

TONAWANDA CITY SCHOOL DISTRICT
PROFESSIONAL DEVELOPMENT PLAN

Updated for
2014 – 2017

Updated 03-31-14

**TONAWANDA CITY SCHOOL DISTRICT
PROFESSIONAL DEVELOPMENT PLAN**

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|---------------------------|---|
| DISTRICT NAME | Tonawanda City School District |
| BEDS CODE | 14-25-00-01-000 |
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| YEAR(S) PLAN IS EFFECTIVE | 2014-2017 |

Composition of Professional Development Team(s)

District Team

4 # Administrators/staff

13 # Teachers

2 # Others (specified below)

Number of school buildings in district: 4

Number of school-based professional development teams: 4

TABLE OF CONTENTS

| | <u>Page</u> |
|--|--------------------|
| i. Introduction | 4 |
| ii. Composition of PDP Team | 4 |
| 1. Professional Development Mission | 5 |
| 2. Professional Development: Definition | 5 |
| 3. Professional Development: Critical Attributes | 5 |
| 4. District Professional Development: NSDC Standards for Staff Development | 6 |
| 5. Individual Professional Development: Guiding Assumptions and Strategies | 12 |
| 6. Professional Development Goals | 13 |
| 7. Descriptors of Plan | 13 |
| 8. Recommended Professional Development Strategies for 2015-2017 | 14 |
| 9. Models for Professional Learning | 16 |
| 10. Responsibilities for Professional Development Planning/Evaluation | 18 |
| Appendix A Needs Assessment | 19 |
| Appendix B Peer Coach Program | 20 |
| Appendix C District Resources | 23 |

i. Introduction

The Professional Development Plan (PDP) is intended to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development in order to remain current with their profession and meet the learning needs of their students. All professional development activities are directly related to student learning needs as identified in the school report card and are aligned with the New York State learning standards and assessments. The goal of the planning team was to establish opportunities for all teachers to receive at least 35 hours of ongoing professional development annually. These recommendations encompass efforts to align professional growth with the New York State standards and address needs that were identified through data analysis. The PDP was reviewed and altered subsequent to the development of the *Comprehensive District Educational Plan (CDEP)*.

ii. Composition of Professional Development Teams

The District Professional Development Committee will review the plan's effectiveness and make recommendations on an annual basis. The committee will meet four times during the school year. The District team is configured as follows:

District Team: Standing Members:

Administrators: Amy Edgerton, Director, Pupil Personnel Services
Mary Beth Scullion, Assistant Superintendent, Curriculum/Instruction
Bradly Halgash Principal, Mullen School
John McKenna, Principal, Fletcher School

Teachers:
Rachel Wagner
Joelle Labert
Robin Sesnie
Michelle Coppins
Melissa Arnow
Rosemary Gresock
Pamela Lunetta
Colleen Andres
Jackie Stoj
Lori Hershey
John Tryka
Carol Jean Swist
Jennifer Smith

BOE Members: Fred Busch
Geraldine Angelo

Each school building is represented on the PDP Team.

1.0 Professional Development: Mission

The mission of the Tonawanda City School District is to promote excellence for each employee and student in our district. The goal is to improve achievement for all students in the Tonawanda City School District and to have every student meet or exceed the New York State Learning Standards. Professional Development in the Tonawanda City School District will help to identify and implement best practices from proven educational theories, perspectives, and research.

2.0 Professional Development: Definition

Professional development is a process that provides opportunities resulting in long-term, positive change in schools. Such efforts include sharing current research, enhancing instructional strategies, and strengthening leadership to promote professional growth and development. Professional development experiences that utilize collegiality, collaboration, discovery and problem solving enhance the collective abilities of a staff team. Professional development for all staff results in creating the best possible learning environment to ensure student success. The process includes planning, risk taking, trial and error, monitoring results, and continued commitment to excellence. Professional development is data-driven and results oriented.

3.0 Professional Development: Critical Attributes

High Quality

On-Going

Data-Driven and Research Based

Evaluated and Assessed

Specific and Embedded in Professional Practice

Standards Based

Adequately Funded and Supported

Reflective of District Goals

4.0 New York State Professional Development Standards (2009)

Standard 1: Designing Professional Development

Standard:

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.

