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# SYRACUSE CITY SCHOOL DISTRICT

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## Professional Development Plan

2019-2020





# SYRACUSE CITY SCHOOL DISTRICT

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## Introduction

Syracuse City School District (SCSD) is committed to prepare and inspire all of our students to innovate locally and contribute globally. To realize this district mission, SCSD is continuously improving teaching and learning by developing effective staff and building scalable systems.

The purpose of this plan is to create a framework for adult learning that is collaborative, continuous, embedded in daily practice, and focused on student achievement. This model builds on successful practices and strategies already employed by the district. We strive to strengthen a culture that supports all staff in achieving the district's goals.

The SCSD Strategic Plan, *Building Our Future*, will guide this work. The five priorities of the SCSD Strategic Plan are:

- Priority 1: Engage families and communities
- Priority 2: Implement culturally responsive practices
- Priority 3: Recruit, develop, support and retain the most effective, diverse staff
- Priority 4: Personalize learning for students
- Priority 5: Provide dynamic, rigorous curriculum and instruction

The Professional Development Plan for 2019-2020 is aligned to New York State Education Department (NYSED) requirements for district professional development. In addition, professional learning in SCSD is aligned to professional learning standards of Learning Forward (formerly the National Council on Staff Development). The Learning Forward standards are based on the following **theory of action**:

**If** appropriate structures are in place (context),  
a variety of best practices (processes) are used,  
**and** appropriate knowledge and skill acquisition are occurring (content),  
**then** professional learning will impact student achievement.

Learning Forward's Professional Learning Standards published in 2001 included an equity standard, which stated: *"Professional learning that improves the learning of all students; prepares educators to understand and appreciate all students; creates safe, orderly, and supportive learning environments; and holds high expectations for their academic achievement."*

## Learning Forward Professional Learning Standards

The Learning Forward Professional Learning Standards draw from research and evidence-based practice, describe a set of expectations for effective professional learning that lead educators towards equity and excellence. The standards serve as indicators that guide the learning, facilitation, implementation, and evaluation of professional learning.

As with earlier versions of the standards, including the last revision in 2001, Learning Forward invited representatives from leading education associations and organizations to contribute to the development of the standards. Together, these representatives reviewed research and best practice literature to contribute to the standards revision with consideration of their own constituencies, including teachers, principals, superintendents, and local and state school board members.

1. **Learning Communities:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
2. **Leadership:** Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
3. **Resources:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
4. **Data:** Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
5. **Learning Designs:** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
6. **Implementation:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.
7. **Outcomes:** Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

## New York State Standards for High Quality Professional Development

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

## Professional Learning in SCSD

### Mission

The mission of professional learning in SCSD is to actively engage all educators in continuous professional growth, designed to increase the success of all students.

### Vision

The vision of professional learning in SCSD is to create an environment of collegiality and collaboration where all educators have opportunities to increase knowledge, improve performance, enhance professional satisfaction, and increase student learning.

### Definition of Professional Learning

Effective professional learning is vital for educators to implement new knowledge, skills, and practices in their classrooms that lead to increased learning for students.

SCSD defines professional learning as a comprehensive system of continuous improvement. Educators engage in experiences that provide them with the knowledge and skills to intentionally address changes in practice that are necessary to ensure students succeed in all subject areas and meet challenging standards. Effective professional learning activities that provide a continuous learning journey for educators include the following features:

- **Sustained Over Time:** Research says that it takes 49+ hours for each of the adults in our system, on each of the topics of study, to realize results for students. Professional learning needs to be a scaffolded series of meaningful experiences that are continuous cycles of doing, reflecting/discussing, and refinement.
- **Collaborative:** Individual and collective responsibility that promotes inquiry and shared accountability for student achievement among all educators within the learning system. Feedback loops from colleagues, coaches, and/or supervisors to assist educators in reflecting on practice and determining any changes that may be necessary are critical features.
- **Job-Embedded:** Professional learning should include opportunities to work collaboratively with other teachers; to observe in other classrooms; to have time for practice and feedback; and provides a mechanism for benchmarking progress and evaluating learning outcomes.
- **Data/Results Driven:** Data driven professional learning should consider the goals for the learning experience, the characteristics of the learners, the comfort of the learners with each other and with the content, the work environment, availability of resources, and the magnitude of the expected change in educator behavior and practice. There should be a balance of knowledge gained from looking inward at data and analysis of practice with what can be learned by looking outward at research or information from those acknowledged as experts.

## New York State Education Department Regulations and Requirements

The SCSD Professional Development Plan meets the requirements of the 100.2 (dd) Regulations of the State of New York by providing certificate holders with opportunities to improve student learning by engaging in meaningful, focused professional development opportunities aligned with the New York State Learning Standards. The SCSD Professional Development Plan provides all teachers, teaching assistants, and long-term substitute teachers with substantial professional development opportunities. These opportunities enable professional certificate holders to keep certificates in good standing by successful completion of 100 hours of professional development for public education professionals every five years.

The district ensures that 15% of total professional development hours for all certificate holders will be specific to the needs of ENLs and 50% of total professional development hours for Bilingual Education and ENL/ESL teachers will be specific to the needs of ENLs.

### Professional Certification Requirements

Holders of NYS professional certification and Teaching Assistant III certification must complete 100 hours of professional development every five years to maintain their NYS certification as per Section 3006 of the Education Law. Administrators, teachers, and teaching assistants serving in grades Pre-K-12 will be offered opportunities to meet the hourly mandate through a variety of professional learning opportunities. These opportunities occur yearly and include the following:

Category	Date	Hours
Supt's Day	09/03/2019	6.0
Supt's Day	09/04/2019	6.0
Supt's Day	11/05/2019	6.0
Supt's Day	03/11/2020	6.0
Supt's Day	06/26/2020	6.0
<b>Building Based PD</b>	2019-20	8.0
	Yearly Total	38.0

Staff have additional opportunities to participate in professional development outside of the school day and year. All teachers hired by SCSD participate in New Educator Orientation and are provided additional professional development opportunities throughout the school year. Teachers may also enroll in approved graduate courses that fulfill the 100-hour regulation requirement.

All professional development opportunities for administrators, teaching assistants, and aides are listed in the course catalog generated through the Performance Matters Professional Development Platform.

## Professional Learning Structures

Professional learning in SCSD will provide opportunities for all educators to engage in turnaround strategies, research-based practices, district initiatives, and Strategic Plan priorities which include, but are not limited to:

District-Led	<ul style="list-style-type: none"> <li>• Fall, Winter, Spring, Summer Professional Learning Continuum</li> <li>• Superintendent’s Conference Days</li> <li>• Leadership Academies</li> <li>• Instructional Coach Academies</li> <li>• Superintendent Aspiring Leader Academy (SALA)</li> <li>• Turnaround School Leaders Program</li> <li>• Content Symposiums and Institutes</li> <li>• Calibration Sessions for Teacher, Vice-Principal, Principal, and Central Office Leader Evaluation Models</li> </ul>
Building-Based	<ul style="list-style-type: none"> <li>• Superintendent’s Conference Days</li> <li>• Collaborative Team Learning Time</li> <li>• Professional Learning Communities</li> <li>• Building-Based Grant Funded Professional Development</li> <li>• Job-Embedded Coaching</li> <li>• Focused Professional Development that Supports School Improvement Plans</li> </ul>
Teacher Driven	<ul style="list-style-type: none"> <li>• Summer Professional Development</li> <li>• Fall, Winter, Spring, Summer Professional Learning Continuum</li> <li>• Fellowships (e.g. SyraFUSE)</li> <li>• Team Learning</li> <li>• Self-Directed Learning</li> </ul>

\*Professional Learning 2.0 will consist of a four-part learning continuum for the 2019-2020 school year. This continuum will offer a customized and sequential professional learning series (fall, winter, spring, summer) with intentionally planned collaboration, follow-up, and reflection for all educators in all roles.

