Rush-Henrietta Central School District

Professional Learning Plan

June 2023

This plan is resubmitted for the year beginning July 1, 2023 by the Rush-Henrietta Central School District Professional Learning Advisory Council in accordance with Subdivision (dd) of section 100.2 of the Regulations of the Commissioner of Education.

Dr. Barbara Mullen, Superintendent

Professional Learning Advisory Council

Theresa Baer, Second Grade Teacher
Cassie Cataldo, Fourth Grade Teacher
Lisa Clar, Director of Math/Business
Christine Cosentino, English Teacher
Jeannine Cruz, Kindergarten Teacher
Deanna DeVeto, Secretary
Rebecca Elmore, Kindergarten Teacher
Christopher Fall, Third Grade Teacher
Michelle Fall, English Teacher
Rachel Fisken, English Teacher
Karen Flick, School Psychologist
Nicole Flores, Secondary ESL
Joanne Fusare-White, Special Education Teacher
Jenny Gaul, ESL Teacher
Sarah Gobe, Library Media Specialist
William Hall, Business/Industry
Michele Hild, Fourth Grade Teacher
Kara Hochreiter, Parent
Kerry Macko, Secondary Principal
Terri Miron, Science Teacher
Marcy Mooney, Elementary Principal
Ryan Murphy, Math Specialist
Dominic Piacentini, Director of Professional Learning & Program Evaluation
Shawna Phommaxaysy, Paraprofessional
Jennifer Sherman, Secondary Reading
Crystal Simmons, Higher Ed (SUNY Geneseo)
Keena Smith, Information Systems
Allison Stephens, Secondary Assistant Principal
Laura Sunderland, Math Teacher
Dilini Toussaint, ESL
Linda Tyo-Gifford, Teacher Center Director
Brian Ussleman, Math Teacher
Casey Van Harssel, Human Resources
Dina Wilson, Assistant Superintendent of Curriculum & Instruction
Beth Wood, First Grade Teacher

Board of Education

Mrs. Diane E. McBride, President
Mr. Scott M. Adair, Vice President
Mrs. Mai Abdullah
Mrs. Suzanne Bennett
Mrs. Jennifer M. Laird
Mr. Douglas J. Rivers
Mrs. Rachel Sherman

Rush-Henrietta Central School District BEDS Code 261701-06-0000

School District Professional Learning Plan

STATEMENT OF ASSURANCES

The Superintendent certifies that:

- Planning, implementation, and evaluation of the professional learning plan were conducted by a professional learning team that included teachers, administrators, 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 learning that:
    - is aligned with state content and student performance standards;
    - is articulated within and across grade levels;
    - is continuous and sustained;
    - indicates how classroom instruction and teacher practice will be improved and assessed;
    - indicates how each teacher in the district will participate; and
    - is structured to allow teachers with a professional certificate reasonable opportunity to complete at least 100 hours of professional learning requirements every five years.
- The plan indicates an evaluation of the effectiveness of the professional learning 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.

Dr. Barbara Mullen
Superintendent of School

Date

TABLE OF CONTENTS

District Mission and Vision Statements 1

District Priorities 2

Student Demographics Data 3

Professional Learning: Beliefs 5

Professional Learning: Definition 5

Professional Learning: Critical Attributes 6

Professional Learning Foundational Structures 6

Professional Learning Requirements Specific to English Language Learners (ELLs) 9

Professional Learning: Meeting NYS Requirements 9

Objectives and Strategies 10

Evaluation of Professional Learning Programs 13

Needs Analysis 14

Professional Learning Focus 2023 - 2024 15

Appendices

- Appendix A, NYS Standards for Professional Learning 22
- Appendix B, Five Levels of Professional Learning Evaluation 24
- Appendix C, Technology Professional Learning Model 25
- Appendix D, Sample R-H CTLE Certificates 26

Bibliography 28

RUSH-HENRIETTA CENTRAL SCHOOL DISTRICT
COMPREHENSIVE PROFESSIONAL LEARNING PLAN
2023 - 2024

RUSH-HENRIETTA CENTRAL SCHOOL DISTRICT

MISSION

Prepare every student for responsible citizenship, life-long learning, and college or career success.

VISION OF EXCELLENCE

THE RUSH-HENRIETTA ADVANTAGE

SAFE AND SUPPORTIVE LEARNING ENVIRONMENTS:
- Physically safe school settings.
- Caring school communities.
- Appropriate student conduct.
- Opportunities for student growth.
- Student recognition.

HIGH LEVELS OF STUDENT LEARNING:
- Comprehensive programs aligned to meaningful learning standards.
- Learning experiences that engage and inspire students.
- Assessments that support student learning and instruction.
- Academic supports that meet individual student needs.

A CULTURE OF COLLABORATION:
- Stakeholders working as partners to support student learning.
- Stakeholders communicating in a timely and responsive manner.
- Stakeholders exhibiting mutual respect and embracing diversity.
- Stakeholders participating in planning and decision making.

CONTINUOUS IMPROVEMENT:
- Deliberate planning for school and district improvement.
- Pursuit of highly effective practices.
- Celebration of individual and collective achievements.

RESPONSIBLE RESOURCE MANAGEMENT:
- Safe and well-maintained facilities and equipment.
- Highly qualified, diverse, and committed staff.
- Supportive working conditions.
- Prudent and transparent use of financial resources.

STAKEHOLDERS

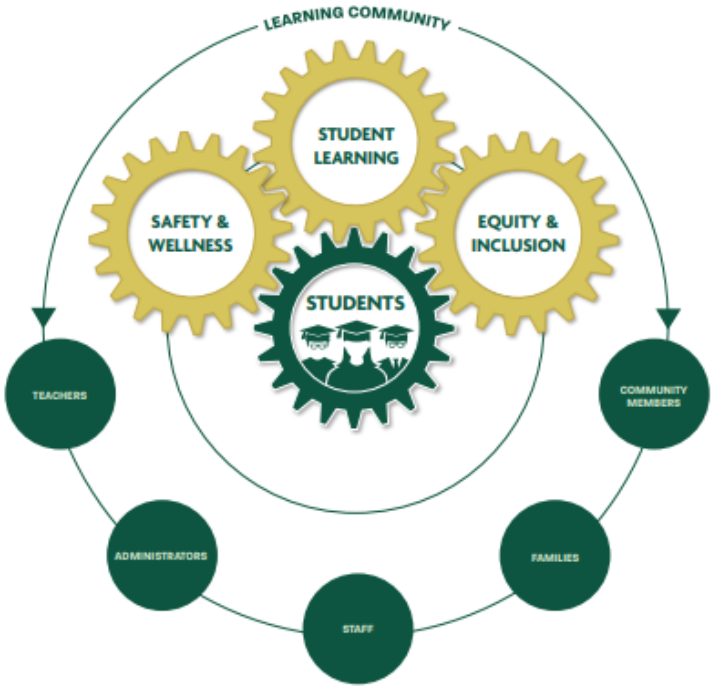
The stakeholders of the Rush-Henrietta Central School District include: students, parents, teachers, administrators, support staff, the Board of Education, alumni, institutions of higher education, businesses, and the community at-large.