Indicators:

1a. Professional development design begins with a needs assessment that is grounded in the analysis of multiple sources of disaggregated teaching and learning-data.

1b. Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity.

1c. Professional development design is grounded in the New York State Learning Standards and student learning goals.

1d. The intended beneficiaries of professional development are substantively involved in all aspects of professional development design.

1e. Professional development design addresses the continuum of an educator's experience and level of expertise, and is based on an analysis of individual educator needs; current knowledge and skills; and district, building and educator learning goals.

1f. Professional development formats include, but are not limited to, lesson study, demonstrations, observations, analysis of student work and assessment data, collegial circles, feedback, action research, reflection, and opportunities for collaboration and problem solving.

1g. The format of professional development incorporates technologies to provide more extensive and diverse content, expand access and participation, and create virtual professional learning communities.

1h. Professional development is sustained over time and provided continued support such as follow-up, demonstrations, feedback on mastery of new knowledge and skills, peer coaching and mentoring, and continued opportunities for additional studies.

Standard 2: Content Knowledge and Quality Teaching

Standard:

Professional development expands all educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

Indicators:

2a. Professional development includes learning experiences and resources to ensure that educators understand how the subjects they teach address the New York State Learning Standards and the relationships between the subjects they teach and the other subjects in the curriculum.

2b. Professional development provides opportunities for educators to examine, observe, practice, and receive feedback on their use of research-based instructional strategies to improve their students' learning by utilizing methods such as peer review, coaching, mentoring, and modeling.

2c. Professional development provides ongoing opportunities for educators to examine a variety of classroom assessments, practice using them in their classrooms, and analyze the results to 1) understand and report on student achievement based on New York State Learning Standards, 2) identify gaps in student learning, and 3) adjust instruction.

2d. Professional development provides differentiated instructional strategies to meet the needs of diverse learners.

2e. Professional development ensures that educators have the knowledge and skills needed to develop and foster critical thinking, problem solving, literacy, and technological skills that students need to be successful in the 21st Century.

2f. Professional development provides the knowledge, skill, opportunity for educators to make relevant connections between the subjects they teach and the applications of those subjects.

Standard 3: Research-based Professional Learning

Standard: Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.

Indicators:

3a. Professional development is based on current research in teaching, learning, and leadership.

3b. Effective professional development ensures that all educators have the knowledge, skill, and opportunity, to apply research to instructional decision making.

3b.1. Professional development includes ongoing opportunities for educators to read and reflect on current research on topics that are of interest to them and that are consistent with state and local school improvement priorities.

3b.2. Professional development involves discussion of research design, data collection, and analysis to assist teachers in understanding how to interpret research findings, particular in areas where there may be competing perspectives and conclusions.

3b.3. Professional development provides opportunities for educators to collaborate with higher education and other partners in action research to test their own hypotheses and to report the results about the impact of professional development programs or the effectiveness of particular instructional strategies and programs for educators and students.

Standard 4: Collaboration

Standard: Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment.

Indicators:

4a. Professional development provides that educators need to communicate effectively, to listen to the ideas of others, to exchange and discuss ideas, to work in diverse terms, and to share responsibility for work toward a common goal.

4b. Professional development provides ongoing opportunities for educators to work with colleagues including teachers, principals, teaching assistants, librarians, counselors, social workers, psychologists, higher education faculty, and others critical to student success.

4c. Professional development maximizes the use of technology to broaden the scope collaboration.

Standard 5: Diverse Learning

Standard: Professional development ensures that educators have the knowledge and skill to meet the diverse needs of all students.

Indicators:

5a. Professional development focuses on developing educators' knowledge of the learning styles, needs, abilities of their students, as well as the diverse cultural, linguistic, and experiential resources that their students bring to the classroom.

5b. Professional development provides opportunities for educators to develop the knowledge and skills necessary to design and implement differentiated instructional and assessment strategies that utilize diverse student, family and community resources, and that meet diverse student learning needs

5c. Professional development provides opportunities for educators to examine their practice in setting and maintaining high expectations for all students to enable them to attain high levels of achievement.