### Goals:

- Utilize varied learning designs to build knowledge, skills, behaviors, and dispositions that support the transformation of educator practice as aligned to district priorities.
- Support the design of content sessions that promote active engagement, varied facilitation styles, and opportunities for reflection and participant collaboration.
- Enhance educators’ professional growth, in knowledge and skills, to impact student learning.



## Shifts in Professional Learning

From current research we now know that in order to have teachers and students learning at high levels, professional development needs to shift as follows:

From:	To:
<ul style="list-style-type: none"> <li>Focus on teacher needs only</li> </ul>	<ul style="list-style-type: none"> <li>Focus on student learning needs and what learning teachers will need in order to help students learn at high levels</li> </ul>
<ul style="list-style-type: none"> <li>Focus on individual development</li> </ul>	<ul style="list-style-type: none"> <li>Focus on individual, school, and system-wide learning and improvement</li> </ul>
<ul style="list-style-type: none"> <li>Transmission of knowledge, skills, strategies</li> </ul>	<ul style="list-style-type: none"> <li>Inquiry for teaching and learning</li> </ul>
<ul style="list-style-type: none"> <li>Pull-out training</li> </ul>	<ul style="list-style-type: none"> <li>Job-embedded learning</li> </ul>
<ul style="list-style-type: none"> <li>Generic teaching skills</li> </ul>	<ul style="list-style-type: none"> <li>Combination of content knowledge and content-specific pedagogy</li> </ul>
<ul style="list-style-type: none"> <li>Fragmented, piecemeal, one-shot</li> </ul>	<ul style="list-style-type: none"> <li>Driven by clear, coherent, long-term strategic plan</li> </ul>
<ul style="list-style-type: none"> <li>District direction and decision-making</li> </ul>	<ul style="list-style-type: none"> <li>School direction and decision-making in alignment</li> </ul>
<ul style="list-style-type: none"> <li>Professional developers as trainers</li> </ul>	<ul style="list-style-type: none"> <li>Professional developers as coaches, consultants and mentors</li> </ul>
<ul style="list-style-type: none"> <li>Professional development as some people's job</li> </ul>	<ul style="list-style-type: none"> <li>Professional learning as everyone's job</li> </ul>
<ul style="list-style-type: none"> <li>Professional development for teachers</li> </ul>	<ul style="list-style-type: none"> <li>Professional learning for everyone</li> </ul>
<ul style="list-style-type: none"> <li>Professional development as a frill</li> </ul>	<ul style="list-style-type: none"> <li>Professional learning as essential</li> </ul>
<ul style="list-style-type: none"> <li>Professional development for teacher improvement</li> </ul>	<ul style="list-style-type: none"> <li>Professional learning for the community of learners in support of student success</li> </ul>
<ul style="list-style-type: none"> <li>Awareness and one- or two-session workshops</li> </ul>	<ul style="list-style-type: none"> <li>Professional learning that provides adequate time for learning, practice, and adequate follow-up</li> </ul>
<ul style="list-style-type: none"> <li>Individual decisions</li> </ul>	<ul style="list-style-type: none"> <li>Collegial discussions and decisions</li> </ul>
<ul style="list-style-type: none"> <li>Individual/general applications</li> </ul>	<ul style="list-style-type: none"> <li>Engaging and supported "thin slices" of learning</li> </ul>
<ul style="list-style-type: none"> <li>Professional development without accountability for student achievement</li> </ul>	<ul style="list-style-type: none"> <li>Professional learning that sets student learning outcomes, which define equitable expectations for all students to achieve at high levels, and holds educators accountable for implementing appropriate strategies to support student learning*</li> </ul>

*\*Learning Forward, Standards for Professional Learning (2011) Learning Forward, Oxford, OH*

## Comprehensive Professional Learning System

A comprehensive professional learning system\* is the infrastructure for developing individual, team, school, and district capacities needed to ensure educator effectiveness and career advancement and success for all students. Policies, practices, resources, and management need to align to provide equity, efficiency, and effectiveness in order to achieve intended results for educators and students. Table 1 identifies core policy elements with descriptions needed for full implementation of a comprehensive professional learning system along with specific reflection of practices in SCSD.

District Core Policy Elements with Descriptions and SCSD Current State:

Policy Elements	Description	Current State in SCSD
Definition of professional learning to establish common understanding and practice.	Defines professional learning and positions it as a comprehensive system of improvement, occurring continuously, and engaging educators in collaborative learning primarily at their worksite (job-embedded) with additional opportunities outside their worksite.	The Professional Development Department provides tools and guidance to departments and schools in designing professional learning that aligns to district expectations.
Standards for professional learning to establish quality indicators.	Delineates research-based standards for professional learning that are used to monitor and measure effectiveness, efficiency, and equity in the professional learning.	Currently all SCSD professional learning course sections align to the professional learning standards.
Ongoing assessment and evaluation with data.	Requires formative and summative evaluation of the equity, effectiveness, and efficiency of professional learning for both accountability and improvement.	The district provided an Impact Report for Summer Professional Learning that included measurement of teacher reaction and learning. In addition to the Impact Report for Summer Professional Learning, the Professional Development team will create and implement Impact Reports collaboratively with departments and buildings.
Resources (e.g. time, staff, technology, funding, and materials) for ensuring effective professional learning.	<p>Allocates time for professional learning within the workday several times per week and sets aside additional days, approximately 10 per school year, for staff learning.</p> <p>Requires set-aside and/or adequate funding to ensure application of learning to achieve full implementation.</p>	<p>The Professional Development Department consists of Director, PD Liaison (Teacher on Special Assignment) and two clerical staff members. In addition to managing the Professional Development Center, the staff provides guidance and support to departments and buildings for ensuring effective professional learning structures and processes are in place to support educators.</p> <p>Title IIA funds, materials, and specific time structures are dedicated to design and provide professional learning opportunities for educators to support student achievement.</p>

Source: Learning Forward. (2012). *Seizing the Moment: State Lessons for Transforming Professional Learning*, p. 2.

## Needs Assessment

A Professional Learning Needs Assessment was conducted in 2019 by the Professional Development Department as part of the Examine Data and Research step of the Comprehensive Professional Learning Process. The Coordinating Committee of Professional Development (CCPD) and Syracuse Teacher Center collaborated with SCSD to ensure participation of all stakeholders in this process. The following is a brief summary timeline of the Needs Assessment process for 2019.

- The Professional Development Team launched the work for Comprehensive Professional Learning Planning with stakeholders to develop a shared set of beliefs and understanding of high-quality professional learning.
- CCPD members participated in five data and research inquiry stations over four hours to identify key takeaways and considerations for professional learning.
- Data and Research Inquiry Stations were grouped into five main categories:
  1. How could Teacher Evaluation data influence educator professional learning and classroom practice in SCSD?
  2. How could the Diagnostic Tool for School and District Effectiveness (DTSDE) PD Self-Assessment data influence professional learning planning in SCSD?
  3. How could the Learning Forward Implementing Instructional Materials survey data influence a progressive design of professional learning in SCSD?
  4. How could Educator Reaction PD Survey Data influence professional learning design and planning in SCSD?
  5. How could the research, *Leading PD that Works*, (ASCD, March 2019), support continuous professional growth in SCSD?
- Findings from the Data and Research Inquiry Stations helped to identify the trends and needs for professional learning.
- The Professional Development Team then worked to develop long and short-term professional goals and objectives to guide the 2019-20 school year.

