

Buffalo City School District Professional Learning Plan 2020-2021





Buffalo City School District Professional Learning Plan 2020-2021

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ALIGNMENT TO DISTRICT PLANS

The creation and implementation of the 2020-2021 Professional Learning Plan (PLP) is aligned to the Buffalo City School District's (BCSD) District Comprehensive Improvement Plan (DCIP) SMART goals and activities, the District's Education Bargain, Student Success Plan, and the NYS Professional Development Standards.

The Education Bargain (NEB) with Students and Parents

Under the leadership of the Board of Education and the Superintendent, the District has committed to the Education Bargain (EB) with Students and Parents. The District promises to provide rigorous early elementary education, strong community schools, innovative high schools, extended learning opportunities, services for our neediest students, and to continue to develop the relationship with District teachers. In return, parents are asked to ensure students attend school, perform their best, study after school hours, and act respectfully in school. Support for much of this work will be provided through professional learning opportunities which are part of the District Professional Learning Plan.

The Education Bargain with Students and Parents

An equal and high-quality education is every child's civil right; and, as educators, we must deliver on this essential democratic principle. The Education Bargain is simple: The District will guarantee pathways to opportunity that will lead to achievement and success in exchange for hard work, commitment, and collaboration of our students and parents.

IT IS THE PARENT'S RESPONSIBILITY TO:

- Place a high premium on education
- Make sure your child goes to school and to all classes every day
- Make sure your child does his in-school work to the best of his ability and puts in additional study time (up to two hours each day) outside of school hours
- Make sure you and your child show respect for teachers and for staff

Key Educational Goals:

- Rigorous Early Elementary Education
- Strong Community Schools
- Innovative High Schools
- Extended Learning Excellence for All Our Students
- Services for Our Neediest Children and Families
- Relationship with Our Teachers



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THE STUDENT SUCCESS PLAN

The BCSD 2020-2021 Professional Learning Plan affords all teachers, administrators, and support staff the opportunity to participate in hands-on training related to curriculum resources. There are also opportunities to engage in dialogue and provide feedback. The professional development focus strands for 2020-2021 are congruent with the BCSD Student Success Plan.

FOCUS AREAS

The strategic focus areas guide the development of objectives, strategies, and initiatives to ensure that every BPS student is prepared to compete globally for collegiate and career opportunities.

Academic Achievement

Students will receive the quality instruction and supports necessary to become well-rounded individuals with the skills and knowledge to be globally competitive.

Universal Access

BPS will improve communication with stakeholders while providing equal access to quality instruction and supports.

Development and Support

BPS will develop and support stakeholders to foster achievement for all students.

Organizational Effectiveness

BPS will improve its effectiveness by making decisions that are research-based, fiscally sound, and driven by data.

All professional learning opportunities are aligned to focus area objectives. Sessions include but are not limited to: Remote Learning Strategies, Next Generation-aligned instruction, using data to inform instruction, digital tools, meeting the needs of diverse learners, classroom management, culturally and linguistically responsive teaching, instructional strategies in writing and early literacy, trauma-informed care, and restorative practices.



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FOCUS AREAS AND OBJECTIVES

	Academic Achievement	Universal Access	Development and Support	Organizational Effectiveness
OBJECTIVES	1a. Prepare students to be successful readers & writers by end of grade 3	2a. Enhance programming for multilingual and special education	3a. Systematize professional development	4a. Align resources with strategic priorities
	1b. Follow rigorous curricula aligned to NYS learning standards	2b. Provide all students with access to rigorous curricula through CLRT and other initiatives	3b. Develop and support delivery of standards-aligned instruction and supports for all students	4b. Foster a culture of high expectations to support college and career readiness for all students
	1c. Create an assessment system to inform instruction	2c. Strategically manage and leverage technology and data systems	3c. Develop and support use of data to increase student outcomes	4c. Foster a culture of data-driven decision making
	1d. Deliver high-quality instruction and student supports	2d. Meet the instructional, social, emotional, and wellness needs of all students through intervention, enrichment	3d. Develop and support delivery of instruction and programming that meets the needs of all students	4d. Provide multi-tiered systems of support (MTSS) for students
	1e. Organize classrooms to foster success	2e. Improve communication with students, parents, and community stakeholders	3e. Cultivate family and community engagement in the work	4e. Increase opportunities for student success

ESSA & NYS EDUCATION DEPARTMENT REGULATIONS AND REQUIREMENTS

Every Student Succeeds Act (ESSA) detail professional development with new provisions that guide our District to effectively prepare, support, and develop excellent educators. The District's priority is to ensure educational equity for all students.

Under ESSA, the term 'professional development' means that professional learning opportunities "(A) are an integral part of school and local educational agency strategies for providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators) with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging State academic standards; and, "(B) are sustained (not stand-alone, one-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.

