

Professional Learning Plan

2020-2023



Rome City School District

Board Approved on August 13, 2020

Table of Contents

District Information	2
Professional Learning Committee	3
Professional Learning Plan Statement	4
Needs Assessment Data Sources	5
Providers and Opportunities for Professional Learning	6
Professional Learning Plan	7-16
Certification Requirements for Professional Learning	17-18
Approved Professional Learning Experiences	19
Mandatory Professional Learning Requirements	20
Mentoring Requirements	21
Evaluation of Professional Learning	22
Evaluation Rubric for Professional Learning	23
Professional Learning Log	24

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Superintendent: Peter Blake

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Years in Effect: September 2020-September 2023

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Assistant Superintendent for Educational Programs: Christopher Brewer

Assistant Superintendent For Business and Finance: Robert Mezza

Board of Education:

Mr. Paul Hagerty-President

Ms. Tanya Davis- Vice President

Mr. John Nash-Clerk

Mr. Joseph Mellace

Dr. Karen Fontana

Mr. Paul Fitzpatrick

Ms. Tanya Davis

Mrs. Lisa Herbowy

Professional Learning Committee

Committee Members

Christopher Brewer

*Assistant Superintendent for
Educational Programs*

Susan Sheaffer

Teacher Representative

Dana Benzo

Director of Elementary Programs

Suzanne Kaier

Teacher Representative

Brian LeBaron

Rome Free Academy, Principal

Tammy Fanning

Teacher Representative

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Bellamy Elementary, Principal

William Houser

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Franca Armstrong

*Mohawk Valley Community College
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Stephen Hampe

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Parent Representative*

Jessica Lattimore

*Rome Teacher Center, Director
Teacher Representative*

Gretchen Costello

Teacher Representative

Kathleen D'Angelo

Teacher Representative

Megan Anderegg

Teacher Representative

Patricia Ferretti

Teacher Representative

Rome City School District

Professional Learning Plan

New York State Education Department Regulations and Requirements

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 development opportunities that are aligned with the Learning Standards of New York State (NYS). Additionally, public school districts are required to have a professional learning plan which describes how it will provide all of its teachers, teaching assistants and long-term substitute teachers with substantial professional learning opportunities and how it will provide its professional certificate holders with opportunities to maintain such certificates in good standing based upon successfully completing 100 hours of professional development for teachers and 100 hours for teaching assistants every five years.

Mission:

Professional learning is an ongoing, multi-faceted, research-based process, strategically planned to provide both individual and systemic change to support the continuous growth of teacher instructional practice and student performance.

Philosophy:

- Professional learning is critical to improving student achievement.
- Professional learning will be guided by a district committed to providing direction and aligning goals to the New York State Next Generation Learning Standards..
- Professional learning is designed in a collaborative manner.
- Professional learning provides differentiated professional learning opportunities.
- Professional learning supports the implementation of research-based practices.
- Professional learning is based on multiple data points.

Attributes of Successful Professional Learning:

- Sustained, supported, and multi-year
- Purposeful/strategic (Based on the District Strategic Plan, Qualitative data, and Quantitative data)
- Differentiated learning and based on (Adult Learning Theory)
- Based on research-based practices
- Related to teaching and learning
- Collaboratively determined by teachers and administrators

A report on the progress of the professional development plan will be made to the full Board of Education mid-year and at the end of each school year.

CTLE The content of the Rome City School District Professional Learning Plan is being supported and provided in part by Madison-Oneida BOCES, MORIC, RSE-TASC, RBERN, The Rome Teacher Center, and approved vetted consultants from Madison-Oneida BOCES and the Rome City School District.

Needs Assessment: As part of the ongoing professional learning planning cycle, the Rome City School District reviews multiple sources of data. The following data was taken into consideration when determining the focus of the professional learning plan.

Quantitative data

- Grade 3-8 ELA test data
- Grade 3-8 Math test data
- Report card data K-12 (ESSA data)
- Fountas and Pinnell reading data
- STAR math data
- Regents exam data

Qualitative data

- Administrative walkthrough data based on the 12 indicators of the NYSUT teaching rubric
- Staff survey of professional learning needs
- A review of the New York Teaching Standards
- A review of the Professional Learning Standards
- A review of the Professional Standards for Educational Leaders
- Administrative survey of professional learning needs

Providers of Professional Learning

Rome City School District
Rome Teacher's Center
Rome City School District Assistant Superintendent of Educational Programs
Rome City School District Director of Elementary Programs
Rome City School District Director of Secondary Programs
Rome City School District Director of Elementary Supported Learning
Rome City School District Director of Secondary Supported Learning
Rome City School District Director of Counseling
Madison-Oneida BOCES (Staff and Curriculum Development)
Madison-Oneida BOCES (School Library Services)
Oneida-Herkimer-Madison BOCES (Staff and Curriculum Development)
Onondaga-Cortland-Madison BOCES (Staff and Curriculum Development)
Madison-Oneida Regional Information Center (Moric)
New York State Education Department (NYSED)
New York State United Teachers (NYSUT)
APL Associates
Association for Supervision and Curriculum Development (ASCD) ASCD Activate
Heinemann
School Administrators Association of New York State (SAANYS)
New York State Council of School Superintendents (NYSCOSS)
Buck Institute
International Literacy Association (ILA)
Kate Roberts (Literacy Consultant)
Teaching Strategies
Access Global (Dr. Shanelle Benson-Reid)
Write-On Consultants (Tanya Schnabl)
Quality Stars New York
New York Association for Young Children
New York State Council on Children and Families
Regional Bilingual Education Regional Network (RBERN)
Ellevate
Kristi Mraz
New York State Association of Health Physical Education Recreation & Dance
Flippen Group (Capturing Kids Hearts)