For the Complete Steps of a Comprehensive Learning System, please see appendix for an overview of the steps.\*

As part of the ongoing planning cycle described above, the Syracuse City School District reviews multiple sources of data to inform professional development. The following items are analyzed throughout each school year to determine the focus strands and delivery of the professional development plan:

<p><b>Student Achievement Data</b></p> <ul style="list-style-type: none"> <li>• School Report Card</li> <li>• NYS and District Assessments (e.g., 3-8 testing and Regents exams)</li> <li>• Disaggregated Student Achievement Data</li> <li>• Report Cards</li> <li>• VADIR/DASA Reports</li> <li>• Supervisor and Department Data Analyses and Recommendations</li> <li>• Counseling and Social Work Records</li> <li>• Student Attendance and Discipline Reports</li> <li>• Graduation and Drop-out Rates</li> <li>• Special Education Identifications and Annual Reviews</li> <li>• NYS Learning Standards</li> <li>• College Placement Rates</li> <li>• Academic Intervention Services and Response to Intervention Records</li> <li>• Local Assessment Data – Common Interim, Screening, and Progress Monitoring</li> </ul>	<p><b>Surveys</b></p> <ul style="list-style-type: none"> <li>• Professional Development Needs Assessment</li> <li>• Professional Development Evaluation/Feedback Survey</li> <li>• Exit Tickets</li> </ul> <p><b>Additional Data Sources</b></p> <ul style="list-style-type: none"> <li>• BEDS Data</li> <li>• Student Performance Data</li> <li>• Teacher Retention and Turnover Rates</li> <li>• Professional Performance Reviews and Observations/Evaluations</li> <li>• Program Evaluations</li> <li>• Teacher Evaluations</li> <li>• School and District Review Feedback</li> <li>• Feedback from Curriculum Committee (CCPD)</li> <li>• SED Regulations and Mandates</li> <li>• Mentor Program Evaluations</li> </ul>
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## Goals and Implementation Plans for 2019-2020 Professional Development

Based on the completion of a needs assessment, the district identified the following goals and objectives for the 2019-2020 school year. Below, each objective is broken down into Resources/Inputs, High Level Activities to Drive Change, Outputs, and Outcomes.

### **Goal 1: Develop and Implement Aligned, Customized, and Sequential Professional Learning Opportunities that Extend into Practice**

#### **Objectives:**

- 1.1 Professional learning opportunities are aligned to maximize impact.
- 1.2 Professional learning opportunities are customized and sequential.
- 1.3 Professional learning opportunities extend into practice.

### **Goal 2: Monitor and ensure the quality, equity, and impact of professional learning**

#### **Objectives:**

- 2.1 Professional learning opportunities reflect effective professional learning structures and high-quality design.
- 2.2 Professional learning opportunities ensure equity of resources, materials, and opportunities.
- 2.3 Professional learning opportunities utilize a system to measure impact.

*According to Hayes Mizell, effective professional learning must be embedded in the daily work of teachers and provide opportunities for teams to engage in focused learning around specifically identified student needs.*

**Goal 1: Develop and implement aligned, customized, and sequential professional learning opportunities that extend into practice.**

Resources/Inputs	High Level Activities to Drive Change	Outputs	Short Term Outcome	Intermediate Outcome	Long Term Outcome
	1.1 Professional learning opportunities are aligned to maximize impact.				
Effective needs assessment and targeting of participants	Utilize Professional Learning Planning Resources and the Performance Matters course proposal/approval process to ensure course content is aligned to: <ul style="list-style-type: none"> <li>SCSD Strategic Plan Priorities</li> <li>PD focus strands</li> <li>District initiatives</li> <li>Educator effectiveness rubric (Danielson)</li> </ul>	Courses are developed and implemented with alignment to: <ul style="list-style-type: none"> <li>SCSD Strategic Plan Priorities</li> <li>PD focus strands</li> <li>District initiatives</li> <li>Educator effectiveness rubric (Danielson)</li> </ul>	By November 2019, 80% of courses offered are aligned, as evidenced by CCPD's tracking and analysis of offerings, as well as the completion of PD alignment meetings with all buildings and departments.	By April 2020, 90% of courses offered are aligned, as evidenced by CCPD's tracking and analysis of offerings.	By June 2020, 100% of district and building professional learning offerings are aligned, as evidenced by CCPD's tracking and analysis of offerings.
Adequate materials, equipment, facilities to ensure full participation	1.2 Professional learning opportunities are customized and sequential.				
Adequate staff to ensure full participation	Develop and implement personalized professional learning pathways that are: <ul style="list-style-type: none"> <li>Customized by role</li> <li>Differentiated by experience and performance</li> <li>Leveled as foundational, intermediate, and specialized</li> <li>Varied modes/methods of delivery, including virtual and hybrid opportunities</li> <li>Driven by needs and data/results</li> </ul>	Customized, sequential and personalized professional learning pathways are developed, implemented, and offered to SCSD staff members throughout the year in a four-part learning continuum (fall, winter, spring, summer). The PD department will offer exemplars and tools to facilitate customized and sequential learning opportunities.	By November 2019, 50% of courses offered are customized and/or sequential as evidenced by CCPD's tracking and analysis of all PD sessions from departments and buildings.	By April 2020, 80% of courses offered are customized and/or sequential as evidenced by CCPD's tracking and analysis of all PD sessions from departments and buildings.	By June 2020, 100% of professional learning pathways have been identified and implemented.
Adequate funds to ensure full participation	1.3 Professional learning opportunities extend into practice.				
Adequate time in school and district schedule to ensure full participation	Identify and leverage tools/structures and processes to support extension into practice such as: <ul style="list-style-type: none"> <li>Coaching cycles</li> <li>PLC's</li> <li>Collaboration/Networking</li> <li>Walk-throughs</li> <li>Feedback (One month follow up survey)</li> </ul>	Professional learning follow-up sessions are designed and implemented to ensure extension into practice with support from coaching cycles, PLC's, collaborative/ networking teams, feedback, and walk through tools.	By November 2019, 80% of district and building level professional learning has follow-up and support in place to ensure extension into practice.	By April 2020, 90% of district and building level professional learning has follow-up and support in place to ensure extension into practice.	By June 2020, 100% of district and building level professional learning has follow-up and support in place to ensure extension into practice.  By June 2020, 80% of PD offerings will result in change in educator practice as measured by the One Month Follow-Up survey.