This Professional Learning Plan meets the requirements of the 100.2 (dd) Regulations of the State of New York. The purpose of this plan is to improve student learning by providing meaningful, focused, professional learning opportunities that are aligned with the Next Generation Learning Standards. Additionally, each public school district is required to have a Professional Learning Plan which describes how it will provide all teachers, teaching assistants and long-term substitute teachers with substantial professional development opportunities. The plan will also address how it will provide professional certificate holders with opportunities to maintain such certificates in good standing based upon successfully completing 100 hours of Continuing Teacher Leader Education credits (CTLE) every five years. Please see Appendix B for the detailed professional learning opportunity planning process.



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NEXT GENERATION LEARNING STANDARDS

The Next Generation Learning Standards for ELA and Mathematics grades PK-12 outline a high bar for college and career readiness. The District will follow the NYSED Next Generation roadmap and implementation timeline. During the 2020-2021 school year, we will provide NYSED Phase II training to build capacity. Professional development will also highlight best practices in supporting learning remotely.

PROGRAM AND CURRICULUM ALIGNMENT

To ensure that the District has a guaranteed and viable curriculum that will significantly impact student achievement, we have invested in the following instructional resources:

- Literacy series for grades K-6: Houghton Mifflin *Journeys* and *Senders* for bilingual learners
 - Standards-based instruction is integrated into every unit and lesson
 - Professional development sessions focus on instructional strategies for using program resources, planning that includes differentiation, and student engagement
- Engage NY English Language Arts modules and novels for grades 5-12
 - Standards-based instruction is integrated into every unit and lesson
 - Professional development includes use of informational text and close reading of rigorous texts
- Engage NY Mathematics modules for grades K-12
- Next Generation Standards-based science series
- Social Studies Standards-based series
- Prekindergarten literacy
 - Standards-based instruction is integrated into every unit and lesson
 - Focus on social emotional development, oral language development, literacy skills
- Prekindergarten mathematics
 - Next Generation-based instruction is integrated into every unit and lesson
- CATCH –Coordinated Approach to Child Health
 - Empowers children to make healthy food choices
 - Attention given to increasing the amount of moderate to vigorous physical activity children engage each day
- Culturally Responsive Teaching Resource- Amistad
 - Amistad resources promotes a vast awareness of the history and contributions of Africans and African Americans
- ENL Stand Alone Curriculum
 - Independent Reading Level Assessment (IRLA)
 - BPS Strive for Five Framework

Together, these standard based instructional tools develop foundational reading, writing, listening, speaking, and thinking skills for our multilingual learners (MLL).



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PROFESSIONAL CERTIFICATION REQUIREMENTS

Holders of professional certificates in the classroom teaching service, educational leadership service, and Level III teaching assistant service are required to successfully complete 100 clock hours of acceptable Continuing Teacher Leader Education (CTLE) during the registration period of five years. The CTLE requirement may be completed at any time during the registration period. Please note, however, that CTLE completed during a prior registration period may not be carried over.

Acceptable CTLE must be taken from a sponsor approved by the NYSED Continuing Teacher Leader Education Department. There are three types of acceptable professional development for CTLE credit: (1) study in the content area of any certificate title held by the individual (2) pedagogy, (3) any required study in language acquisition addressing the needs of English language learners as described in section 80-6.3 of Commissioner’s Regulations. Acceptable CTLE must be conducted through activities designed to improve the teacher or leader’s pedagogical and/or leadership skills, targeted at improving student performance, including but not limited to formal CTLE activities. Such activities shall promote the professionalization of teaching and educational leadership, as applicable, and be closely aligned to District goals for student performance.

Any BCSD partner or vendor that is providing professional development for CTLE credit must be part of the approved course listing in the BCSD Professional Learning Plan. Please contact the Office of Staff Development with new BCSD partners or vendors.

BCSD provides several professional development systems to ensure that administrators, teachers, and teaching assistants satisfy the 100-hour mandate. These systems include, but are not limited to:

<ul style="list-style-type: none"> • District-wide professional development initiatives 	<ul style="list-style-type: none"> • After-school opportunities for professional learning
<ul style="list-style-type: none"> • Superintendent’s Conference Days 	<ul style="list-style-type: none"> • School-based professional learning opportunities
<ul style="list-style-type: none"> • Participation in District Mentoring Program 	<ul style="list-style-type: none"> • Curriculum content area specific professional development
<ul style="list-style-type: none"> • Teacher Center course offerings 	<ul style="list-style-type: none"> • eDoctrina/APPR training and observation system
<ul style="list-style-type: none"> • Professional learning opportunities offered by NYSED approved vendor 	<ul style="list-style-type: none"> • Synchronous and asynchronous professional development
<ul style="list-style-type: none"> • District Credit courses 	<ul style="list-style-type: none"> • Buffalo Public Schools Leadership Academy (BPSLA)



