Publication of clubs and extracurricular activities</p> <p>Student interest surveys</p>	<p>Stakeholder survey responses from staff, students, and families</p> <p>Attendance data reports</p> <p>Participation in clubs and extracurricular activities</p>

AECSD	NEEDS ANALYSIS	ACTIVITIES	EVALUATION
<p>Priority #4- We prioritize the development of a written, structured multi-tiered system of support (MTSS) process that is consistently communicated and implemented across the district with common expectations and accountability.</p>	<p>Student ELA and MATH data</p> <p>Previous student RTI data</p> <p>Multi-tiered Systems of Support plan that all staff will adhere to for district-wide systematic processes</p> <p>Documentation of a clearly defined process that includes steps, timeline, and individual student plans so all teachers will effectively implement the MTSS process with support from the RTI facilitator/coaches/student support team.</p> <p>Documentation and data from each building show that the system is impacting students in each building through a consistent process.</p>	<p>Develop written Multi-tiered Systems of Support (MTSS) Plan</p> <p>Communicate MTSS plan to all school staff at Staff Development Day</p> <p>Rtl chairpersons and coaches work with district and school leaders to communicate the process/expectations of identifying, intervening, and measuring success. (ongoing)</p> <p>Rtl chairpersons and coaches will create a video that illustrates the steps in the Rtl/MTSS process that will be available to all staff (Sept.)</p> <p>Check-ins will be conducted with teachers taking students through the MTSS process</p> <p>Data will be reviewed and analyzed at data meetings to determine instructional/social-emotional implications. Look at the progress of different groups such as race, gender, ethnicity, and socio-economic status.</p> <p>Schedule meetings and coverage in each building (if needed) will be published (Sept.). Deadlines for submission of referral paperwork, etc.</p>	<p>Completion of: Comprehensive student success plan</p> <p>Student profile worksheets</p> <p>MTSS referral form</p> <p>MTSS data tracking form</p> <p>All students involved in the RTI/MTSS process will show growth in the district academic benchmarks/district expectations.</p>

		<p>in advance of meeting dates will be included.</p> <p>Rtl facilitators and coaches will meet at least quarterly with district leadership to review roles/responsibilities, problem-solve, and review student data.</p> <p>PD will be provided to facilitators and coaches based upon building-level needs that are evident in the data</p>	
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Additional Information:

Mentoring teachers is a priority for professional development. New teachers in the district will participate in an initial summer workshop of 2-3 days followed by onsite mentoring and monthly support meetings with the Mentor Coordinator. Additional components of the program are detailed in the AECSD Mentoring Plan.

Each teacher is expected to participate in 35 hours of professional development each school year.

Staff training in violence prevention and intervention occurs throughout the school year. Therapeutic Crisis Intervention for Schools training is also provided annually through the local BOCES and district.

CTLE reporting number: 509

External providers of professional development:

Cayuga Onondaga Boards of Cooperative Educational Services (BOCES)

1879 W. Genesee St. Road

Auburn, NY 13021

(315)253-0361

Onondaga-Cortland-Madison Boards of Cooperative Educational Services (BOCES)

6075 E Molloy Rd,

Syracuse, NY 13211

(315) 433-2661

Zaner-Bloser

PO Box 16764

Columbus, OH 43216-6764

(800)421-3018

Amplify

(866) 629-2446

edsupport@amplify.com

The Reading League

103 Wyoming St. Second Floor

Syracuse, NY 13204

315-362-2621

heidi@thereadingleague.org

Professional Learning Community (PLC) Associates, Inc.

www.plcassociates.com

(585)264-0886

plc200@plcassociates.com