Goal 2: Monitor and ensure the quality, equity, and impact of professional learning.					
Resources/Inputs	High Level Activities to Drive Change	Outputs	Short Term Outcome	Intermediate Outcome	Long Term Outcome
Effective needs assessment and targeting of participants	2.1 Professional learning opportunities reflect effective professional learning structures and high-quality design.				
	Provide guidance and support on high quality design elements and utilizing: <ul style="list-style-type: none"> <li>SCSD Rubric for Planning &amp; Measuring Quality Professional Development</li> <li>SCSD Professional Learning Planning Document</li> <li>SCSD Professional Learning Alignment Guidance Document</li> <li>Facilitator's Toolbox</li> </ul>	Departments and buildings utilize professional learning planning resources to reflect best practices when designing, developing, and implementing professional learning. The PD department will offer exemplars and tools to facilitate effective professional learning structures and high-quality design.	By November 2019, the Facilitator's Toolbox will be created and accessible to departments and buildings to reflect effective professional learning structures and high-quality design.	By April 2020, CCPD will provide a mid-year report, after analysis of course offerings from winter and spring, to ensure at least 80% of departments and buildings are providing professional learning that includes effective structures and high-quality design.	By June 2020, CCPD will provide an end-of-year report, after analysis of all course offerings, to ensure 100% of departments and buildings are providing professional learning that includes effective structures and high-quality design.
Adequate materials, equipment, facilities to ensure full participation	2.2 Professional learning opportunities ensure equity of resources, materials, and opportunities.				
	Assist departments and buildings in planning equitable professional learning opportunities, resources, and materials.	Professional learning offerings, materials, and resources are afforded to every educator in SCSD.	By November 2019, 100% of courses, materials, and resources from summer and fall tracked and analyzed by departments, buildings, and CCPD for equity.	By April 2020, 100% of courses, materials, and resources from winter and spring tracked and analyzed by departments, buildings, and CCPD for equity.	By June 2020, ensure that 100% of SCSD educators have access to equitable resources, materials, and professional learning.
Adequate staff to ensure full participation	2.3 Professional learning opportunities utilize a system to measure impact.				
	Create professional learning impact reports with identified metrics and share with stakeholders for analysis and reflection.	Develop and implement professional learning impact reports utilizing the following indicators: <ul style="list-style-type: none"> <li>Educator Reactions</li> <li>Educator Knowledge &amp; Skills</li> <li>Change in Educator Practice</li> <li>Needed Organizational Support</li> <li>Change in Student Learning</li> </ul>	By November 2019, a PD impact report with identified metrics will be developed, and initial data will be collected by departments and buildings.	By January 2020, develop data dashboards to run reports on trends of professional learning. Preliminary Impact reports shared and reviewed with stakeholders to determine areas of strength and growth.	By June 2020, 100% of departments and buildings will be on track to complete, analyze, share, and reflect on an impact report. Impact reports will be used to create the following year's professional learning plan.
Adequate funds to ensure full participation					
Adequate time in school and district schedule to ensure full participation					

## Additional Information on the Support of Probationary Teachers

The following supports are in place to ensure the growth, support, and development of probationary teachers in the Syracuse City School District.

<b>1. New Employee Onboarding</b>	Every new employee to the district is required to attend a 2-hour onboarding session in the Office of Human Resources. This orientation ensures that employees complete appropriate paperwork and receive an introduction to benefits. New hires receive an overview of the district website, employee email, employee self-service, the absence reporting system, and career ladder opportunities. Employees are also provided key Board of Education policies pertaining to conduct and expectations. There is an opportunity to provide additional resources to ensure employees have information from other departments as well.
<b>2. New Educator Orientation (NEO)</b>	<p>The Teachers' Association and the SCSD jointly develop a multi-day and multi-year induction program for newly hired educators. Educators are required to participate in the program during their first two years of employment.</p> <p>Year one includes a 10-day program encompassing an introduction to the district and the fundamentals of ensuring district instructional and cultural goals:</p> <ol style="list-style-type: none"><li>1. Instruction –Teacher leaders and district leaders assist new educators by communicating and establishing instructional goals for school success, and using student work and assessments to guide instructional decisions.</li><li>2. Instructional Leadership – New educators collaborate with their principals to learn about their new school and new educator support that advances the school's mission and success.</li><li>3. Professional Capacity – Teacher leaders and district leaders build collegiality and collaborate on instruction with new educators to improve instruction. New educators are required to participate in 15-hours of continuing professional development year one through the District's Educational Research &amp; Dissemination (ER&amp;D) Program.</li><li>4. Learning Climate – Teacher leaders and district leaders demonstrate high expectations for themselves and new educators and have mutually respectful, caring interactions in a welcoming school environment. Culturally responsive education is the focus of this training.</li><li>5. Family and Community Involvement – Teacher leaders and district leaders model regular, effective communication about expectations and student progress. They provide guidance for new educators in these areas.</li></ol> <p>Year two encompasses a 5-day learning experience that extends practice and learning with the fundamentals noted above.</p>

<p><b>3. Educational Research and Dissemination (ER&amp;D) Training</b></p>	<p>The ER&amp;D Training coincides with NEO in order to familiarize new educators with professional, curriculum, and instructional expectations. The ER&amp;D Program is research-based professional development designed to connect theory, practice, and student outcomes. This 15-hour program is held after school during the school year and is facilitated by members of the Syracuse Teachers' Association.</p>
<p><b>4. Peer Assistance and Review (PAR) Program</b></p>	<p>The PAR Program is a cooperative union/management program of teacher evaluation for first-year teachers in the district. The Syracuse Plan is a teacher performance tool based on peer assistance, coaching, and evaluation. The foundation of this program is a belief in teacher quality as the key to student success. To that end, Syracuse Teachers' Association and the administrative staff of the Syracuse City School District (SCSD) work collaboratively to plan and implement a PAR program in the district. The PAR program identifies outstanding, experienced teachers called, PAR Consultants, to support, guide, and evaluate newly hired teachers.</p> <p>The PAR Panel is the governing body of the Syracuse PAR Program. The Panel consists of five appointed union representatives named by the STA president and four management representatives, one named by the Superintendent of Schools and three appointed by the SAAS president. The unions and management will work to achieve consensus regarding panel members, however STA, SAAS and the SCSD retain the right to appoint their respective members. The PAR Panel will be co-chaired between the President of the Syracuse Teachers' Association and the Superintendent's designee, the Chief Human Resources Officer.</p> <p>The PAR Panel interviews and recommends to the Superintendent, teachers to be hired as PAR Consultants. The panel also:</p> <ol style="list-style-type: none"> <li>1. manages the budget;</li> <li>2. plans and identifies applicable professional development;</li> <li>3. assigns new teachers to each PAR consultant;</li> <li>4. sends a letter to the school principal and intern informing each of the assigned PAR consultant;</li> <li>5. accepts or rejects the evaluation recommendations of the consultant teachers;</li> <li>6. makes employment recommendations regarding interns to the Superintendent;</li> <li>7. monitors and evaluates consultant teachers' performance;</li> <li>8. notifies the appropriate assistant superintendent when a PAR consultant is to return to a classroom assignment; and</li> <li>9. takes responsibility for all other aspects of the program.</li> </ol> <p>The evaluation process is one of continuous mutual goal-setting, based on detailed observations and follow-up conferences. The consultant teacher and first-year teacher will establish goals for ongoing improvement based on specific evaluation criteria. The criteria are those contained in the <i>Danielson Rubric or the Model for Practitioner Evaluation</i> for other roles. PAR Consultants will submit periodic reports to the PAR Panel regarding the performance and status of each new teacher they are supporting. Communication between the PAR Consultant and the school principal is expected and encouraged and shall include the following:</p>



**Formal:**

1. The exchange conference will be held with the principal or designated building leader, the PAR Consultant and the new teacher.
2. Discussion will be held between the building leader and the PAR Consultant prior to the first PAR report.
3. Discussion will be held between the building leader and the PAR Consultant prior to the final PAR report.

**Informal:**

Ongoing, periodic conversations, particularly when interventions are needed, will be part of the communication between each PAR Consultant and the school principal.

School leaders will not conduct formal evaluations of new teachers in the PAR program. School principals retain the right to evaluate in areas of non-pedagogical performance regarding the new teachers' compliance with school and district regulations (e.g., attendance, adherence to school policies, discipline procedures) using the *Principal Summary Form*. In the event that concerns are identified, these concerns will be communicated to the new teacher and the PAR Consultant using the on-going communication process described above. This information will be included in the evaluation presented to the PAR Panel.