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LANGUAGE ACQUISITION GUIDANCE DOCUMENT FOR CTLE

The following are suggested activities for meeting the CTLE language acquisition requirements:

❖ **Best Practices:**

- Best practices for Bilingual Education (Dual Language program)
- Best practices for English as a New Language (ENL)
- Academic language and English language learners (ELLs)/Multilingual learners (MLLs)
- Co-teaching strategies, structures, and supports
- Effective literacy strategies for ELLs/MLLs
- Scaffolds that support ELLs/MLLs in mastering core content
- Home language and literacy development
- Aligning instructional resources to meet the needs of ELLs/MLLs
- Lesson planning using the Targets of Measurement (TOMs), Performance Level Descriptors (PLDs), and the Bilingual Common Core Progressions

❖ **Identification, Placement, and Assessment**

- Identification procedures for ELLs/MLLs
- Response to Intervention (RtI) for ELLs/MLLs
- Identification and placement procedures for ELLs/MLLs
- Assigning credits and reviewing international transcripts
- Appropriate assessment procedures/approaches to ELL/MLL assessment
- Language Learning vs. Disability

❖ **IEPs, Instruction, Students with Differing Abilities**

- Integrating language and content instruction for ELLs/MLLs
- Meeting the needs of subpopulations of ELLs/MLLs (e.g., Students with Interrupted/Inconsistent Formal Education, ELLs/Students with Differing Abilities, Newcomers, Developing ELLs, Long Term ELLs, Former ELLs)
- Bridges training for Low Literacy SIFE
- Stand Alone ENL Curriculum for Entering and Emerging Students
- Bilingual Common Core Progressions
- Best practices for working with ELLs/MLLs with an IEP
- Gifted and Talented ELLs/MLLs
- Home language and literacy development in Bilingual Education programs
- Translanguaging (CUNY/Ofelia Garcia)

❖ **Home, Family, Community, Culture, and Social**

- Strengthening home/school communication
- Cultural responsiveness or cultural competency training for teachers and administrators
- Best practices on how to support and sustain ELLs'/MLLs social and emotional development needs, including creating a safe and supportive environment that is conducive to learning
- Supporting and strengthening family and community engagement
- Cultivating a multilingual school environment
- Using the home language to accelerate English Language Development

(www.highered.nysed.gov/tcert/resteachers/ctle.html)



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Staff Development, in collaboration with the Multilingual Education Department, have and will offer several learning opportunities during the 2016-2021 CTLE registration period. Credit hours equal the number of CTLE Language Acquisition credits that participants receive by completing the course. For example, a course that is 3 hours in length equals 3 CTLE Language Acquisition credits. These learning opportunities include, but are not limited to:

Course Title	Audience	Number of CTLE Language Acquisition Credit Hours
Scaffolding	Teachers	6
Culturally and Linguistically Responsive Teaching	Teachers	12
Cultural and Linguistic Responsiveness	Administrators	6
Urban Forum	Administrators	6 annually
Best Practices When Working with ELLS	Multilingual Teacher Aides	3
Universal Design for Learning: Co-Teaching Strategies	Teachers	2-6
Lead Evaluator Certification: Best Practices in ENL Instruction	Administrators	1 annually
Meeting the Needs of Multilingual Learners: Best Practices in ENL Instruction	Teacher Assistants	3.5
Cultural Considerations When Working with Multilingual Learners	Teacher Aides, Teaching Asst., Teachers, & Admin.	3
Stand-alone ENL Instruction	ENL Teachers	3-12
BTRC: Understanding Diverse ENL Populations	Teachers	15
BTRC: Multiculturalism in Education: Modeling Cultural Responsiveness	Teachers	15
SUTW Part 1	K-12 Teachers	6
SUTW Part 2	K-12 Teachers	6
SUTW Part 3	K-6 Teachers 7-12 ELA Teachers ENL Teachers	6
Step Up to Writing: Best Practices in ENL Instruction	ENL Teachers	12
Various departmental offerings	Teachers/Admin.	2-6



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PROFESSIONAL LEARNING PLAN FOR TEACHERS IN YEARS 1-3

In 2020-21, teachers in their first three years of employment with the Buffalo City School District will participate in a mentor induction program which includes New Teacher Orientation, Human Resources Onboarding, professional learning, remote mentor meetings, remote coaching sessions, and New Teacher Academy (afterschool remote professional learning sessions). Teachers will also have an opportunity to participate in department and school specific professional learning. Both paid and voluntary opportunities will be offered. All paid opportunities will be at the contractual rate. Teacher Center courses are also available to teachers for District credit.