Standard 6: Student Learning Environments

Standard: Professional development ensures that educators have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students.

Indicators:

6a. Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement.

6b. Professional development provides opportunities for educators to collaborate with school psychologist and social workers to develop effective strategies for student behavior and classroom management, and to seek creative solutions to conflicts.

6c. Professional development provides opportunities for educators to analyze and use data about student behavior (such as discipline referrals, suspension information, school climate surveys, social-emotional data) to refine educational practices and promote optimal learning environments.

Standard 7: Parent, Family and Community Engagement

Standard: Professional development ensures that educators have the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.

Indicators:

7a. Professional development provides opportunities for educators to develop communication and collaboration skills that enable them to build partnerships with parents, guardians, and the community.

7b. Professional development enhances educator' knowledge of varying cultural backgrounds of students, families, and the community, and of how the diversity of these cultural backgrounds can serve as foundations and resources for student learning and success.

7c. Professional development includes opportunities for educators to develop skills and strategies that use technology to strengthen partnerships with parents, families, and the community.

Standard 8: Data-driven Professional Practice

Standard: Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student, and to help sustain continuous professional growth.

Indicators:

8a. Professional development ensures ongoing opportunities for all educators to learn how to analyze and collect multiple sources of student data throughout the year, to monitor student progress and adjust instructional practice.

8b. Professional development provides educators with the opportunity to examine all relevant student data, including Individual Education Plans (IEP's), at the beginning and throughout the academic year, in order to design effective instruction.

8c. Professional development provides educators with current, high quality data analysis presented in a clear, understandable format, to promote optimal student learning.

8d. Professional development provides opportunities for educators to use results from local, state, and national assessments; student work samples and portfolios; school climate, parent, and teacher surveys; and student behavior data to guide their instruction.

8e. Professional development provides ongoing opportunities for educators to use disaggregated student data by race, gender, English language learning, special needs, eligibility for free or reduced price meals, and other factors in order to improve student learning.

Standard 9: Technology

Standard: Professional development supports technological literacy and facilitates the effective use of all appropriate technology.

Indicators:

9a. Professional development ensures ongoing educator and student technological literacy.

9b. Professional development provides ongoing opportunities for educators to learn about new and emerging technologies useful in professional teaching practice.

9c. Professional development facilitates the ability of educators to apply technologies to create optimal and equitable learning environments.

9d. Professional development promotes technology as a tool to design learning opportunities, to evaluate the effectiveness of instruction, and to monitor student learning.

9e. Professional development encourages educators to engage with students in using available technology as it relates to curricular activities, and to assist students in using technology in innovative ways.

9f. Professional development provides educators with opportunities to learning and use technology for communication and collaboration.

9g. Professional development addresses the legal and ethical uses of technology.

Standard 10: Evaluation

Standard: Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Indicators:

10a. Resources are provided to plan and conduct ongoing evaluation of professional development.

10b. Professional development evaluation uses multiple measure to assess effectiveness of the knowledge and skill acquired in improving professional practice and student learning (such as the use of new learning in instructional planning, the use of student data for the development and adaption of teaching strategies, or the enhanced student performance following the application of a different teaching strategy).

10c. Professional development evaluation includes the use of multiple methods and techniques that provide information to ensure ongoing improvements in the quality of the professional development experience (such as participant reactions, surveys, focus groups, interviews, reflective journals, portfolios, or information about student behavior or performance).

10d. Professional development evaluation results are reported to key stakeholder groups in a manner that promotes effective use of the evaluation data for improving both individual educator practice and building- and district-wide professional development plans.

National Education Association (NEA): Standards for Professional Learning (2011)

| STANDARDS FOR PROFESSIONAL LEARNING | | | |
|---|---|---|--|
| <p><i>Professional learning that increases educator effectiveness and results for all students ...</i></p> | <p>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.</p> | <p>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.</p> | <p>Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.</p> |
| <p>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.</p> | <p>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.</p> | <p>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</p> | <p>Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.</p> |

6.0 Professional Development Goals

DISTRICT GOALS 2014-2017

FOCUS ON INSTRUCTION

- **The district shall provide a curriculum, instruction and programs for the effective education of all students.**

OBJECTIVES:

1. Promote a positive school environment through the continuous use of programs such as Leader in Me, Rachel's Challenge, Olweus Program, and Warrior Way and develop a mechanism to record events in order to measure progress.
2. Ensure that District curriculum aligns with Common-Core Standards across all academic disciplines with the intent to increase achievement results over the prior year.
3. Positively affect District attendance and drop-out rates by strengthening the District's RTI program, increasing attendance and graduation rates from prior year.