Board adopted: January 12, 2016

RUSH-HENRIETTA CENTRAL SCHOOL DISTRICT

PRIORITIES

The Rush-Henrietta Central School District is a safe and inclusive learning community. We are dedicated to implementing and supporting these priorities each day to ensure positive and affirming experiences for all.



SAFETY & WELLNESS

(PHYSICAL, MENTAL, AND EMOTIONAL)

Rush-Henrietta is committed to ensuring the physical, mental, and emotional well-being of our students, staff, and families. We will accomplish this through comprehensive student support services - including special education services - and family partnerships. We will explicitly teach social-emotional competencies, positive peer interactions, and respectful behavior in all school settings. In addition, we will focus on the physical well-being of our school community through the consistent practice of emergency response management systems, the implementation of the Code of Conduct, and a range of restorative practice strategies.

STUDENT LEARNING

Rush-Henrietta will empower students to engage in learning through a relevant and rigorous curriculum with high-quality instructional practices that meet the needs of all students. Students will acquire the knowledge, understandings, and skills necessary to create, collaborate, communicate, and apply critical thinking skills. To accomplish this, student learning gaps in English language arts, and math, as well as other identified areas, will be addressed through responsive intervention and support services, including special education services, so that students achieve their personal best. In addition, our academic programs need continuous improvement to foster students' curiosity and innovation to prepare them for a rapidly changing world.

EQUITY & INCLUSION

Rush-Henrietta stands united against racism and discrimination of any kind. Recognizing the many types of diversity that exist within our school community, we are committed to strengthening interpersonal connections and family partnerships, and welcoming the voices and perspectives of all members of our community. We will accomplish this goal by focusing on inclusive practices throughout the organization to ensure equitable access and opportunities for all, including those requiring special education services.

Student Demographic Data (per the most recent NYS School/District Report Card)

RUSH-HENRIETTA CSD ENROLLMENT (2021 - 22)

K-12 Enrollment: 5,286

✚ Filter this data

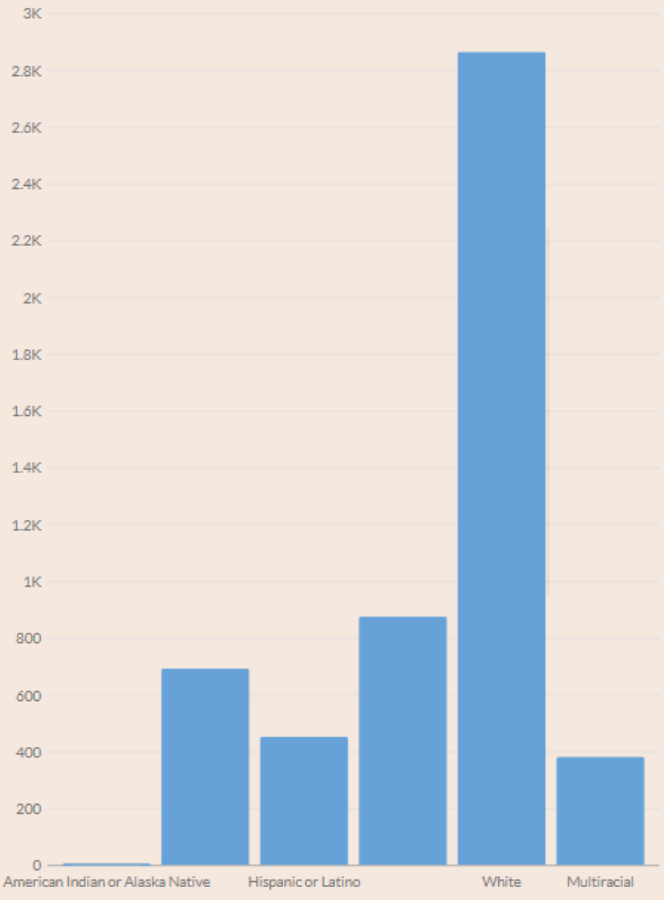
ENROLLMENT BY GENDER

MALE	
2,691	51%

FEMALE	
2,594	49%

NON-BINARY	
1	0%

ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE	
7	0%

BLACK OR AFRICAN AMERICAN	
695	13%

HISPANIC OR LATINO	
455	9%

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	
878	17%

WHITE	
2,867	54%

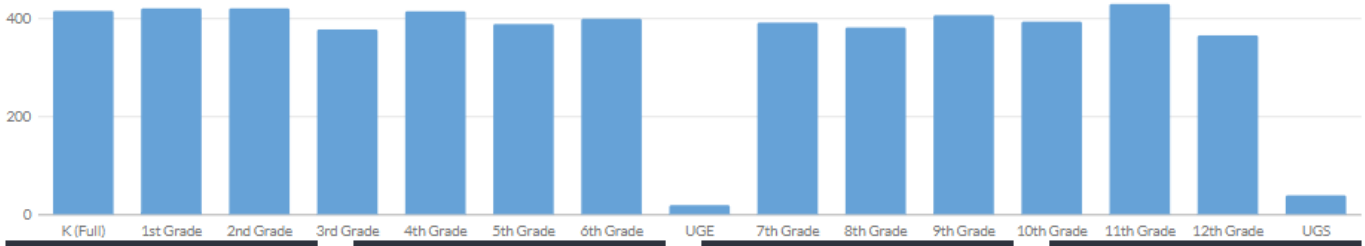
MULTIRACIAL	
384	7%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
400	8%	581	11%	2,422	46%