PROFESSIONAL LEARNING PLAN FOR TEACHERS WITH FOUR OR MORE YEARS

Teachers with four or more years of experience with the Buffalo City School District will participate in differentiated professional learning opportunities. Mandatory learning opportunities are offered during the Superintendent Conference Days. Optional opportunities include Teacher Center courses, departmental-specific training, and school-based offerings. Both job-embedded and after school professional learning opportunities will be applied to Continuing Teacher Leader Education hours as appropriate. All training for the 2020-2021 year will be remote due to the Covid-19 pandemic.

FIVE YEAR JOB-EMBEDDED PROFESSIONAL LEARNING PLAN FOR TEACHERS

Year	Trauma-informed Care (TIC)	Social Studies Textbook	Culturally & Linguistically Responsive Teaching (CLRT)	Restorative Practices	Next Generation Learning Standards (NGLS)	Language Essentials for Teachers of Reading & Spelling (LETRS)	Early Childhood Enrichment Program (ECEP)	Remote Instruction
16-17			Gr. 9-12					
17-18	Gr. K-3		Gr. 6-8	Cohort I	Literacy Coaches, SMT, CAI			
18-19	Gr. 4-6		Gr. PK-1	Cohort II	Gr. PK-12	Gr. 1-2, Literacy Coaches		
19-20	Gr. 7-8, 9-12	Gr. K-6, 7-8	Gr. 4-5	Cohort III	PK-8 Math PK-12 ELA	Gr. PK-3	Gr. PK-K	
20-21	New Hire & Make-up	Gr. K-6, 7-8	Gr. 2-3	Cohort IV, New Hire & Make-up	New Hire & Make-up	New Hire & Make-up	Gr. 1-2	All Grades



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ANNUAL PERFORMANCE REVIEW (APPR)

Lead Evaluator and Continuing Lead Evaluator Training

During the 2020-21 school year, administrators will use the APPR plan (3012-d). This set of regulations requires administrators to be lead evaluator certified to conduct teacher evaluations. Administrators must be trained on the nine lead evaluator criteria. All certified administrators must annually receive training with a focus on inter-rater reliability. The Lead Evaluator (LE) learning series helps leaders zero in on high-leverage teaching strategies that make a difference in student learning. During LE training, administrators examine and use both a common language and a concept system related to teaching to support any State-approved framework, but especially the NYSUT Teacher Practice Rubric (2014 edition). In addition, participants develop skills for identifying and providing results-oriented reports and feedback, based on observations and analysis of data from other sources, including student achievement.

Inter-rater reliability (IRR) trainings for administrators are offered to establish rater agreement across the District. The District IRR trainers have successfully completed the Train-the-Trainer module of Teaching and Learning Solutions Observer Training and the Skillful Observation & Coaching Lab. Hands-on use of these models promotes learning opportunities that are delivered with fidelity.

Initial Lead Evaluator Training

Instructional leaders must have the skills to conduct learning-focused supervision and evaluation. This course will focus on the BPS APPR process and the use of the eDoctrina system to evaluate teachers. Participants will also take a deep dive into the NYSUT Rubric.

Multiple professional development opportunities are designed to provide training in the required criteria. These opportunities include job-embedded experiences, principal meetings, the annual administrators' conference, and voluntary options. Probationary appointed administrators may be required to participate in mandatory after-school sessions.

All Staff Development courses are listed in the course catalogue which is published quarterly.

BUILDING AND CENTRAL OFFICE ADMINISTRATORS

“Effective leadership training must emphasize the specific, concrete skills needed by school leaders.” (Bambrick-Santoyo, 2010)

Building and instructionally focused Central Office administrators meet monthly for learning opportunities led by both their peers and District leaders. The agenda is framed by the Education Bargain, Student Success Plan, and DCIP. Administrators attend professional development related to BCSD initiatives, lead evaluator training, curriculum, and other topics. The goal of all administrator professional learning is to strengthen the District leadership infrastructure, enhance leadership skills, and sharpen leadership practice around special education, curriculum, and multilingual questions. Administrators emerge with a shared understanding of District priorities and how to monitor implementation. All professional development for 2020-2021 will be remote.



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SCHOOL-BASED LITERACY, INSTRUCTIONAL AND INSTRUCTIONAL TECHNOLOGY COACHES

Teacher coaching has been shown to be beneficial in helping teachers to implement research-based practices and strategies into their instruction. (*Bush, 1984; Showers, 1982, Showers 1984; Knight, 1998; Knight, 2007; Batt, 2009; Slinger, 2004*)

All literacy, instructional, and instructional technology coaches will participate in monthly learning opportunities to become skilled at delivering turn-key professional development on research-based instructional best practices for implementation of the standards-aligned curriculum. These trainings will also focus on conducting remote classroom visitations, as well as coaching to support teachers in improving and refining their effective delivery of rigorous instruction. In working with novice and experienced teachers, all coaches will engage in targeted conversations and data analysis regarding instruction that is aligned with the NYSUT Rubric. During 2020-2021, literacy coaches will continue to receive facilitator training for Language Essentials for Teachers of Reading and Spelling. All coach training will be held remotely.