7.0 Descriptors of Plan

- It is recommended that teachers participate in a minimum of thirty-five (35) hours of professional development every year, or a minimum of 175 hours of professional development over five years. This may include the planning, delivery application and/or evaluation of professional development activities.

The above will be accomplished as follows:

1. Designated district professional development via Professional Activities as per PDP
 2. District In-service and building level programs
 3. Staff-selected professional development
 4. On-line Staff Development
 5. Other, as appropriate
- Professional development will be continuous and sustained.

8.0 Recommended Professional Development Strategies for 2014-2017

8.1 Superintendent's Conference Days

The PDP team recognizes that one of the primary opportunities afforded each year for professional development exists with superintendent conference days that have been traditionally scheduled each year. The district recommends that at least **three** of the allocated superintendent's conference days be **used exclusively for professional development**. It is further recommended that it is necessary to schedule at least two of these three days early in the school year so the onset of instruction can more readily be impacted by the training provided.

Departments and grade levels for each building will schedule collaborative/reflective planning time. The purposes of these sessions should be to give teachers opportunities to share new learning and plan specific applications of acquired learning strategies to their units of instruction. Documentation should be prepared indicating specific results from the collaborative/reflective planning. Superintendent's conference days will provide all teachers with at least **18 hours** of training each year. The **remaining 17 hours** will be provided through building, grade, department and individual professional development opportunities. The district and building professional development will focus on:

1. The Common Core Learning Standards: The teachers will work receive support to assist in aligning their curriculum to the new standards.
2. APPR Requirements: The staff will receive training on the evaluation rubric and instructional support to increase their instructional capacity.
3. Student Learning Objectives: The teachers will receive district training on writing SLO's.
4. Assessments: The teachers will receive training on the development of pre- and post-assessments. The teachers will be provided with training on disaggregating data.
5. Student Well-Being: The teachers can receive training on social/emotional/mental health issues that may affect student academic performance.

8.2 Building Staff Development

Each school in the district will provide **opportunities for the remaining 17 hours** of staff development during the school year. (see 9.0) These staff development opportunities should be planned in consultation with building shared decision-making core teams. Building staff development should focus on at least one of the following areas determined by the needs of each individual school and in concert with data analyses:

1. Curriculum maps (K-12) in content areas will be aligned with CCLS
2. Instructional practices will reflect the expectations of the state core curriculum for all students
3. Classroom assessment will be congruent to reflect the core curriculum and become embedded in all grade levels
4. Encourage family/community involvement in student achievement by providing information and support.
5. Data analyses will be conducted on all NYS and parallel assessments for all students in order to assess progress towards goals.
6. Each building will be trained in the various facets of the Dignity for All Students Act (DASA) (Olweus, Leader In Me, etc.).

Format for these sessions may include faculty meetings, department meetings, as well as grade level meetings.

8.3 Grade Level and Department Staff Development

In addition to the district and building staff development opportunities, it is recommended that additional staff development opportunities be planned, implemented and documented for grade levels Pre-K - 5, 6-8, 9-12, as well as departments K-12. Grade level and department in-service sessions should incorporate activities that fit the district's definition for staff development and include strategic activities listed in the Comprehensive District Education Plan. Documentation of the remaining 17 hours will be recorded in PDP Premier for grade levels and departments.

Focus for grade level and department in-service sessions will address one of the following areas:

1. Curriculum maps (K-12) in content areas will be aligned with state common core curriculum
2. Instructional practices will reflect the expectations of the state common core curriculum for all students
3. Common assessments will be congruent with the state model, reflect the common core curriculum, and become embedded in all grade levels
4. Encourage family/community involvement in student achievement by providing information and support.
5. Data analyses will be conducted on all NYS and parallel assessments for all students in order to assess progress towards goals.