MIGRANT		HOMELESS		FOSTER CARE		PARENT IN ARMED FORCES	
–	–	21	0%	13	0%	–	–

ENROLLMENT BY GRADE



K (FULL DAY)		1ST GRADE		2ND GRADE		3RD GRADE	
417	8%	422	8%	422	8%	379	7%

4TH GRADE		5TH GRADE		6TH GRADE		UNGRADED ELEMENTARY	
416	8%	390	7%	401	7%	21	0%

7TH GRADE		8TH GRADE		9TH GRADE		10TH GRADE	
393	7%	383	7%	408	7%	395	7%

11TH GRADE		12TH GRADE		UNGRADED SECONDARY	
431	8%	367	7%	41	1%

Professional Learning: Beliefs

- ➢ Teachers matter. Quality instruction has the largest influence on student achievement.
- ➢ It is the obligation of the school community to create safe and caring learning environments and engage students in relevant, reachable, quality work experiences that challenge them to learn more, at higher levels with a deeper understanding (rigor).
- ➢ The work of educators is demanding and complex. Educators must have an adaptive style in order to meet the variety of challenges and needs of Rush-Henrietta students.
- ➢ Teachers and administrators are not expected to do this work in isolation. Both need the support of collegial learning teams that problem solve and learn together.
  Leaders matter:
  - Their clarity, their intentionality, what they believe, think, and communicate make a significant difference in increasing student achievement.
  - They are primary architects of embedded professional development through the development of the School Improvement Plan (SIP).
- ➢ The most powerful professional learning happens between teachers and is put to immediate use with students in classrooms.
- ➢ Coaching and well-functioning collaborative teams are powerful tools to accomplish ongoing, meaningful professional learning.
- ➢ Personal Learning Networks (PLN) are created by individual learners, specific to their needs, extending relevant learning connections to like-interested people, potentially around the globe.
- ➢ Workshops, courses, conferences, and other outside resources are additional supports to ongoing professional learning.
- ➢ Measuring and assessing professional learning is essential to its design, delivery, and ongoing adjustment, in order to be most responsive to staff and student learning.
- ➢ Budgeting at both the district and building level is required to create and sustain ongoing, powerful professional learning.

Professional Learning: Definition

- ➢ High levels of student achievement require well-trained staff with high expectations for students and a passion for providing every student with a caring and supportive learning environment. High standards of professional conduct are also required. Professional learning is a critical component of the overall strategy to encourage and reinforce these professional expectations.
- ➢ The Office of Professional Learning provides leadership, assistance, and support for the ongoing professional growth required to impact student learning by:
  - surrounding teachers and administrators with structures of support that encourage ongoing professional learning, innovation, action research, and the collegial sharing of new ideas and best practices.
  - engaging teachers and administrators in professional learning that is standards-focused, intellectually rigorous, part of their daily work, and continuous.
  - supporting principals and teachers to use a variety of data to determine the focus of their professional learning.
  - deepening teachers' repertoire of research-based instructional skills and strategies, content knowledge, knowledge of Common Core Learning Standards (CCLS), Next Generation Learning Standards (NGLS), and knowledge of resources.

- supporting the work of small teams of teachers using the School Based Inquiry (SBI) process, who meet regularly to look at student data including student work, plan lessons, and assist in progress monitoring and problem solving.
- providing teachers with the classroom assessment skills that allow them to regularly monitor gains in student learning resulting from improved classroom practices.
- connecting teachers to teachers within and beyond their schools and to outside sources of knowledge and skill.

Professional Learning: Critical Attributes

- ➢ Designed to positively impact student learning
- ➢ Job-embedded
- ➢ Job-specific
- ➢ High-quality
- ➢ Stimulus for continuous improvement for all professionals, fostering support for APPR
- ➢ Research-based
- ➢ Evaluated for impact on student achievement

Professional Learning: Foundational Structures

Student Learning

- ➢ Student learning informs all the work of school learning teams, school leadership teams, and District leadership teams. The District Mission, Vision, and Priorities are based on meeting the learning needs of our students. The ongoing development of our teachers and leaders is critical to ensure that these learning needs are met.

School Learning Teams

- ➢ Regular meeting times for self-managing, leader-supported teams to prepare and improve instruction are a primary vehicle for ongoing professional learning. Everyone involved learns by doing work that is critical to student success.
- ➢ School learning teams could be composed of colleagues who teach the same course, grade level, etc. It is suggested they meet regularly (a minimum of 2-3 times/month) to create instructional plans and identify strategies on the basis of results – from their observations and formative assessments. These learning teams set measurable, time-bound improvement goals and target areas of greatest need. Their goals are directly linked to the School Improvement Plan (SIP).
- ➢ Leaders equip and support teams at every level to solve problems and generate the "small wins" that mark and promote continuous improvement. This level of teamwork is a core value as stated in the Rush-Henrietta Vision.

The competencies/skills required:

- Knowledge of effective team structures and protocols
- Collaboration skills (clarity, committed listening, dialogue, making requests, securing promises, etc.)
- Full knowledge of curriculum maps
- Ability to develop common formative assessments

- Use of ongoing, formative assessment to inform instruction
- Looking at Student Work (LASW) structures and protocols
- Data Analysis using the School Based Inquiry (SBI) process for progress monitoring
- Thorough knowledge of the Danielson Rubrics

School Leadership Team

- ➢ The primary work of school leadership is to move from being "instructional leaders" to "learning leaders." This requires leaders to increase time spent with teams of teachers as they focus on student success as measured by ongoing, formative assessments and using these assessments to inform their instruction.
- ➢ School Leadership Team member(s) meet with school learning teams on a regular basis (by month or quarter) to ask the questions:
    - To what extent are students learning the intended outcomes of each course?
    - What steps can I, as the leader, take to give both students and teachers the time and support they need to improve learning?
    - Leaders equip and support teams at every level to solve problems and generate the "small wins" that mark and promote continuous improvement. This level of teamwork is a core value as stated in the Rush-Henrietta Vision.