All Coach trainings are listed in the Staff Development course catalogue which is published quarterly.

TEACHING ASSISTANTS / TEACHER AIDES

It is our goal to ensure that all teaching assistants are appropriately equipped to support instruction at the various high levels of rigor that occur daily in our classrooms. Professional development will be held to facilitate teaching assistants' deeper understanding of, restorative practices, managing student behavior, culturally and linguistically responsive teaching practices, inclusive strategies, as well as how the role of teacher assistant can provide effective support for student achievement. Teaching assistants with level III NYS certification must earn 100 hours of continuing teacher leader education hours every five years as per New York State certification regulations.

Professional development for teacher aides is also a priority for the District. Teacher aide responses were reflected in the District Needs Assessment. This data was used to determine professional development options. Sessions will be job service related to meet the needs of our constituents.

See the chart below outlining the 2020-2021 professional development plan for teacher aides and teaching assistants. The goal is to prepare our paraprofessionals with background information, skills, and new strategies to address the growing needs of our diverse population of students. All professional development will be remote.

All professional development opportunities for teaching assistants and teacher aides are listed in the Staff Development course catalogue which is published quarterly.



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PROFESSIONAL DEVELOPMENT MENU FOR PARAPROFESSIONALS

<p><u>Cultural Considerations when working with Multilingual Learners</u></p> <p>Audience: Teacher Aides & Teacher Assistants</p>	<p><u>Managing Behavior in School Communities</u></p> <p>Audience: Teacher Aides & Teacher Assistants</p>	<p><u>Trauma Informed Care Part 1</u></p> <p>Audience: Teacher Aides & Teacher Assistants</p>	<p><u>Trauma Informed Care Part 2 (De-escalation Strategies)</u></p> <p>Audience: Teacher Aides & Teacher Assistants</p>
<p><u>Culturally & Linguistically Responsive Practices*</u></p> <p>Curriculum, Assessment, and Instruction</p> <p>Audience: All Staff</p>	<p><u>Effective Supervision</u></p> <p>Student Support Services</p> <p>Audience: All Staff</p>	<p><u>Introduction to Technology</u></p> <p>Staff Development</p> <p>Audience: Teacher Aides & Teacher Assistants</p>	<p><u>Opportunities to Respond, Choice, and Behavior Specific Praise</u></p> <p>Student Support Services</p> <p>Audience: All Staff</p>
<p><u>Responding to Misbehavior</u></p> <p>Student Support Services</p> <p>Audience: All Staff</p>	<p><u>Restorative Practice Experience</u></p> <p>Student Support Services</p> <p>Audience: Teacher Aides & Teacher Assistants</p>	<p><u>Classroom Management Secrets for the Paraprofessional</u></p> <p>Audience: Teacher Aides & Teacher Assistants</p>	<p><u>Discover a Career as a Teaching Assistant</u></p> <p>Audience: Teacher Aides</p>
<p>The Paraprofessional</p> <p>Audience: Teacher Aides & Teacher Assistants</p>	<p>Understanding Child & Adolescent Development including SWD</p> <p>Audience: Teacher Aides & Teacher Assistants</p>	<p>PD Offered 2017-Present Potential New PD</p>	
		<p>*Modified for Paraprofessionals</p>	



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DIVISION OF STUDENT SUPPORT SERVICES

The Division of Student Support Services which includes the departments of Social, Emotional and Wellness Supports (Office of School Climate, Comprehensive Nursing Program, Health & Wellness Initiatives), Guidance and Counseling (Attendance, Crisis Response and Prevention, and Home Schooling), Parent and Family Engagement, Pupil Personnel Services (Alternate Education, Home Instruction, Suspension HUB Site Instruction, and Health Impaired Education) and Central Registration Services (McKinney-Vento), will fully implement the professional development outlined in Priorities 5 and 6 of the District's DCIP. Departments will collaborate with other District departments and community stakeholders to design and implement training opportunities to BPS staff as appropriate. School level instructional and support staff will participate in professional learning opportunities that focus on:

- Trauma-informed Care
- Restorative Practices
- Social Emotional Learning
- increasing student attendance
- behavioral supports and interventions
- health and wellness
- criteria-based program and high school application requirements
- high school graduation requirements
- strategies that inform and increase parent engagement

Projected outcomes include an increase in district-wide student attendance, decreasing student suspensions, and an increase in parent engagement at school and district events.