8.4 Individual Staff Development

The district will utilize the PDP Premier Program for collecting and disseminating information regarding professional development opportunities provided by the district for individual teachers throughout the school year. Such opportunities may include attendance at conferences and workshops, release time curriculum planning, new teacher orientation, on-line, or other activities that engage teachers in meaningful reflective activities related to the instructional process.

8.5 Total Recommended Annual Hours of Professional Development for 2014-2017

| | |
|---|----------|
| Superintendents' Conference Days | 18 Hours |
| Building Professional Development, Grade and Department Professional Development, and Individual Professional Development | 17 Hours |

TOTAL: 35 hours per year

9.0 Suggested Models for Professional Learning in the Tonawanda City School District

| PROFESSIONAL DEVELOPMENT MODELS | DEFINITIONS | METHODS OF AVAILABILITY |
|---|--|---|
| Training Models | Instructor or facilitator leads or teaches the learning process, including guided practice and or demonstrations. Model is appropriate for developing awareness, knowledge, and/or skills. | |
| Workshops including web-based or on-line training | Programs provided by Teacher Centers, through BOCES, by local districts, and other reputable educational organizations. | School days –release time After School Weekends Summer |
| Faculty meetings | Focused on teaching and learning and facilitated by teachers, administrators or consultants | As per contract |
| Graduate coursework | Education coursework completed through accredited institution | As per contract |
| Assessment Scoring Training | Training with colleagues to score NYS and local assessments using a common rubric | As requested by Assistant Superintendent |
| Consultant | Working with a program consultant or facilitator | School days –release time After School Weekends Summer |
| Webinar/Distance Learning | Through a video/phone-conference with a trainer, consultant, or for advanced study. Can be a workshop or inter-school collaboration. | School days –release time After School Weekends Summer |
| Conferences | Through participation in Local, State, and National Conferences | School days –release time After School Weekends Summer |
| Partnerships with higher education | Can be workshop, professional development collaboration, consultation or video-conference | School days –release time After School Weekends Summer |

| | | |
|--|--|--|
| Peer Collaboration Model | Teachers supporting other teachers to implement new instructional strategies | |
| Interclassroom visitations Interschool visitations | Can be implemented by individuals or groups of staff members. It is a process of learning through peer observation. Appropriate for improving skills or implementation of a new model. | School day |
| Peer coaching | Teachers coach each other in the classroom to improve their skills | School day See Tonawanda City School District Peer Coaching Plan |
| Mentoring | A trained colleague (Mentor) works with a staff member (Intern) to assist him/her in improving and acquiring skills. | School day |
| Peer Review | Work presented by staff is critiqued by peers | School days –release time After School Weekends Summer |
| Grade level, interdisciplinary, or subject area teamwork | Focused on standards and assessments. Can occur in, before or after school day. Can be facilitated by staff member or consultant. Can be combined with a workshop to provide new learning as foundation for curriculum work. Meetings can be used to review and critique student work. | School days –release time After School Weekends Summer |
| Action research projects | A process of learning through the formal identification of a problem or question. It involves data collection and analysis, reflection and possible changes in practice. Should be collaborative | |
| Study Group/Book Study | Process of learning through collegial exchange. Identifies a goal, problem issue, or book. Should be based on best practice. Can be facilitated by staff member or consultant. | After School Weekends Summer |
| Individually Guided Inquiry | Individualized plan for improvement of skills, competencies, and knowledge. | School days –release time, planning time After School Weekends Summer |

10.0 Responsibilities for Professional Development Planning/Evaluation

- The Assistant Superintendent for Curriculum & Instruction should be responsible for coordinating and planning for Superintendent staff development days in consultation with Professional Development Committee and in accordance with CDEP priorities.
- Department/grade level/individual Student Learning Objectives (SLO) should be collaboratively or independently developed by department/grade level members. These SLOs will be approved by building principals and/or the Assistant Superintendent for Curriculum & Instruction in concert with CDEP priorities.
- Staff development evaluation will be reviewed by the Assistant Superintendent for Curriculum & Instruction and will be shared with the Professional Development Committee, Administrative Council, and Board of Education upon request.
- All teachers will enter requests for their Professional Development activities through use of the PDP Premier program.