Leadership competencies/skills required:

- Understanding that effective teamwork is essential to success
- Knowledge of effective team structures and protocols
- Collaboration leadership skills (clarity, committed listening, dialogue, making requests, securing promises, etc.)
- Full knowledge of curriculum maps
- Working understanding of formative assessment processes
- Looking at Student Work (LASW) structures and protocols
- Data Analysis for progress monitoring

District Leadership Teams

District leadership provides:

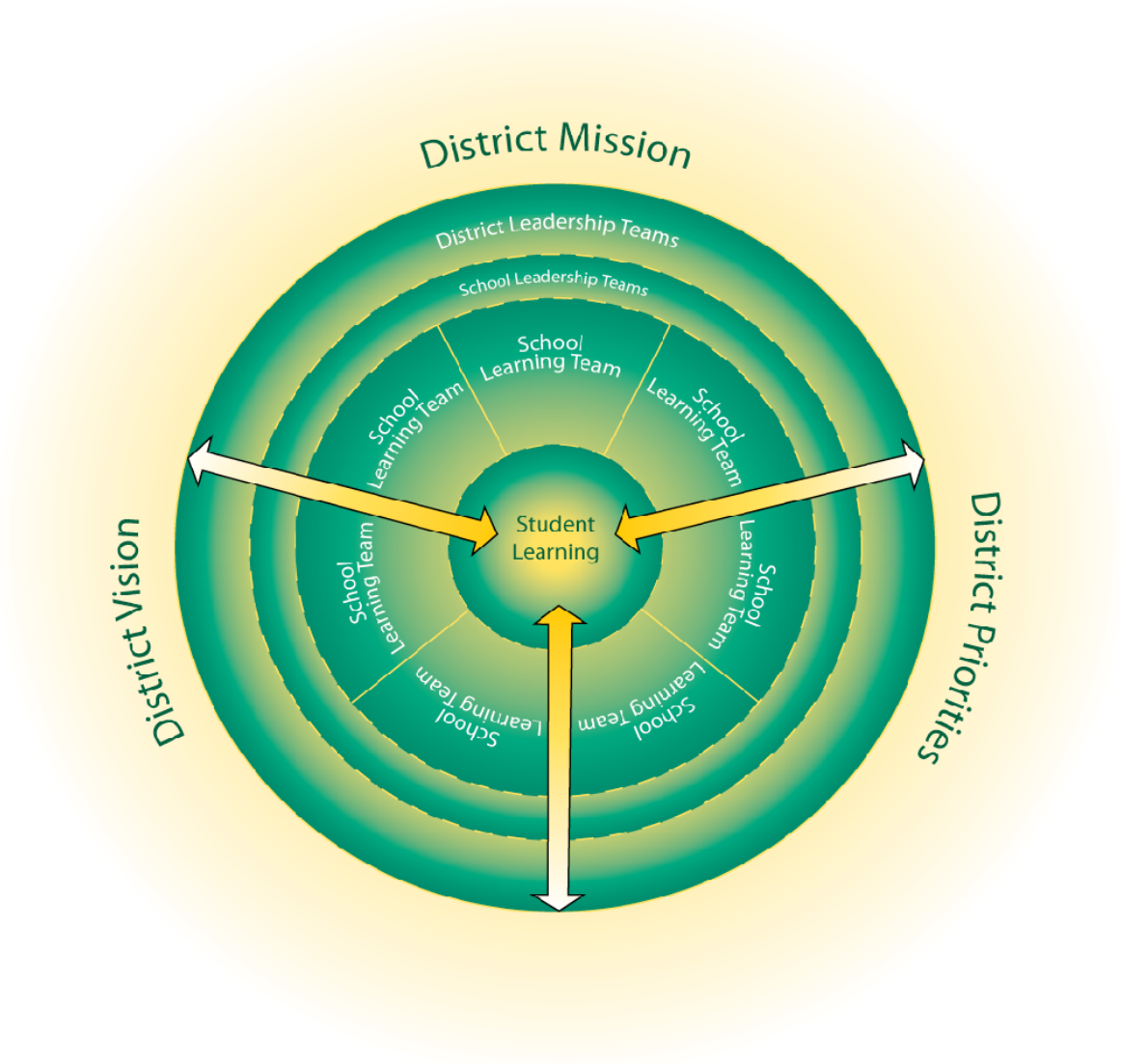
- Direction, guidance, and support in partnership with school leaders and school learning teams
- Program articulation and monitoring of programs and processes
- Curriculum map development
- Professional learning programs and support

Leadership competencies/skills include:

- Knowledge of effective team structures and protocols
- Collaboration leadership skills (clarity, committed listening, dialogue, making requests, securing promises, etc.)
- Full knowledge of curriculum maps, district policies and procedures
- Working understanding of formative assessment processes
- Looking at Student Work (LASW) structures and protocols
- Data Analysis for progress monitoring

In order to sustain and support team-based, assessment driven instructional improvement, Leadership Development sessions will focus on:

- Using the same skills and strategies we are asking instructionally focused teams of teachers to use
- Exploring specific behaviors and strategies that are being used to "lead the learning" and obtaining feedback from colleagues
- Solving problems (avoiding dependency, acting as thinking partners to one another, using collaborative leadership skills)
- Clarifying concepts essential to team-based, continuous improvement
- Sharing short term results, celebrating successes
- Focusing and shaping teams so that high levels of student learning results



.**Professional Learning: Meeting NYS Requirements**

100 Hour Professional Learning Requirement Continuing Teacher & Leader Education (CTLE)
Under the State Education Department's new requirements for Continuing Teacher and Leader Education (CTLE) hours, teachers and teaching assistants holding a professional certificate are required to complete 100 hours of professional learning over 5 years to maintain their certification. Professional learning hours are tracked and self-reported by certificate holders. Verification of hours are submitted to the state for the following items:

- One-hour college credit (SUNY and other approved schools = 15 hours)
  - 3 credit course = 45 hours
- National Board Certification (during 5 year period)
- Superintendent's Conference Days (specific activities in the educator's content area, pedagogy, or language acquisition for English Language Learners)
- Fellowship
- Other acceptable clock hour activities:
  - Curriculum writing
  - Scoring state assessments
  - Hosting a student teacher:
    Educators acting as a mentor to a teacher candidate may credit up to 25 hours of such time towards CTLE requirement in each registration period.
  - Mentoring/Collegial Coaching:
    In accordance with the CTLE Regulations (2019), educators acting as a mentor to a new classroom teacher enrolled in a mentoring program may receive credit of up to 30 hours of such time towards their CTLE requirement in each 5-year registration period.
  - Study groups
  - Workshops
  - Teacher Center Action Research
  - Department/Grade Level/Faculty professional learning sessions (specific activities)
  - In/out of district conference
  - Teachers: Instructional Coaching/ESL Consultation
  - TA's: Working with Instructional Specialists/ESL Consultation

The content of the Rush-Henrietta Central School District's professional learning plan is being supported in part by Boards of Cooperative Education Services (BOCES), Regional Bilingual Education Resource Network (RBERN), Regional Special Education Technical Assistance and Support Center (RSE-TASC), Teacher Centers and their NYSED approved vendors.