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CENTRALIZED PROFESSIONAL LEARNING OPPORTUNITIES

District Data Review Statement

District and departmental data are reviewed regularly to make informed decisions regarding the professional learning needs of the District. A review of the district data including DTSDE data, and 2020 Needs Assessment data informed the baseline used to develop an action plan of professional development for this school year.

Remote Learning

Due to the COVID-19 pandemic, educators are currently facing many challenges with the sudden transition to online learning. Staff Development, in collaboration with the Division of Curriculum and Instruction, Multilingual Education, and Instructional Technology has compiled a series of professional learning opportunities to inform best practices regarding remote learning. The Professional Learning Team (PLT) and Office of Instruction will continue reviewing data to inform updates to the remote learning course offering list. It is our goal to provide resources to help administrators, teachers and support staff to navigate this challenging time. It is equally important to prepare for the new normal of remote learning.

Teaching online requires specialized skill sets including an understanding of how to conduct classes in a virtual environment, knowing when and how to use videoconferencing, share content, and responding to students' submissions with meaningful feedback.

The Buffalo City School District is dedicated in keeping current with remote learning strategies and addressing professional learning challenges as they arise. All professional development for 2020-2021 will be offered remotely synchronously or asynchronously.

Remote Learning Course Listing

District Systems Needed for Remote Learning			
Course Title	Course Description	Course PGS Registration #	Number of Hours
Teams Pt. 1	Introduction to conferencing tool.	30992	1 hour
Teams Pt. 2	Advanced features of conferencing tool.	30954	1 hour
Schoology Pt. 1	Introduction to student learning management system.	30970	1.5 hours
Schoology Pt. 2	Advanced features of student learning management system	30972	1 hour
Office 365	Online computer resources	30994	1 hour



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Pedagogy for Remote Learning			
Course Title	Course Description	Course PGS Registration #	Number of Hours
Delivering high Quality Instruction Remotely	Best practices on remote instruction	31003	1 hour
Cultural Tapestry of Our Multilingual Learners	Multilingual lens of support for students.	30980	1 hour
My Name My Identity	Building student relationships	31016	.5 hour
Best Practices to Communicate with Families	Family communication systems.	30975	1 hour
Supports for Developing Asynchronous Lessons			
Course Title	Course Description	Course PGS Registration #	Number of Hours
PlayPosit Academy	Introduction to PlayPosit	30982	1.5 hours
Nearpod Pt. 1	Introduction to Nearpod	30978	1 hour
Nearpod Pt. 2	Nearpod for distance learning	30989	1 hour
Asynchronous Curriculum Content			
Course Title	Course Description	Course PGS Registration #	Number of Hours
Lexia Core5	Implementing Lexia Core5	30984	2 hours
Moby Max	Using Moby Max to support instruction	30996	1 hour
MyOn	Using MyOn to support instruction	31002	1.5 hours
Zearn	Using Zearn to support instruction	30974	1.5 hours
Social Studies Textbook Training	Supporting Social Studies instruction	30920	2 hours

Focused Professional Learning Opportunities

In response to principal and teacher feedback, the Professional Learning Team has developed a system to allow teachers and/or building administrators to select specific job-embedded professional learning opportunities to meet their needs. Principal surveys, APPR data, student achievement data, and student support services data will be utilized to identify high leverage professional development opportunities. During the 2020-21 school year, synchronous or asynchronous remote courses will be offered. Availability will be communicated to principals and teachers.



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DEPARTMENTAL PROFESSIONAL LEARNING OPPORTUNITIES

Professional learning opportunities specific to each subject area are provided for teachers and administrators during the academic year and summer. These sessions are determined based on District data reviews and needs assessment surveys. Teachers and administrators can register for these offerings using the Professional Growth System (PGS). The list of professional development offerings can be found in the Recommended Trainings area of PGS. See department specific professional learning charts for a listing of planned offerings. All teachers are also invited to participate in Teacher Center sponsored courses.

A complete listing of all job-embedded and departmental professional learning sessions can be found on the Staff Development web page in both calendar and catalogue form.

MENU SELECTION TO SCHEDULE PROFESSIONAL LEARNING OPPORTUNITIES FOR SCHOOLS

A revised menu of professional development options will be developed to reflect staff needs as a result of the Covid-19 pandemic. Regular updates will be posted on the Staff Development webpage and in the quarterly course catalogue. Facilitated professional development for job-embedded teacher sessions (common planning time series, or grade level series), job-embedded building or department leadership sessions, and afterschool professional development for teachers and/or administrators. Afterschool sessions are subject to funding approval and available to schools with grant funding sources.