The Tonawanda City School District is committed to the SED recommended *Comprehensive District Educational Planning* process. This data driven process provides a means for measuring the effectiveness of any and all direct or indirect services provided to students. It is through this process that achievement measures of state standards are analyzed to determine root causes and strategies for improving instruction. Future professional development needs will be identified through CDEP as a major strategy for improving student performance and closing identified achievement gaps.

The Professional Development Plan will be added to CDEP in order to organize and further delineate district responsibilities for providing effective staff development opportunities for teachers. One measure of the plan's effectiveness is student achievement, which is an inherent part of the CDEP process.

It is recommended that evaluation and extension of CDEP include consideration of results of activities from the Professional Development Plan. The assumption that there is a strong relationship between teaching effectiveness and student learning should remain the foundations for such analysis.

APPENDICES

A. Needs Assessment

This Professional Development Plan aligns with the Common Core Learning Standards as evidenced by the Comprehensive District Education Plan (CDEP) for Increasing Student Achievement. The following are district priorities for the 2014-2017.

- Charlotte Danielson's "Enhancing Professional Practice; A Framework for Teaching"
- Professional Learning Community
- Curriculum Mapping
- Instructional strategies
- Technology
- CCLS
- School Climate-Bullying Prevention; Leader In Me; Adult Connectedness
- NYS Standards Professional Learning Standards
- Student Learning Objectives (SLO's)
- Assessment and Data Analysis

Pursuant to the requirements of the Regulations of the Commissioner of Education our plan:

- Addresses the stated purpose of the plan, which is to improve the quality of teaching and learning by ensuring that teachers participate in high quality professional development. This will enable teachers to remain current with their profession and meet the learning needs of their students.
- This plan describes:
 - ❖ teachers' expected participation in professional development;
 - ❖ articulation of professional development across grade levels;
 - ❖ efforts made to ensure the professional development is continuous and sustained;
 - ❖ the manner in which the school district will measure the impact of professional development on student achievement and teachers' practices.

The following sources have been referred to in the development of the PDP:

- School Report Card
- BEDS data
- The Comprehensive Information Report
- Student attendance rates
- Enrollment
- Graduation and drop-out rates
- Special Populations, LEP, Individuals with Disabilities, Homeless
- Teacher/Student Ratios
- Student and community ethnic data
- Longitudinal data
- Makeup of tax base
- Measures of economic wealth
- Sources of district revenue
- Special designation schools, Title I
- State benchmarks for student performance
- Curriculum surveys completed by administrators and teachers
- APPR

B. Peer Coach Program

Note: This description of the Peer Coach Program of the Tonawanda City School District is a component of the district's Professional Development Plan (PDP). It is intended to fulfill the requirement of a mentoring program under regulation 8 NYCRR §80.3.4 [b] [2] effective February 2, 2004.

Peer Coach Program

Tonawanda City School District

Goal: To enhance teacher effectiveness and retain highly qualified teachers by providing a mentor program for new teachers.

Definitions: A **New Teacher** is a teacher who has no prior teaching experience or is recommended for the Peer Coach Program by the Mentor Committee. A **Peer Coach** is a tenured teacher with at least three (3) years of teaching experience in the mentored subject or grade level area (when possible).

Performance Criteria: The new teacher and peer coach will work together towards demonstrating proficiency in the following four areas, in accordance with Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson:

A. Planning and Preparation:

- Extensive content and pedagogical knowledge
- Thorough understanding of developmental characteristics and different approaches to learning
- Clear and suitable goals for diverse students
- Awareness of resources available to school, district, and/or community
- Lesson has defined structure - activities are organized around key ideas
- Assessment criteria are clear and are clearly communicated
- Knowledge and implementation of NYSED core curricula and Tonawanda City School District curricular guidelines

B. Classroom Environment:

- Teacher-student and student-student interactions are polite and respectful
- Environment conveys high expectations for student achievement
- Routines and transitions occur smoothly
- Responsive to student behaviors and needs
- Standards of conduct are clear to all students (classroom management plan)
- Classroom is safe with resources equally accessible to all students