Professional Learning Requirements Specific to English Language Learners (ELLs)

In accordance with CTLE Regulations (2019), during the educator's registration period they must also complete a minimum of 15% of their CTLE hours in language Acquisition, unless the BOCES or District has a waiver. Anyone who holds an English to Speakers of Other Languages professional or a Bilingual

Extension must complete a minimum of 50% of their CTLE hours in language acquisition. CTLE Regulations (2019) educators who hold a Teaching Assistant Level 3 certificate are also required to complete CTLE hours.

Throughout the year, professional learning activities applicable to ELLs are offered to teachers and administrators in order to meet the needs of our ELLs. These opportunities include online learning classes, study groups, and workshops. Additionally, throughout the year, staff members participate in seminars which are offered in district or through Monroe BOCES #1 and BOCES #2 and turn-key these seminars for members of the district. Professional learning topics will include: review of the changes to Commissioner's Regulations Part 154, co-teaching, differentiating instruction for ELLs with disabilities; language difference vs. language disability; understanding linguistic, cultural, and academic differences among ELL students and research based literacy, instructional strategies, tiered levels of interventions, and mental wellness of ELLS

CTLE Recording Keeping and Documentation Requirements

Educators must maintain personal records of completed continuing teacher and education leader (CTLE), including:

- The title of the activities;
- Total number of hours completed;
- Number of hours completed in content, pedagogy, language acquisition addressing the needs of English language learners;
- Approved CTLE sponsor's name and number;
- Educators' identifying information listed on the activities;
- Attendance verification; and
- Date and location of the activities.

Educators will be responsible for keeping track of their accumulated CTLE hours via the self-reporting system in eDoctrina. The Office of Professional Learning will provide access to CTLE certificates for all appropriate in-district provided professional learning opportunities. (A sample professional learning certificate can be found in Appendix D.) Educators should obtain a certificate from outside CTLE sponsors upon completion of approved professional learning activities. Such records must be retained for at least three years from the end of the registration period in which the CTLE was completed and be available for review by the NYS Department of Education upon request.

CTLE Sponsor Documentation

The district will maintain records of the CTLE awarded for eight years and will provide educators with either:

- A district-specific CTLE completion form *OR*
- Access to generate a CTLE certificate with the information requested on the CTLE completion form

Objectives and Strategies:

A. Objective: **Provide professional learning opportunities at all stages of the profession.**

Strategies:

1. Provide an induction program for new teachers and new administrators, including the Mentoring (Collegial Coaching) Program.
2. Provide orientation and training in required district instructional programs.
3. Support the ongoing work of small teams of teachers who meet regularly to analyze their students' data, determine instructional strategies, plan lessons, look at student work, and assist in ongoing problem solving.
4. Provide embedded, "just in time" professional learning for teachers and paraprofessionals.
5. Offer leadership opportunities for teachers through facilitation training, coaching cycles, School Based Inquiry training, study groups, action research, mentor training, as well as asynchronous self-directed online opportunities .

B. Objective: **Provide professional learning programs based on professional learning research, theory, and best educational practices. (Appendix A, NYS PD Standards)**

Strategies:

1. Use the NYS Standards for Professional Learning to develop a common knowledge base throughout the district.
2. Disseminate current research and professional information on best practices.
3. Provide embedded, "just in time" professional learning for teachers and paraprofessionals.
4. Provide professional learning to teachers on the Common Core Learning/Next Generation Learning Standards, School Based Inquiry, Data Driven Instruction, and the Teacher Evaluation System.
5. Maintain professional libraries, including professional articles, webinars and videos.

C. Objective: **Provide opportunities that promote best teaching practices and improve student learning.**

Strategies:

1. Provide support from instructional coaches by participating in coaching cycles.
2. Provide opportunities to meet and learn in collaborative groups (ex. department or grade level meetings, faculty meetings, collaborative group time).
3. Provide learning opportunities aligned with and implied by School Improvement Plans, Program (Department) Improvement Plans and including Danielson's Teaching Frameworks, and Common Core/Next Generation Learning Standards.
4. Provide teachers with the opportunity to participate in professional learning as part of their daily work. Teachers work with building level instructional coaches, peer coaches, and colleagues. Professional learning is at the core of all faculty meetings and department/grade level meetings.

D. Objective: **Establish professional learning that supports leadership development for administrators and teacher leaders.**

Strategies:

1. Provide ongoing support for instructional coaches and teacher leaders.
2. Develop understanding of effective team structures and protocols.
3. Develop leaders' skills around collaboration, evidence-based observations, differentiated instruction, common formative assessment process, data analysis, Looking at Student Work structures and protocols, and providing effective feedback.
4. Provide new administrators with orientation and induction sessions throughout their first year.

E. Objective: **Provide instructional and collegial support to new teachers and new administrators through the Rush-Henrietta Mentoring (Collegial Coaching) Program.**

Strategies:

1. Tenured, permanently certified teachers who wish to be a Collegial Coach may apply to the Collegial Coaching Committee. Qualities of a Collegial Coach will include: ability to articulate and model good teaching practices; ability to demonstrate strong content knowledge; outstanding interpersonal skills; ability to make a time commitment to meet the needs of the new teacher(s); willingness to keep confidences; and a positive attitude toward the district, school, colleagues, and students. Every effort will be made for assignments to be in the same subject/grade level.
2. The role of the Collegial Coach is: to provide instructional and personal support for the new teacher; facilitate the growth and development of the new teacher; and share ideas, problem solve, promote reflective practice, and model collegiality.
3. Collegial Coaches participate in training for one day in August and a minimum of three trainings and meetings during the school year. Topics include, but will not be limited to: instructional planning; adult learning theory; observing instruction and peer coaching; Frameworks of Teaching; and reflective practice.
4. Collegial Coaching activities include, but will not be limited to: developing instructional plans; peer observations; role-playing of parent conferences; peer coaching; assisting with administrative requirements; examining student work together; and engaging the new teacher in reflective conversations.
5. Collegial Coaches meet with their new teacher(s) a minimum of one time per week on a scheduled basis. Collegial Coaches conduct three peer observations of the new teacher and give him/her feedback, review professional learning offerings with the new teacher, and are generally available as needed. Teachers are given release time when needed to conduct observations. New teachers are also given the opportunity to observe their Collegial Coach as well as other staff members. Collegial Coaches submit a monthly log to the Office of Professional Learning that will be a record of weekly meetings, peer observations, and the topics, concerns, questions, and goals that have been the focus of their meetings.
6. New administrators will be provided a mentor for their first year with Rush Henrietta. Modeled after the teachers' Collegial Coaching program, mentors will attend a mandatory training session prior to the start of the school year, schedule face-to-face meetings, and conduct observations of their new administrator. New administrators and mentors will meet for collegial roundtable discussions each quarter.