FACILITATED PROFESSIONAL LEARNING MENU

Shared Accountability

<i>TITLE</i>	<i>DEPARTMENT</i>	<i>AUDIENCE/GRADE</i>
<u>Data Driven Instruction</u>	Office of Shared Accountability	All Administrators and Teachers
<u>DTSDE</u>	Office of Shared Accountability	All Administrators and Teachers
<u>eDoctrina</u>	Office of Shared Accountability	All Administrators and Teachers
<u>NYSUT Rubric</u>	Office of Shared Accountability	All Administrators and Teachers

Mathematics

<i>TITLE</i>	<i>DEPARTMENT</i>	<i>AUDIENCE/GRADE</i>
<u>Mathematics Customized School Based Professional Development</u>	Math	All Teachers



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Multilingual

<i>TITLE</i>	<i>DEPARTMENT</i>	<i>AUDIENCE/GRADE</i>
<u>ELL Regulations: C.R. Part 154, Title III and District Expectations</u>	Multilingual	All Stakeholders (admin, teachers, support staff, etc.)
<u>High-Leverage Instructional Strategies for Multilingual Learners</u>	Multilingual	All Administrators and All Teachers
<u>Using Data to Drive Instruction for Multilingual Learners</u>	Multilingual	All Administrators and All Teachers
<u>Getting to Know Our Multilingual Learners & Their Families</u>	Multilingual	All Stakeholders (admin, teachers, support staff, etc.)

Science

<i>TITLE</i>	<i>DEPARTMENT</i>	<i>AUDIENCE/GRADE</i>
<u>Data Driven Instruction- Science</u>	Science	3-12 Grades- Science Teacher
<u>Savvas Realize Online Program Overview</u>	Science	New K-8 Science and SPED Teachers that work with Science
<u>MobyMax- Science</u>	Science	K-8 Science and SPED teachers that work with Science

Special Education

<i>TITLE</i>	<i>DEPARTMENT</i>	<i>AUDIENCE/GRADE</i>
<u>Specially Designed Instruction</u>	Special Education	Special Education Teachers K-12
<u>High Leverage Practices</u>	Special Education	Special Education Teachers K-12
<u>Autism</u>	Special Education	Special Education Teachers K-12 who have been assigned to an AU classroom
<u>Co-Teaching</u>	Special Education	Special Education Teachers K-12



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Student Support

<i>TITLE</i>	<i>DEPARTMENT</i>	<i>AUDIENCE/GRADE</i>
<u>De-escalation and Crisis Prevention</u>	Student Support Services	All Aides, Assistants, SST, Teachers
<u>Effective Supervision</u>	Student Support Services	All staff who supervise children, aides, assistants
<u>FBA BIP In Depth</u>	Student Support Services	All Special Education Teachers
<u>ODR 411</u>	Student Support Services	Anyone who writes discipline notices
<u>Opportunities To Respond, Choice, and Behavior Specific Praise</u>	Student Support Services	All Staff
<u>Restorative Practice Conferencing Circles</u>	Student Support Services	Administrators or SST

Technology

<i>TITLE</i>	<i>DEPARTMENT</i>	<i>AUDIENCE/GRADE</i>
<u>Creating a Culture of Learning in 1:1 Classrooms</u>	Instructional Technology	All Administrators/Teachers
<u>Professional Productivity (New)</u>	Instructional Technology	Aides, Assistants, Substitutes
<u>Supporting Remote Learners (New)</u>	Instructional Technology	Aides, Assistants, Substitutes
<u>Supporting Remote Instruction (New)</u>	Instructional Technology	Aides, Assistants, Substitutes, pre-req is Supporting Remote Learners
<u>Technology Integration: 365 & Schoology in the Classroom</u>	Instructional Technology	All Teachers
<u>Technology Integration: All Students Read and Write</u>	Instructional Technology	All Teachers
<u>Technology Integration: Apple Teacher</u>	Instructional Technology	All Teachers
<u>OneNote in the Classroom</u>	Instructional Technology	All Teachers
<u>Student's Explain Their Thinking</u>	Instructional Technology	All Teachers
<u>Teaching with Nearpod</u>	Instructional Technology	All Teachers
<u>Technology Tools & Teaching and Learning in a 1:1 Classroom</u>	Instructional Technology	All Administrators



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Descriptions New Course Offerings:

Supporting Remote Learners: Participants will learn strategies for supporting learners in a digital learning environment. The emphasis will be on using Microsoft Teams as a digital classroom. The course will cover best practices for taking attendance, student-teacher communication in the meeting chat, sharing content during a meeting, and ending the meeting.

Supporting Remote Instruction: Participants will get an overview of the instructional apps and resources that are available to BPS teachers and students to support digital learning. This will include how students access and use the resources for various content areas.

