

Meeting:	Oct. 27, 2016
Category:	Report
Subject:	Professional Learning Programs
Goal(s):	I. Success for All Students: 1. Deliver instruction aligned to standards, 2. Use instructional strategies to maximize student engagement and learning, 3. Build and maintain a talented and effective workforce, 4. Create safe and nurturing learning environments, 5. Provide a variety of opportunities to meet the diverse needs of all students
Budget Implication:	Title II – federal grant provides approximately \$170,000, TPEP state grants provides approximately \$28,000, BEST grant provides approximately \$54,000, DoDEA provides approximately \$250,000
Summary:	Our district applies for and receives resources through competitive and non-competitive grants to provide different types of professional development including support for new teachers, training in the revised evaluation system, and learning initiatives such as PBIS, instructional strategies, and curriculum implementation. This report shows activities that are planned for the 2016-17 and described processes used to determine focus areas and to measure effectiveness.
Recommendations:	Information only

Part I: Major Professional Learning Activities

New Teacher Induction: Qualifying teachers receive full-scale mentoring from highly trained cadre of mentors. Additional supports include orientation and “just-in-time” trainings throughout the year. This year, there are 24 teachers receiving support in their 1st or 2nd year in the profession.

Marzano Framework Trainings: All new teachers and evaluators receive a 6 hour overview. Stage III calibration training for evaluators is ongoing, tied to district focus areas. The evaluation process in itself is a major professional learning experience for all certificated staff and requires extensive investment at the teacher, principal and system level.

Ready Gen Support Leaders (elementary): To support implementation of the newly adopted English Language Arts program for elementary, two leaders are selected for each school. These staff receive special training and provide support to staff at their school sites.

Engage NY Training and Collaboration: To support implementation of the newly adopted English Language Arts program for middle school, a trainer from OESD provides professional learning modules and facilitates collaborative planning, student work and data review.

Professional Learning Communities: Ongoing focus to ensure that the weekly 50 minute early release is used for collaborative teacher work based on the cycle of inquiry for improving student learning.

Instructional TOSA (Teacher on Special Assignment): One FTE Teacher on Special Assignment is employed to support teachers and principals and to assist the Director of Curriculum and Instruction with implementation of all professional learning and curriculum focused learning improvement efforts.

NKSD 4 Focus Areas: Based on leadership team review of student data including graduation rate, achievement scores, attendance and discipline, 4 focus areas were chosen: 1) teacher efficacy 2) goals and objectives 3) academic discourse, 4) differentiation. Modules are developed at the leadership team level by directors and principals, learning is transferred to buildings using their own individualized processes.

Secondary Science Project: 0.2 FTE science coaches are funded in each secondary school as part of a large scale professional learning project for secondary science teachers. Over 20 teachers have opted in, and will receive dosage at levels shown through research to impact practice and student achievement. Educurious is a managing partner. WEST Ed provides support for evaluation, including perceptual and student achievement data.

Positive Behavior Interventions and Supports (PBIS): All schools are moving from a planning year into year 1 of implementation during 2016-17. PBIS teams and processes are in place, and student data is reviewed at the school and district level.

Part II: Measures of Effectiveness

Grant Specific Measures: Many of the grants, include specific requirements for measurement and data collection in order to continue to receive funding.

Deep Dives: School visits provide an opportunity to observe transfer of professional learning initiatives at the school system and classroom level. Specific look-fors and questions for school staff are developed to determine levels of success and areas where support may be needed.

Staff Perceptual Data: Following major professional learning experiences, a survey adapted from the Learning Forward Standards is given to staff. Data from recent District Days shows significant increase in staff satisfaction. An annual survey gives staff an opportunity to identify areas of need for their own professional growth.

Student Achievement Data: Administrative and teaching staff systematically analyze student data to inform adjustment to professional learning strategy, and to determine effectiveness and emphasis areas.

Part III: Steering of Professional Learning and District/Building Days

PD Committee: A group including teachers provides recommendation for use of District PD Days. Recommendations are implemented, or the committee is provided a rationale for why another plan is chosen by administration. Activities have included Ready Gen training, a differentiated workshop model and focused PLC work. The PD committee has also designed, administered, and analyzed data from staff surveys in recent years.

District Days for 2016-17: August 24th - Ready Gen training and PLC work, December 2nd – Secondary PD Day, January 30th – Elementary PD Day.

Building Days: Each school plans for their own professional learning that is provided for staff at the building level. Schools are provided the resource of 2 days, which are typically taken prior to the first day of school, and 5 PLC days throughout the year when professional learning can be provided.