C. Instruction:

- Directions and procedures are clear and appropriate
- Engages students using high quality questions and active discussions in a successful manner
- Subject content is presented appropriately
- Daily activities and assignments are appropriate with lesson goals
- Lesson has clearly defined structures

Feedback is consistently timely and constructive
There are a variety of approaches and strategies for students who have difficulty learning

D. Professional Responsibilities:

Makes accurate assessment of lesson's effectiveness
Maintains a recorded system on student progress
Provides communication with parents regarding student progress and instructional program
Has a supportive and cooperative relationship with colleagues
Participates in school events and/or school/district projects
Seeks opportunities for professional development
Participates in team/department decision-making

Peer Coach Selection: A committee comprising of two (2) members appointed by the Superintendent and three (3) members appointed by the President of the TEA forms the committee for selecting peer coaches. The members appointed by the TEA President include one each from the elementary, middle and high school levels. All peer coach positions are posted and interviews are held in accordance with the usual hiring procedures followed by the district. Decisions will follow the consensus model.

Training:

1. Peer coaches receive approximately 20 hours of training. They are paid for the training at the rate identified as the summer rate for curriculum writing. The training of the peer coaches may include, but is not limited to, the following topics:
 - a. Needs of new teachers- based on research and anecdotal testimony
 - b. Adult learning theory
 - c. Essential Elements of Instruction
 - d. Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson:
 - e. The new teacher/peer coach relationship
 - f. The observation process
 - g. Cooperative learning
 - h. Differentiated instruction
 - i. Integrating technology into instruction
 - j. Time management and organizational techniques
 - k. Best practices for instruction and classroom management

2. New teachers receive two (2) to four (4) days of training in late August in the form of a New Teacher Orientation Program. This program will include all teachers in their first year of service to the Tonawanda City School District, in addition to those defined as "new teachers" in this document. Teachers hired late and who are unable to attend this training program will receive one (1) day of training in late August or early September.

Ratio of Coach to Teacher: The ratio of peer coach to new teacher is either 1:1 or 1:2.

Stipend for the Peer Coach: The stipend is in accordance with the TEA contract.

Contact and Release Time: Both the new teacher and the peer coach receive eight (8) one-half days of release time, spaced throughout the school year, for the purpose of peer coaching activities. This time should not interfere with contractual planning time.

Peer Coach and New Teacher Activities: The new teacher and their peer coach engage in activities that support the goal of the program. Specifically, the goal is to enhance teacher effectiveness towards the ultimate end of improving student achievement. These activities include, but are not limited to:

- ◆ Observation of each other teaching
- ◆ Observation of other teachers
- ◆ Attending profession meetings or conferences
- ◆ Collaborative lesson planning
- ◆ Discussion of organizational and record keeping techniques
- ◆ Improving classroom management strategies
- ◆ Making parental communication more effective
- ◆ Expanding the new teacher's repertoire of instructional skills
- ◆ Checklist for Performance Criteria

Confidentiality: Confidentiality is stressed and is ensured. The Peer Coach does not evaluate the new teacher. However, assessing guiding techniques are used for aiding instruction. The Peer Coach does not discuss problems with the principal. Problems or issues involved with the Peer Coach Program are shared only with the Peer Coach Selection Committee.

Program Evaluation: At the conclusion of each year, the Peer Coach program is evaluated by the Peer Coach Selection Committee. The committee bases its evaluation on confidential surveys distributed to each peer coach and new teacher.

C. District Resources

The following internal and external resources will be used:

Fiscal Resources

- Title I (Meeting RTTT requirements for student achievement)
- Title II A (Recruiting and training highly qualified teachers and principals)
- Title II D (Enhancing Education through Technology)
- Title IV (Safe and Drug-free Schools)
- STLE 3
- General Fund
- Other Grants

Administrative & Faculty Resources

- District and building administrators,
- Department Chairpersons, grade level representatives
- Content specialists
- Exemplary teachers

Providers

- Institutions of Higher Education
- Teacher Center
- BOCES
- Consultants
- Instructional/Data Coaches

Community

- Community-based organizations
- Parents

All funds for professional development will be used to implement this plan.