Professional Productivity: Participants will learn how to connect to the Microsoft Suite using their Buffalo Public Schools account. This course will include accessing Microsoft Outlook to manage e-mail communication and the calendar to manage a schedule. It will also provide an overview of additional resources available within the Microsoft Suite.

IMPLEMENTATION STATEMENT

Refinement and implementation of the Professional Learning Plan is ongoing based on current and important data sets. The course catalogue is entered into the Professional Growth System (PGS) quarterly and is updated regularly. Course catalogues and calendars are published on the home page of the BCSD Professional Growth System (PGS). Listings are available by staff demographics under Recommended Courses. A District Strategic Calendar, inclusive of professional development opportunities, has been developed in collaboration with the Office of School Leadership and has been posted on the Curriculum, Assessment, and Instruction (CAI) website and in the document library of the Office of School Leadership.

MONITORING AND EVALUATION

The success of the Professional Learning Plan will be determined through systematic review of feedback and implementation data. Participants will complete surveys at the conclusion of each offering to provide feedback to the facilitator and Professional Development Committee as to the effectiveness of the offering. Student achievement data will be analyzed for evidence of growth. These data points will help inform revisions and additions to the plan. The District Professional Development Committee is composed of parents, teachers, building and central office administrators, and community stakeholders. Data and curriculum information related to the implementation of the PD plan is reviewed during quarterly meetings, feedback is solicited, and an action plan is developed.



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APPENDIX A: New York State Professional Development Standards

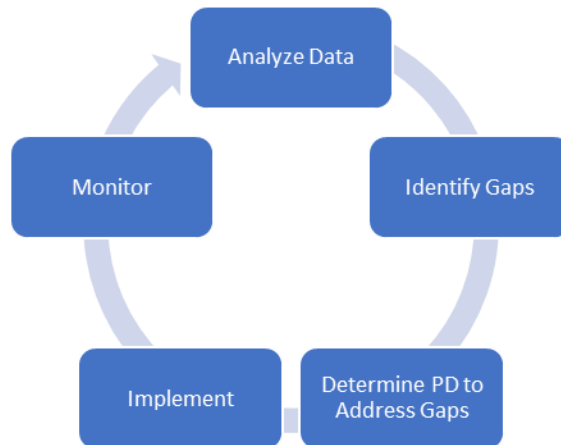
- I. **Content Knowledge and Quality Teaching:** Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
- II. **Research-based Professional Learning:** Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research.
- III. **Collaboration:** Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.
- IV. **Diverse Learning:** Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
- V. **Student Learning Environments:** Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
- VI. **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.
- VII. **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.
- VIII. **Technology:** Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
- IX. **Evaluation:** Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.



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APPENDIX B: Professional Learning Planning Process

BCSD Professional Learning Planning Cycle



1. Identify School/District Educational Goals

- Review existing educational goals for state, District and schools
- Analyze student achievement data: past, present, projected trends
- Diagnose areas of student need
- Establish improvement with measurable goals expressed in terms of desired outcomes and within the context of the learning standards and District's priorities whenever possible

2. Plan for Implementation

- Outline flexible and integrated professional development strategies and activities that address the needs as identified through school and District goals
- Identify sources of expertise to assist with identified needs and goals
- Select PD content and process at each level (District, school, team, or individual)
- Identify financial resources

3. Implement Professional Development Strategies

- Integrate learning models that provide differentiated learning, sustained collaboration, and ongoing support
- Incorporate best practices into teaching, learning and leadership
- Identify critical factors for successful implementation

4. Monitor Progress

- Identify success measures for professional development activities
- Identify data sources and gathering method for each measure
- Plan for articulation of findings
- Keep records of PD implementation, participation, and feedback
- Administer feedback surveys and collectively analyze results
- Identify implementation strengths and needs through the Learning Walks' process



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APPENDIX C: Professional Development Course Listing

The BCSD Professional Development course listing is sorted by department. This is a general listing of all Professional Learning Planned in the District. Detailed information is listed in the Professional Development Catalogue. All BCSD vendor/partners are included on the PD Course Listing. Updates to this listing will be submitted to NYSED quarterly.

APPENDIX D: Professional Development Catalogue and Calendar

The BCSD Professional Development Catalogue is published quarterly. The PD calendar is updated regularly and can be filtered by demographics and date. Both the catalogue and calendar can be found on the Staff Development Department page of the District website.

Professional Development Catalogue Schedule

Quarter	Final Course Submission Date	Catalogue Publish Date
<u>Fall</u> September – December	9/30/20	10/13/20
<u>Winter</u> January – March	12/09/20	1/04/21
<u>Spring</u> April-June	3/16/21	4/1/21
<u>Summer</u> July – August	5/18/21	6/8/21