F. Objective: **100% of staff will meet the State requirement for school violence prevention and intervention, child abuse, and Dignity for All Students Act (DASA) training.**

Strategies:

1. A district-wide safety team representing all stakeholders meets annually to review and recommend necessary refinements to the following district documents: code of conduct, attendance policy, and district-wide safety plans.
2. At least annually the Director of Student Management and District Safety Coordinator meet with each school's Building Emergency Response Team to review a menu of crisis situations, drill each scenario, and update and revise the Emergency Plans as needed. The school's team and administration will train the school's staff on each of the various situations and scenarios.
3. Each building principal ensures that annual updates are presented to students, parents, and staff regarding behavioral expectations in alignment with SEL initiatives, the PBIS Framework, and Restorative Practices.

Evaluation of Professional Learning Programs:

Professional Learning Evaluation

Professional learning that positively impacts the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact. The design of any professional learning program or activity begins with answering the questions: *How does this program/activity relate to our vision?* and *What impact do we want to make on our students?* The evaluation of the professional learning program or activity asks: *What evidence do I have to support whether the intended impact on students has been made?*

Professional development will be evaluated through these means on an ongoing basis:

Five Levels of Professional Learning Evaluation		
Evaluation Level	***What Kinds of Questions Are Addressed?***	***How Will Information Be Gathered?***
Student Learning Outcomes	**What was the impact on students? Did it affect student performance or achievement? Did it influence students' physical or emotional well-being? Are students more confident as learners? Is student attendance improving? Are dropouts decreasing?**	**Reviews of student work and data Questionnaires Structured interviews/conversations with teachers, administrators, students, parents**
Participants' Use of New Knowledge and Skills	**Did participants effectively apply the new knowledge and skills?**	**Questionnaires Structured interviews/conversations with participants and their supervisors Participant reflections Formal and informal observations**
Organization Support and Change	**Was implementation advocated, facilitated, and supported? Was the support public and overt? Were problems addressed quickly and efficiently?**	**District and school records Minutes from meetings Questionnaires Structured**

	Were sufficient resources made available? **Were successes recognized and shared?** **What was the impact on the organization?** **Did it affect the organization's climate and procedures?**	**interviews/conversations with participants and district or school administrators**
Participants' Learning	**Did participants acquire the intended knowledge and skills?**	**Paper-and-pencil instruments** **Demonstrations** **Participants' reflections (oral and/or written)**
Participants' Reactions	**Did they like it?** **Was their time well spent?** **Did the material make sense?** **Will it be useful?** **Was the leader knowledgeable and helpful?** **Were the refreshments fresh and tasty?** **Was the room the right temperature?** **Were the chairs comfortable?**	**Questionnaires administered at the end of the session** ***Evaluating Professional Development By: Thomas Guskey (see Appendix B)***

Needs Analysis

The following quantitative and qualitative information sources were analyzed to determine the focus and content of the Professional Learning Plan for 2023-2024.

Sources
Student Achievement Measures ● NYS Assessments ● District-based common assessments ● MAPS ● Student grades ● Classroom formative assessments ESSA Data (Disaggregated): ● Ethnicity ● Gender ● Students with disabilities ● Social economic status ● English Language Learners NYSED BEDS Data Instructional Council University of Rochester Comprehensive Needs Assessment (2018-2021) Equity and Inclusion stakeholders Steering Committee Recommendations to the BOE (2021) Equity and Inclusion Advisory Council Special Education Parent Advisory Council

School Improvement Plans (SIPs)

Program improvement Plans (PIPs)

District Priorities and Plans of Work

New Staff Surveys
- New Teacher Orientation (NTO)
- New Teacher Induction Series (NTI)

Professional Learning Preferences Staff Survey (2022)

Mental Health Surveys
- Staff, families, students

Building Admin Survey (URMC PD Topics)

Monroe County Youth Risk Behavior Survey (YBRS)
Rush-Henrietta 7-Day Equity Journey Survey
- Staff, families, students, and community members

Data from Capstone Projects

Yearly Satisfaction Surveys
- Students and families

Social Emotional Learning (SEL) Building Leadership Team
- Mid year and end of year rubric/self-assessment

Feedback from observations based on the Danielson rubric

Program Evaluation Reports
- ICoT (2021)
- Math AIS (2022)

PROFESSIONAL LEARNING FOCUS
2023-2024

Priority	Description	Professional Learning Focus Topics
Equity & Inclusion	Rush-Henrietta stands united against racism and discrimination of any kind. Recognizing the many types of diversity that exist within our school community, we are committed to strengthening interpersonal connections and family partnerships, and welcoming the voices and perspectives of all members of our community. We will accomplish this goal by focusing on inclusive practices throughout the organization to ensure equitable access and opportunities for all, including those requiring special education services.	Alignment to the NYSED CR-S Framework ● Welcoming & Affirming Environment ● High Expectations & Rigorous Instruction for All ● Inclusive Curriculum & Assessment Practices ● Ongoing Professional Learning & Support Culturally Responsive Pedagogies ● Aligned to the Danielson Framework: Domain 3: Culturally Responsive Instructional Practices Culturally Responsive Assessment Practices ● Mindset ● Feedback ● Redos and retakes ● Performance Based Assessment & Depth of Knowledge (DoK) Engaging in conversations regarding culturally responsive texts and topics Restorative Practices

		English as a New Language (ENL) ● Refugee Culture Ongoing collegial book studies Equity and Inclusion Community Professional Learning Series MTSS for English Language Learners
Safety & Wellness (Physical, Mental, and Emotional)	Rush-Henrietta is committed to ensuring the physical, mental, and emotional well-being of our students, staff, and families. We will accomplish this through comprehensive student support services - including special education services - and family partnerships. We will explicitly teach social-emotional competencies, positive peer interactions, and respectful behavior in all school settings. In addition, we will focus on the physical well-being of our school community through the consistent practice of emergency response management systems, the implementation of the Code of Conduct, and a range of restorative practice strategies.	Trauma Informed Care Multi-Tiered Systems of Social-Emotional and Behavior Support (MTSS) Behavioral Threat Assessment Management SEL Competencies: ● Building-wide implementation of SEL Practices ● Embedding SEL in the classroom Mediation and Peer Mediation Restorative Practices Continuum (restorative discipline, restorative conversations etc.) URMC Clinics (3) Parent workshops/resources November Professional Learning Days for Noncetfified Staff