PAR Consultant will follow the timeline established in the *3012-d APPR agreement and as aligned to the Danielson Rubric and Model for Practitioner Evaluation*. They will complete and present their evaluations of new teachers' progress to the PAR Panel according to the calendar approved by the Panel annually. The panel must achieve a vote of 6 or more to overturn the recommendation of the PAR Consultant. The panel will then forward a final recommendation regarding the new teacher's employment status to the Superintendent and the building principal.

The building principal is always welcome to attend the PAR Panel presentations. In the event that a building principal has a concern regarding the final recommendation of a new teacher, s/he will present her/his concerns to the Superintendent. The Superintendent will then forward a recommendation to the Board of Education for action.

During the subsequent years of the probationary appointment, it is the responsibility of school and district leaders to evaluate and make recommendations regarding the status of the teacher using the same standards and criteria as those contained in the respective Danielson Rubric or *Model for Practitioner Evaluation*.

The Office of Human Resources will continue the role of monitoring the evaluation process, i.e., collecting and recording the number of exchange conferences completed, collecting and recording the number of evaluations completed; and forwarding the tenure endorsements to the Superintendent. Copies of all evaluations will continue to be filed in accordance with current practices.

<p><b>5. Mentor Teacher Internship Program (MTIP)</b></p>	<p>The philosophy of the Syracuse City School District Mentor Teacher Internship Program (MTIP) is that induction is a crucial transition between teacher preparation and continuing professional development. Mentoring is the first step in the Teacher Career Development Continuum. MTIP is designed to facilitate the transition of the beginning teacher from success in preparation programs to effective practice in new contexts of the classroom and the Syracuse City School District. A mentored experience is one of New York State’s requirements that new teachers must meet in order to qualify for permanent certification.</p> <p>MTIP is provided to any teacher who did not have a mentored experience in year 1 of their teaching, including those who did not benefit from the PAR Program. MTIP may be provided to a first year teacher, and continued support is offered in year 2 that includes facilitated meetings for continued professional development, problem solving, and sharing of best practices.</p> <p><i>The Mentor Teacher role is a teacher career pathway role available to educators who have demonstrated effectiveness in the Syracuse City School District. The role of the Mentor Teacher is to engage, inspire, assist, encourage, and advance professional learning of a beginning teacher and to model professional conduct. The Mentor Teacher is a teacher-leader that serves as a non-evaluative guide, support person, model, counselor, advocate, friend, and colleague who works to initiate the new teacher into the teaching profession in a professional and supportive manner. The Mentor Teacher will serve as a model of professional conduct with a strong commitment to collaboration and demonstrate an understanding of content, pedagogy, human development, and best practices. The Mentor Teacher will guide the novice teacher toward mastering elements of effective teaching, including planning and preparation, the classroom environment, and pedagogy aligned with New York State Learning Standards. The selection of Mentor Teachers will be guided by high standards of knowledge, expertise, and evidence of reflective practice.</i></p>
<p><b>5. Independent Evaluators</b></p>	<p>Independent Evaluators, formerly Peer Observers, work as a highly effective teacher and a model of strong instructional practice in specifically designated transformation areas.</p> <p>Independent Evaluators have three primary responsibilities: 1) to serve as impartial, third-party evaluators of teacher performance; 2) to provide teachers with targeted, content-specific feedback and resources; and 3) to provide instructional capacity to support SCSD reform initiatives.</p> <p>The Independent Evaluator is an SCSD teacher who primarily works in the field, conducting observations of, and conferencing with, teachers across the SCSD. Independent Evaluators receive extensive training on the Danielson Framework Teaching and Learning as well as delivering effective oral and written feedback. This in turn is shared with teachers to assist in their growth and development.</p>

## Additional Information on Instructional Coaching

The content area Directors and Supervisors work with elementary, middle and high school teacher leaders. Teacher leader roles include: Teacher Leader Collaborators (TLC), Multi-Classroom Leaders (MCL), District Content Instructional Coaches, and Disciplinary Literacy Coaches. Professional development for these roles will focus on the main responsibilities of content-focused instructional support, school-based data collection and analysis, and the delivery of professional learning and curriculum. Additionally, all teacher leaders will receive professional development on the skill of coaching and the use of continuous learning cycles.

Throughout the year, content area Directors and Supervisors will guide teacher leaders as they build professional learning communities that support a culture of collaboration and inquiry. The instructional coaching cycle builds consistency in instruction across the district, utilizing a simple but effective coaching model. This model will consistently include a review and reflection on data, analyzing data, and the development a plan to provide targeted, in-classroom support for teachers.

## Teaching Assistant Professional Development

The district will ensure that professional learning opportunities are available to all teaching assistants. Sessions include:

- supporting the teaching of standards and curriculum,
- managing student behavior and interventions,
- assisting with the personalization of instruction,
- understanding and utilizing culturally responsive practices,
- collaborating with colleagues to meet the needs of all students.

Teaching assistants with level III NYS certification must earn 100 hours of professional development every five years (NYS Regulations).

## Family and Community Engagement

The Syracuse City School District recognizes the connection between student success and family engagement. SCSD established the Office of Family Engagement (OFE) to increase parental engagement and to contribute to the academic and social-emotional success of our school children. The office includes: Family Engagement Facilitators, Social Work Assistants, Attendance Assistants, and Program Aides. The office also includes Parent University. OFE, through its team members and Parent University, focuses on providing support for families so that they may achieve personal academic and non-academic goals; providing parents and families with the necessary resources to support their children's emotional growth and development; and increasing the number of parents who feel positively connected to their child's school.

Parent University offers two annual Saturday conferences and an array of workshops for families during the school year including:

- Parenting Young Adolescents
- Getting Organized: Creating a Special Education Notebook
- Defensive Driving
- Book Club
- Speaking A: Autism Support
- Successful PTO Organization
- Credit Ability-Building a Strong Credit History
- CPR and AED
- Parent Engagement Notebook (PEN)

OFE offers childcare, transportation, and refreshments for courses and family-centered events.

## English Language Learners Family and Community Engagement

The Syracuse City School District values parents and families of English Language Learners (ELLs) or Multilingual Learners (MLLs) as partners in the education of their children. In order to address the multiple needs of families of ELLs/MLLs, parent education workshops and informational sessions designed specifically to involve and engage families are offered, in collaboration with school support personnel and immigrant community-based organizations. The goal of the workshops and sessions are:

- To provide parents with resources that enable them to make informed decisions about their children's education.
- To provide parents with all pertinent information about their rights and program choices in a language and format that parents can easily understand and access.
- To provide training to parents in English and in their home language on effective strategies to support their children's learning in and out of school.
- To engage parents as active participants, contributors, and cultural liaisons to the school community.
- To share with parents and family members the high expectations that schools have established for the education of all ELLs/MLLs and engage them in the pursuit and achievement of those expectations.

The English as a New Language (ENL) Department coordinates ELL/MLL parent education workshops and informational sessions on a variety of topics at several community locations and in district schools. Nationality Workers and interpreters are present at all workshops and sessions to remove language barriers and assist with communication.

The ELL/MLL parent education workshops and informational sessions are key opportunities to engage and to target ELL/MLL families with information such as:

- The American school system
- ENL and Bilingual education programs
- Parent-teacher conferences
- Standardized testing
- SCSD information
- Supports for helping students learn at home/homework
- Developing and supporting literacy in the native language and in English

The ENL Department website provides translated resources in multiple languages for families of ELLs/MLLs:

## Implementation Statement

Refinement and implementation of the professional development plan is ongoing based on progress monitoring data. The course catalog is entered into the Performance Matters Professional Development Platform quarterly and is updated regularly.