Student Learning	Rush-Henrietta will empower students to engage in learning through a relevant and rigorous curriculum with high-quality instructional practices that meet the needs of all students. Students will acquire the knowledge, understandings, and skills necessary to create, collaborate, communicate, and apply critical thinking skills. To accomplish this, student learning gaps in English language arts, and math, as well as other identified areas, will be addressed through responsive intervention and support services, including special education services, so that students achieve their personal best. In addition, our academic programs need continuous improvement to foster students' curiosity and innovation to prepare them for a rapidly changing world.	Implementation of NYS Next Generation Learning Standards Data Driven Instruction ● Progress Monitoring Teams ● Student Intervention Support ● Response to Intervention (RTI) Best Instructional Practices ● Standards-Based ● Differentiated, Targeted Instruction ● Instructional Practices to Best Support ELL's ● Research Based Strategies ● Technology Integration ● Literacy Across Content Areas: Increased Rigor ● Culturally Responsive Education ○ Danielson FFT Domain 3: Culturally Responsive Instructional Practices ● Effective Co-Teaching Strategies Information and Communication Technology (ICT) ● NYS Computer Science and Digital Fluency Learning Standards

		● Innovative Learning Spaces Aligned Assessments ● Standards-Based Grading & Assessment ● Content Specific Knowledge ● Technology Integration ● Technology Tools ● Ongoing Refinement of Capstone Projects ● Performance Based Assessment & Depth of Knowledge (DoK) Language Essentials for Teachers of Reading and Spelling (LETRS) Eureka Math[2] Inclusive Instructional Practices, Curriculum Design, and Assessment Practices eDoctrina ● Basics ● Assigning and Scoring Assessments ● Assessment Dashboard ● Using Student Data Reports Effectively English as a New Language (ENL) ● Language Difference v. Disability ● Referral Process and Eligibility criteria

		using MTSS eDoctrina Specially Designed Instruction (SDI) (within the various service delivery models of the Continuum) Expansion of Continuum of Services Curriculum Development for New Special Class Sections FBA Development Process Effective IEP Writing/Development Quality Transition Planning Aligned to Indicator 13 Effective Co-teaching Models Therapeutic Crisis Intervention for Schools (TCIS) Referral Process and Eligibility Criteria for IEPs and 504s Annual Goals: ● Writing ● Progress Monitoring CSE Chairperson Integrated Co-Teach (ICoT) Services Paraprofessionals Classroom Support

APPENDICES

APPENDIX A

New York State
Attributes of Effective Professional Development & Professional Development Standards

- **Effective professional development fosters a culture of continuous improvement for all engaged in the learning endeavor.** Practices address the needs of professionals throughout their careers and embrace other stakeholders as participants in learning. Activities are evaluated both for effectiveness and impact on student learning.

- **Effective professional development is that which improves the learning of all students, including those with different educational needs, learning styles, and incremental abilities, and those from diverse cultural and linguistic backgrounds.**

- **Professional development is most effective when there are clear research-based expectations for what teachers should know and be able to do to support student learning.** These expectations are reflected in the New York State Code of Ethics for Educators, district Professional Development Plans, Annual Professional Performance Reviews, and Commissioner's Regulations related to teacher preparation and certification. They are also enumerated and reflected in collective bargaining agreements, job descriptions and assignments, performance appraisal systems, systems of rewards and incentives for teachers, and in the design and content of teacher professional development.

- **Professional development is most effective when it takes place in professional learning communities.** These learning communities might take various forms, but they are all characterized by ongoing learning. They encourage individual and collaborative exploration, practice, and reflection. They foster collegiality and problem solving, and they emphasize continuous improvement in classrooms and schools.

- **Professional development is most effective when there is collaborative leadership and shared responsibility for improving teaching and learning.** Collaborative leadership for professional development recognizes that the pursuit of excellence is never-ending and embraces the individual and collective goals and talents of teachers, paraprofessionals, parents, school administrators, school boards, district and state staff, institutions of higher education, unions, and other stakeholders.

- **Professional development is most effective when it is job embedded, directly relevant to classroom practice, provided over time, and when it provides opportunity for practice of new strategies, time to reflect on changes, and time to integrate new learning into the teaching practice.**

- **Professional development is most effective when adequate resources are provided.** Resources include money, people, and time. Resources necessarily come from a variety of sources, and must be sufficiently sustained over time to insure the full impact of professional development. Resources are adequate when they ensure that all educators can study, practice, reflect, receive feedback on practice, and implement knowledge and skills necessary to be effective with their students and others.

The Ten 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.

FIVE LEVELS OF PROFESSIONAL LEARNING EVALUATION				
Evaluation Level	**What Questions Are Addressed?**	**How will Information be Gathered?**	**What is Measured or Assessed?**	**How will Information be Used?**
1. Participants' Reactions	• Did they like it? • Was their time well spent? • Did the material make sense? • Will it be useful? • Was the leader knowledgeable and helpful? • Were the refreshments fresh and tasty? • Was the room the right temperature? • Were the chairs comfortable?	• Questionnaires administered at the end of the session	• Initial satisfaction with the experience	• To improve program design and delivery
2. Participants' Learning	• Did participants acquire the intended knowledge and skills?	• Paper-and-pencil instruments • Simulations • Demonstrations • Participant reflections (oral and/or written) • Participant portfolios	• New knowledge and skills of participants	• To improve program content, format, and organization
3. Organization Support and Change	• What was the impact on the organization? • Did it affect organizational climate and procedures? • Was implementation advocated, facilitated, and supported? • Was the support public and overt? • Were problems addressed quickly and efficiently? • Were sufficient resources made available?	• District and school records • Minutes from follow-up meetings • Questionnaires • Structured interviews with participants and district or school administrators • Participant portfolios	• The organization's advocacy, support, accommodation, facilitation, and recognition	• To document and improve organizational support • To inform future change efforts
4. Participants' Use of New Knowledge and Skills	• Did participants effectively apply the new knowledge and skills?	• Questionnaires • Structured interviews with participants and their supervisors • Participant reflections (oral and/or written) • Participant portfolios • Direct observations • Video or audio tapes	• Degree and quality of implementation	• To document and improve the implementation of program content