## Outside Professional Development Providers

As part of our SCSD Professional Development Plan for 2019-2020, NYSED has requested that any outside professional development providers be listed within our plan. The following list includes the names of entities, individuals, independent consultants, and name(s) of companies providing professional development/training that will provide CTLE on behalf of the school district.

<ul style="list-style-type: none"> <li>• Achieve 3000</li> <li>• Achieve the Core</li> <li>• Achievement Network</li> <li>• AgileMind</li> <li>• ALEKS</li> <li>• American Dairy Council</li> <li>• American Heart Assoc.</li> <li>• American Reading Company</li> <li>• Amplify-CKLA</li> <li>• AVID</li> <li>• Baltimore Woods</li> <li>• Boys &amp; Girls Club</li> <li>• Buffalo Montessori Teacher Education Program</li> <li>• Canvas</li> <li>• Catholic Charities</li> <li>• Cengage Learning</li> <li>• Central-Southern Tier RAEN (Regional Adult Education Network)</li> <li>• CNYRIC</li> <li>• College Board</li> <li>• Contact Community Services</li> <li>• Cornell Cooperative Ext.</li> <li>• CT3</li> <li>• Curriculum Associates</li> <li>• Davis Art</li> <li>• Dr. Kathy Swan</li> <li>• Dr. Sonia Soltero</li> <li>• DRC- Data Recognition Corporation</li> <li>• Dreambox</li> <li>• Eastern Upstate Teacher Center Network</li> <li>• Education Elements</li> <li>• Education First</li> <li>• EL Education</li> <li>• Ellevation</li> <li>• Everson Museum</li> </ul>	<ul style="list-style-type: none"> <li>• Engaging Schools</li> <li>• Enterprise America at WCNY</li> <li>• Expeditionary Learning</li> <li>• FOSS</li> <li>• Harvard University</li> <li>• Heinemann</li> <li>• Houghton Mifflin Harcourt</li> <li>• iCivics</li> <li>• Great Minds (Eureka)</li> <li>• Illustrative Math</li> <li>• Imagine Learning</li> <li>• Insight Education</li> <li>• Institute for Learning</li> <li>• ISTE</li> <li>• International Network for Public Schools</li> <li>• Joanne Donnan</li> <li>• KFF Literacy Consulting</li> <li>• Learning Forward</li> <li>• LearnZillion</li> <li>• LeMoyn College</li> <li>• LENA</li> <li>• Leveled Literacy Intervention</li> <li>• Lexia Learning</li> <li>• Pathways to Excellence</li> <li>• Literacy Design Collaborative</li> <li>• MacMillan McGraw Hill</li> <li>• McLean Hospital</li> <li>• McMahon-Ryan Child Advocacy center</li> <li>• McSilver Inst. of NYU</li> <li>• Metiri Group</li> <li>• Mind Research (ST Math)</li> <li>• Morrison Holdings, Inc. (Twilight Academy)</li> <li>• Museum of Science &amp; Technology (MOST)</li> <li>• Myon</li> <li>• Myron Dureck</li> <li>• National Art Education Association (NAEA)/New York State Art Teachers Association (NYSATA)</li> <li>• National Association for Music Education (NAfME)/New York State School Music Association (NYSSMA)</li> </ul>	<ul style="list-style-type: none"> <li>• New Visions for Public Schools</li> <li>• NYS Alliance for Health, PE, Rec, and Dance (NYS AHPERD)</li> <li>• OCM BOCES</li> <li>• Odysseyware</li> <li>• Online Phys. Ed Network</li> <li>• Onondaga Health Department</li> <li>• PAX GBG</li> <li>• Peaceful Schools</li> <li>• Pearson Education, Inc.</li> <li>• Prevention Network</li> <li>• Project Lead the Way</li> <li>• Promise Zone</li> <li>• Public Impact</li> <li>• Quaver Music</li> <li>• Reading League</li> <li>• Reading Plus</li> <li>• Red Cross</li> <li>• Redhouse</li> <li>• Regents Research</li> <li>• Regional Special Education Technical Assistance Support Center (RSE_TASC)</li> <li>• Responsive Classrooms</li> <li>• Rochester Institute of Technology</li> <li>• Ropes Course Inspectors</li> <li>• Rosamond Gifford Zoo</li> <li>• Santillana</li> <li>• Scholastic</li> <li>• Seacoast Center</li> <li>• Montessori Training Program</li> <li>• SHAW Center for Public and Community Engagement</li> <li>• SmartMusic</li> <li>• Social Studies School Service</li> <li>• Southern Regional Education Board</li> <li>• STC</li> <li>• Steve Harris</li> <li>• SUNY Cortland</li> <li>• SUNY Empire State College - Dr. Pat Isaac "Trauma Sensitive School"</li> <li>• SUNY ESF</li> </ul>	<ul style="list-style-type: none"> <li>• National Geographic</li> <li>• Naviance</li> <li>• NCSS</li> <li>• New York State Council for Social Studies</li> <li>• NYS CIRCS</li> <li>• NYSCSS</li> <li>• NYSED</li> <li>• NYSED Regional Bilingual Education Resource Network</li> <li>• NYSUT</li> <li>• NYU TAC-D</li> <li>• Restorative Practices by Dr. Robert Spicer</li> <li>• Society of Health and Physical Education Teachers</li> <li>• SUNY Oswego</li> <li>• SUNY Upstate</li> <li>• SupportEd</li> <li>• Syracuse Parks and Rec</li> <li>• Syracuse Stage</li> <li>• Syracuse University</li> <li>• Teacher Curriculum Institute</li> <li>• Teaching Strategies Gold</li> <li>• Teaching Tolerance</li> <li>• Think CERCA</li> <li>• Thoughtful Classroom</li> <li>• TrueNorthLogic/Performance Matters</li> <li>• United Way of CNY</li> <li>• Vera House</li> <li>• Voyager Sopris West-LETRS and Language! Live</li> <li>• Wilson Language Training</li> <li>• Wonderworks</li> <li>• YMCA</li> </ul>
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## Appendix – Professional Learning Resources

### Comprehensive Professional Learning Planning Process

Systemic change and growth requires collective and sustained efforts. Our comprehensive professional development plan promotes student achievement by aligning learning opportunities with district goals for all staff members. These goals were identified through the specific steps in developing a comprehensive professional learning plan as outlined below:

<b>Step 1: Launch the work.</b> <ul style="list-style-type: none"><li>• Determine purpose and desired results.</li><li>• Assemble the team.</li><li>• Collect data and research.</li><li>• Hold introductory meeting.</li><li>• Clarify expectations during and between meetings.</li><li>• Determine communication and reporting process.</li><li>• Clarify timeframe, work process, roles and responsibilities of team members, benchmarks for progress monitoring, etc.</li></ul>
<b>Step 2: Examine data and research.</b> <ul style="list-style-type: none"><li>• Study research, data, and standards.</li><li>• Determine current state to identify strengths, areas for growth, needs, challenges.</li><li>• Summarize findings, strengths, needs, challenges, expectations.</li></ul>
<b>Step 3: Establish vision, assumptions, purpose, definition, goals.</b> <ul style="list-style-type: none"><li>• Write vision with purpose.</li><li>• Write assumptions/beliefs.</li><li>• Develop overall theory of change.</li><li>• Define professional learning.</li><li>• Develop goals and plan of action.</li><li>• Vet draft work.</li><li>• Revise as necessary.</li></ul>
<b>Step 4: Design operations of system.</b> <ul style="list-style-type: none"><li>• Determine processes, decision-making flow, lines of authority and roles and responsibilities.</li><li>• Establish student, educator, information, and recordkeeping data system interface.</li><li>• Determine appropriate resource investments.</li><li>• Develop technology and implement supports.</li><li>• Assess feasibility of operations.</li><li>• Design evaluation of processes, inputs, outputs, and outcomes.</li><li>• Vet work to date with constituents and experts.</li><li>• Revise as necessary.</li></ul>

<b>Step 5: Revise or develop policies.</b> <ul style="list-style-type: none"><li>• Review existing policies for alignment with revised/replaced system.</li><li>• Submit the comprehensive professional learning system to decision-making authority for adoption/approval.</li><li>• Adopt new policies.</li><li>• Develop guidance to support policy implementation.</li></ul>
<b>Step 6: Develop long- and short-term professional plans to guide professional learning.</b> <ul style="list-style-type: none"><li>• Implement plan.</li><li>• Evaluate plan.</li></ul>
<b>Step 7: Provide professional learning for full implementation.</b> <ul style="list-style-type: none"><li>• Develop professional learning for leaders and decision makers to support implementation of the revised/replaced system.</li><li>• Provide ongoing support for educators, decision makers, and leaders to refine and improve implementation.</li></ul>
<b>Step 8: Conduct ongoing assessment and evaluation, adjust routinely based on data, and replace periodically.</b> <ul style="list-style-type: none"><li>• Plan evaluation.</li><li>• Conduct evaluation.</li><li>• Report results.</li><li>• Recommend and make improvements through responsible, informed investments in professional learning.</li></ul>



## New York State Impactful Professional Development Rubric

### New York State Impactful Professional Development Rubric

*Adapted from Paul Bambrick-Santoyo's Professional Development Evaluation Rubric 2011-12 and Tom Guskey's Five Levels of Professional Development Evaluation Rubric*

		Highly effective Indicators
Context	Setting Participants up for Success	<ul style="list-style-type: none"> <li>Accountabilities are in place for implementation appropriate to various roles.</li> <li>There are "public and overt" plans for advocacy and facilitation of implementation.</li> <li>Sufficient resources are made available.</li> <li>A plan is in place to problem solve and name/celebrate successes.</li> <li>Plans are in place for job embedded supports which ensure quality and fidelity of implementation.</li> </ul>
Planning	Generating Objectives	<ul style="list-style-type: none"> <li>Objective/outcome of the workshop is concrete, reasonable for the time allotted, and represents knowledge and skills the participants do not currently have.</li> <li>Objective is directly aligned with the most important initiatives and strongest learning needs of the school/district at the time of the workshop.</li> <li>Objectives are generated from evidence and are tightly aligned to:                             <ul style="list-style-type: none"> <li>Desired change/ upgrade in participant practice/ behavior</li> <li>Participants' current knowledge and skill</li> <li>Participants' organizational (district/school) context regarding systemic support and accountability</li> </ul> </li> </ul>
	Targeted, efficient activities	<ul style="list-style-type: none"> <li>Agenda includes activities that are tightly planned and 100% relevant to the objective so that participants experience zero downtime and stay challenged (intellectually engaged with discussion/ activities).</li> <li>Activities consider the real and perceived learning needs, orientation, and culture of participants</li> <li>High quality discussion questions are pre-planned.</li> <li>Materials are carefully aligned to activities and provisioned/organized ahead of time.</li> <li>Activities feel satisfying to the participants.</li> </ul>
	Pacing, tone, time management	<ul style="list-style-type: none"> <li>Appropriate, precise, and responsive balance of time for processing, application, reflection, new information received (approximately 25% each).</li> <li>Presenter adjusts agenda, activities, and interventions based on the tone, reactions, and misconceptions of the participants.</li> <li>Participants experience a steady flow due to tightly managed transitions and discussions, along with clear written and verbal instructions for each activity.</li> <li>Presenter starts and ends on time.</li> <li>Presenter fosters an environment of dual intensity toward intellectual rigor and risk taking.</li> <li>Leader is motivational, warm, and inspiring, fostering a sense of urgency.</li> </ul>
	Facilitation of Adult Learning	<ul style="list-style-type: none"> <li>Presenter scaffolds activities and discussion so that participants do most of the thinking/talking and gain new knowledge and skill. The presenter usually speaks less than 30% of the time.</li> <li>The presenter's response to preconceptions or misconceptions is skillful, respectful, and strategic.</li> <li>Reflection time is brief, targeted, and carefully structured to capture big takeaways and help participants plan next steps. Summarizing component of the session concisely and articulately sums up the key takeaways for participants.</li> </ul>
	Evaluation	<ul style="list-style-type: none"> <li>Participant learning is measured and affirmed before the end of the session.</li> <li>Impact of participant learning over time is measured in terms of:                             <ul style="list-style-type: none"> <li>Organizational change</li> <li>Participants' use of new knowledge and skills</li> <li>Student learning</li> </ul> </li> </ul>