5. Student Learning and Outcomes	• What was the impact on students?
	• Did it affect student performance or achievement?
	• Did it influence students' physical or emotional well-being?
	• Are students more confident as learners?
	• Is student attendance improving?
	• Are dropouts decreasing?
		• Student records
		• Questionnaires
		• Structured interviews with students, parents, teachers, and/or administrators
		• Participant portfolios
			• Student Learning Outcomes:
			  ○ Cognitive (Performance & Achievement)
			  ○ Affective (Attitudes & Dispositions)
			  ○ Psychomotor (Skills & Behaviors)
				• To focus and improve all aspects of program design, implementation, and follow-up
				• To demonstrate the overall impact of professional learning

APPENDIX C

Instructional Technology Professional Learning Model May 2016

District Vision: Five Year Instructional Plan
District technology learning goals:

- A student **empowered** learning environment will be established in all classrooms
- Teachers will have timely access to data to inform instruction and monitor student progress
- 21st century skills and literacy will be integrated in district curriculum

Professional Learning Goal
To ensure that teachers have the knowledge and skills necessary to meet the District technology learning goals.

Building Level Structure

1. **Library Media Specialist** (LMS) serves as the technology teacher leader (technology coach)
2. Each school will create a **technology support team** (principal, LMS, tech TA, exemplary technology-using teachers representing grade levels or course teams consisting of 8-12 members)
    - LMS will serve as the team facilitator
3. The **Technology Integration Specialist** (TOSA) will train LMS, and entire support team for short periods of time
    - Create experts on each application within the support team

Building Level Support

1. The technology support team will survey staff on their learning needs (using a specific technology skill based and best practices survey)
    - Pre-assessment
    - Have formative and post surveys as well to chart growth
2. The technology support team will use the results of the staff survey to create a well-defined menu of PD options, for teachers to choose from, including:
    - Embedded PD (technology support team)
    - Workshops
    - Study Groups
    - Classroom Based Learning Labs (Model Classrooms, Peer Learning Labs, Student Centered Learning Labs)
    - Online learning resources and Web based resources (YouTube videos, articles, webinars, blogs, use of Intranet)

Personalized Learning Network
Teachers decide what they need to learn, based on the goals of the District, and then create their own goals, tasks, and methods to learn. A starting point for creating a Personal Learning Network (PLN) can be a teacher or administrator asking “what problem do I want to solve?” In addition to workshops, study groups, data based discussions with colleagues, and working with instructional/tech coaches; leverage the power of technology to network, connect, confer and follow local, regional, national, and international colleagues and experts.

A way to get started in thinking about personalized learning: Just enough, just in time, just for me.

APPENDIX D

The Rush-Henrietta Central School District

2034 Lehigh Station Road, Henrietta, NY 14467

Certifies that

<<FIRST NAME>> <<LAST NAME>>

<<Email>>

Participated in the following Professional Learning

<<WORKSHOP>>
<<Date>>
Total hours attended: <<Total Hours>>
Area(s) of activity: <<Activity>>

Dominic Piacentini
Director of Professional Learning & Program Evaluation
dpiacentini@rhnet.org 585-359-5019

Approved Sponsor Name: Casey van Harssel
NYSED Approved Provider Identification Number: 3

Rush-Henrietta Central School District CLTE Certificate

All CTLE must be completed with Approved Sponsors and be reported using this form, or an alternative form/format that captures the same information that is requested on this form, in addition to any electronic reporting requirements.

Venue: Rush-Henrietta Central School District
Address: 2034 Lehigh Station Road, Henrietta, NY 14467
Approved Sponsor Name: Rush-Henrietta Central School District
Approved Sponsor Identification Number: 3

First Name _____ Last Name _____

Date of Birth _____ Teacher ID number _____

Date	CTLE Activity Title	Area of Activity	Nuber of hours
		Pedagogy	

Print Name of Administrator: _____ Date: _____ Total Hours: 0

Signature of Administrator: _____

Certifying Officer: Casey van Hassel

BIBLIOGRAPHY

Breaux, A., & Wong, H.K. (2003). *New Teacher Induction: How to train, support and retain new teachers.* Mountain View, California: Harry K. Wong Publications.

Brewster, C., & Railsback, J. (2001). *Supporting beginning teachers: How administrators, teachers and Policymakers can help new teachers succeed*. Northwest Regional Educational Laboratory

Brookhart, Susan M. (2016), *How to Make Decisions with Different Kinds of Student Assessment Data,* Alexandria, VA., Association for Supervision and Curriculum Development

DuFour, R., & Fullan M. (2013). *Cultures Built to Last: Systemic PLCs at Work,* Bloomington, IN., Solution Tree

Danielson, Charlotte. (2008) *Enhancing Professional Practice*. Alexandria, VA: Association for Supervision and Curriculum Development

Guskey, Thomas, (2000) *Evaluating Professional Development.* California: Corwin Press

Hord, Shirley M., (2009), *Professional learning communities: Educators work together toward a shared Purpose*. Journal of Staff Development, 30(1), 40-43

Johnson, S., & Kardos, S. (2002). *Keeping new teachers in mind.* Educational Leadership, 59(6), 12-16.

Killion, Joellen (2002), *Assessing Impact: Evaluating Professional Development*. Ohio: National Staff Development Council

Lipton L. & Wellman B., (2003), *Mentoring Matters: A Practical Guide to Learning -focused Relationships*, Charlotte, VA., Mira Via

Putnam, R.T. & H. Borko. (2000), *"What Do New Views of Knowledge and Thinking Have to Say About Research on Teacher Learning?"* Educational Researcher 29, 1: 4-15.

Schmoker, Mike (2006), *Results NOW.* Alexandria,VA, Association for Supervision and Curriculum Development,

Sparks, Dennis. (2002), *Designing Powerful Professional Development for Teachers and Principals.* Ohio, National Staff Development Council

Stansbury, K., & Zimmerman, J. (2002). *Smart induction programs become lifelines for the beginning teacher.* Journal of Staff Development, 23(4), 10-17.

Wong, H.K. (2004), *Induction programs that keep new teachers teaching and improving*, NASSP Bulletin, 88(638), 41-58