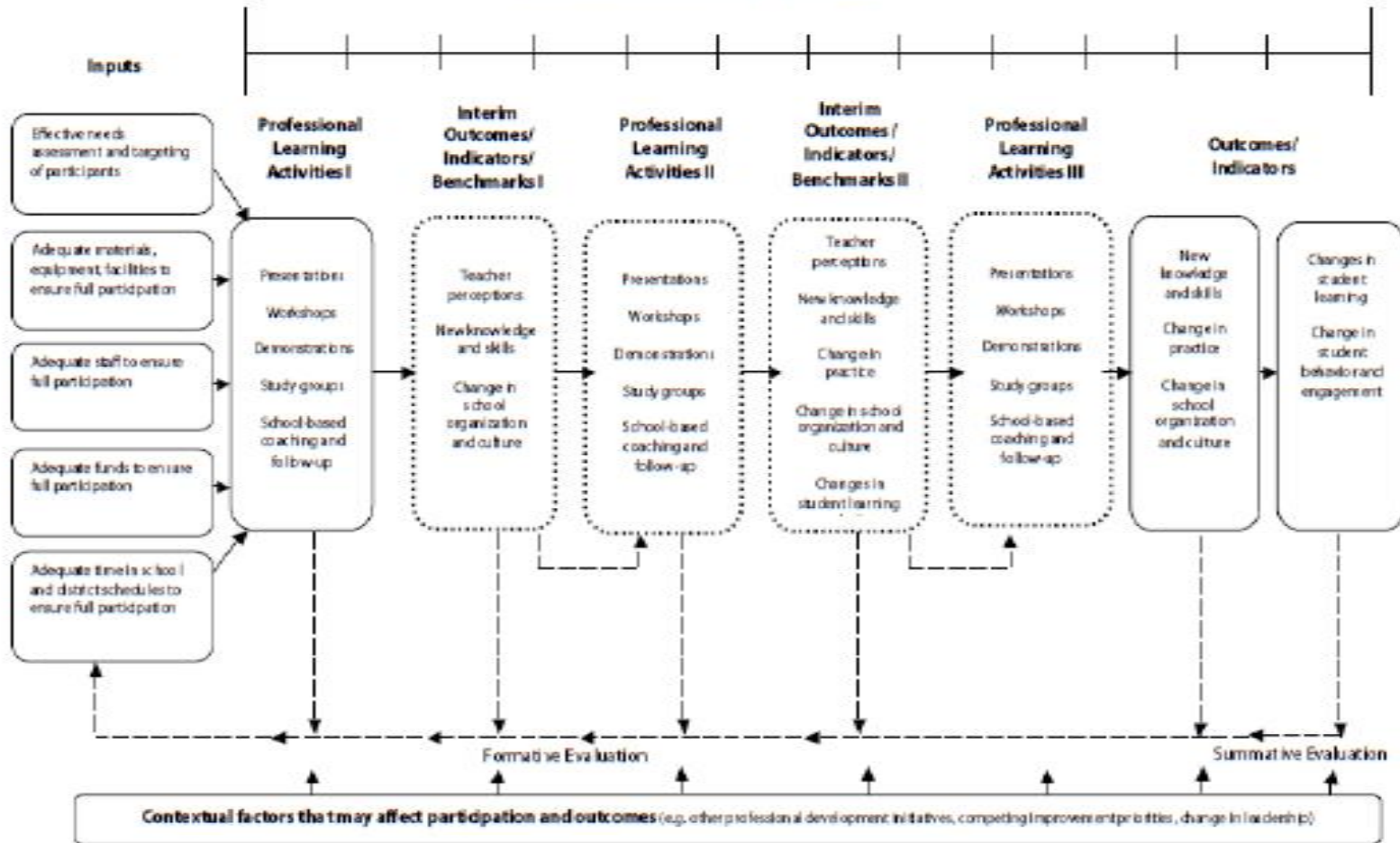
SCSD Professional Learning Alignment Guidance		
This document will guide alignment of sessions in Performance Matters with the PD Strands, Strategic Plan Priorities and Danielson Components. <b><i>The alignment is not meant to be exhaustive or restrictive but to show the most closely aligned components.</i></b>		
PD Strands	Strategic Plan Priorities	Danielson Domain Components
Community and Family Engagement	Priority 1 Engage families and Communities	Domain 4: Professional Responsibilities ☑ 4c Communicating with Families ☑ 4f Professionalism
Culturally Responsive Education	Priority 2 Implement culturally responsive practices	Domain 2: The Classroom Environment ☑ <ul style="list-style-type: none"> <li>• 2a Creating and Environment of Respect and Rapport ☑</li> <li>• 2b Establishing a Culture for Learning ☑</li> <li>• 2c Managing Classroom Procedures ☑</li> <li>• 2d Managing Student Behavior ☑</li> <li>• 2e Organizing Physical Space</li> </ul> Domain 3 Instruction ☑ <ul style="list-style-type: none"> <li>• 3a Communicating with Students ☑</li> <li>• 3b Using Questioning and Discussion Techniques ☑</li> <li>• 3c Engaging Student in Learning ☑</li> <li>• 3d Using Assessment in Instruction ☑</li> <li>• 3e Demonstrating Flexibility in Instruction</li> </ul>
CORE 4 & Pedagogy	Priority 4 Personalize learning for students	Domain 2: The Classroom Environment ☑ <ul style="list-style-type: none"> <li>• 2a Creating and Environment of Respect and Rapport ☑</li> <li>• 2b Establishing a Culture for Learning ☑</li> <li>• 2c Managing Classroom Procedures ☑</li> <li>• 2d Managing Student Behavior ☑</li> <li>• 2e Organizing Physical Space</li> </ul> Domain 3: Instruction ☑ <ul style="list-style-type: none"> <li>• 3a Communicating with Students ☑</li> <li>• 3b Using Questioning and Discussion Techniques ☑</li> <li>• 3c Engaging Student in Learning ☑</li> <li>• 3d Using Assessment in Instruction ☑</li> <li>• 3e Demonstrating Flexibility in Instruction</li> </ul>
Standards & Content	Priority 5 Provide dynamic, rigorous curriculum and instruction	Domain 1: Planning and Preparation <ul style="list-style-type: none"> <li>• 1a Demonstrating Knowledge of Content and Pedagogy</li> <li>• 1b Demonstrating Knowledge of Students ☑</li> <li>• 1c Setting Instructional Outcomes ☑</li> <li>• 1d Demonstrating Knowledge of Resources ☑</li> <li>• 1e Designing Coherent Instruction ☑</li> <li>• 1f Designing Student Assessments</li> </ul>
Learning Environment and Relationships	Priority 4 Personalize learning for students	Domain 2 The Classroom Environment <ul style="list-style-type: none"> <li>• 2a Creating an Environment of Respect and Rapport</li> <li>• 2b Establishing a Culture for Learning</li> <li>• 2c Managing Classroom Procedures</li> <li>• 2d Managing Student Behaviors</li> <li>• 2e Organizing Physical Space</li> </ul>
Diverse Learner Needs	Priority 4 Personalize learning for students	Domain 1 Planning and Preparation <ul style="list-style-type: none"> <li>• ☑ 1b Demonstrating Knowledge of Students</li> <li>• ☑ 1c Setting Instructional outcomes</li> <li>• ☑ 1d Demonstrating Knowledge of Resources</li> <li>• ☑ 1e Designing Coherent Instruction</li> <li>• ☑ 1f Designing Student Assessments</li> </ul> Domain 3 Instruction <ul style="list-style-type: none"> <li>• ☑ 3e Demonstrating Flexibility and Responsiveness</li> </ul>

## SCSD Rubric for Planning & Measuring Quality Professional Development

Component	Key Reflection of Practice		Outcomes
<b>RELEVANCY</b>			
Compelling Why	How will the relevance & "compelling why" of the training be communicated to participants?		The relevance and purpose of the training are clear. The content of the training is relevant too all intended participants.
Resources	What tools/resources will be used to support the learning?		The tools and resources being used for this training are relevant to all intended participants taking the course.
Engagement	How will participants be actively engaged in the content (i.e., reflection, inquiry, collaboration,)?		Most of the time during the training participants are required to reflect, inquire and collaborate with colleagues in order to improve their practice.
Differentiated/ Customized	How will the training be customized to meet individual and group needs and interests?		The content of the training is designed to meet individual needs of the educators based on experience level and specialty area. Activities are varied meeting the needs of all learning styles.
<b>ALIGNMENT</b>			
Learning Forward Standards	How is the training aligned to the Professional Learning Standards?		The training is explicitly aligned to LF Standards.
Evaluation Rubric	In what way(s) is the training aligned to the teacher evaluation rubric?		The training is aligned to the evaluation rubric with specific links to multiple components.
Strategic Plan/ SIP/SCSD PD Plan	How is the training connected to the District Strategic Plan, School Improvement Plan and/or SCSD PD plan?		There is a specific and clearly stated connection to the District Strategic plan, SIP and SCSD PD plan.
Research-Based	Is the training based on research? If so, what?		The training is based on specific research.
<b>DATA/RESULTS DRIVEN</b>			
Needs Assessment	Why is the training needed? By Whom?		Needs for training determined from specific evidence/data with specific stakeholders identified.
Change in Practice	What skills and knowledge will participants be expected to demonstrate following the training?		Plan for change of practice is cohesive and contains clear expectations for teacher application.
Follow-up/Support	How will implementation of skills be supported? By whom? How often?		Plan for implementation is detailed and includes required coaching and mentoring until educators can implement the new learning with fidelity.
Student Outcomes	What is anticipated impact on students?		Impact on student learning includes measurable goals and may include a plan to monitor progress.

## Teacher Professional Development Logic Model

*Timeline in months (or some other metric)*



Haslam, Bruce. *Teacher Professional Development Evaluation Guide*. National Development Council, 2010.

The University of the State of New York  
THE STATE EDUCATION DEPARTMENT

Albany, New York 12234

***SYRACUSE CITY SCHOOL DISTRICT***  
**Professional Development Plan**

BEDS CODE : 42-1800-01-0000

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YEAR(s) PLAN IS EFFECTIVE: 2019-2020