Professional Learning Opportunities

Onsite in-person learning
Offsite in-person learning
Extended Learning experiences
Virtual Learning
Book Study
Classroom shadowing
Student shadowing
Consultants
In-service credit courses
Professional learning communities (PLC's)
Mentoring
Coaching

District Strategic Goal:

Integration of the Next Generation Learning Standards with an emphasis on literacy and writing across all content areas. Intentionally designed lesson planning that releases the responsibility of learning to students and promotes critical thinking. Provide clarity and support for teachers through professional development and resources.

Objective 1:

Provide professional learning to all teachers and administrators on the shifts and changes in the New York State Next Generation Learning Standards in all subject areas. The emphasis of professional learning will be placed on the inquiry-based, application, and literacy shifts needed for students to be successful with the standards. Professional learning for objective #1 will be provided to all Pre-K-12 teachers, teacher assistants, and administrators at all grade levels.

**Action Plan:
Professional Learning Activities**

Teachers will have an opportunity to learn about the shifts in the New York State Next Generation Learning Standards and have the opportunities to embed these new standards in their respective curricula. These activities include:

- Understanding the standards and curricular shifts within the curriculum.
- Completing a curriculum audit in Rubicon Atlas to ensure the shifts are highlighted.
- Exploration of pedagogical practices of the curricula shifts.
- The administration will understand the practices and shifts in instruction and learn how to provide feedback around these learning activities.

Evidence of success	Providers of PL	Timeline
<p>Follow up with teachers at grade level-departmental meetings.</p> <p>Data from principal walkthrough feedback.</p> <p>Data from APPR evaluation.</p> <p>Feedback from the Evaluation tool in Frontline.</p> <p>Teacher feedback of process</p> <p>Alignment of the curriculum to both local assessments and state assessments</p>	<p>Madison-Oneida BOCES (Staff and Curriculum Development)</p> <p>Rome City School District</p> <p>Director of Elementary Education</p> <p>Director of Secondary Education</p> <p>NYSED</p> <p>Quality Stars</p>	<p>Training from MOBOCES (Staff and Curriculum Development) Spring of 2020. NGLS Math Standards</p> <p>NGLS standards for Science during the fall and spring of 2020-2021 school year. Madison-Oneida BOCES (SCD) and Director of Elementary Programs and Director of Secondary Programs.</p> <p>The objective will be reviewed on a yearly basis by the Professional learning committee.</p> <p>Professional learning on this objective will continue for the duration of this plan.</p>

District Strategic Goal:

Integration of the Next Generation Learning Standards with an emphasis on literacy and writing across all content areas. Intentionally designed lesson planning that releases the responsibility of learning to students and promotes critical thinking. Provide clarity and support for teachers through professional development and resources

Objective #2:

Provide professional learning to support the implementation of the following research-based instructional practices: balanced literacy, writer's workshop(Pre K-6), disciplinary literacy (Pre K-12), disciplinary writing (Pre K-12), critical thinking (Pre K-12). Professional learning will include teachers and teacher assistants in grades Pre K-12 and administrators at all grade levels.

Action Plan:

Professional Learning Activities

In the district, we have determined that students at all grade levels continue to struggle with literacy. This is reflected in much of the data that is cited at the beginning of the document. As a result of the professional development activities, instructional staff will gain insights into helping students read and write on grade level and implement strategies for helping students who struggle with reading and writing. They will also understand the techniques for teaching disciplinary reading and writing. Furthermore, instructional staff will learn techniques for teaching students how to critically think about their learning. The goal is to continue to support the success of our students in reading and writing at their appropriate grade level and to decrease the literacy gaps in our schools. These professional learning activities include:

- Continued support with the components of Balanced Literacy (Pre K-6)
- Understanding the basic methods of Orton-Gillingham to help students with severe reading difficulties. (Pre K-6) Soudy System training for Special Education teachers
- Continue working on writing using the units of study for Writer's Workshop. (Pre K-6)
- Understand disciplinary writing strategies. (Pre K-12)
- Understand disciplinary reading strategies (PreK-12)
- Developing Independent readers (7-12)
- Developing and honing strategies for teaching higher-order thinking skills within the New York State Standards. (Pre K-12)
- Best practices for reading, writing, and math for Tier 2 and Tier 3 Instruction
- The administration will understand the practices and shifts in instruction and learn how to provide feedback around these learning activities.

Evidence of Success	Providers of PL	Timeline
<p>Classroom observations and walkthroughs of instructional practice and feedback</p> <p>Student data (LLI, AIMS Web, Fountas and Pinnell Assessment, State exams, formative and summative assessments)</p> <p>Student work</p> <p>Teacher feedback</p> <p>Administrative feedback</p>	<p>Rome City School District</p> <p>Madison-Oneida BOCES Staff and Curriculum Development</p> <p>Madison-Oneida BOCES School Library Services</p> <p>Write-On Consultants-Tanya Schnabl (Literacy Consultant)</p> <p>Kate Roberts (Literacy Consultant)</p> <p>Rome Teacher Center</p> <p>NYSED</p> <p>Director of Elementary programs</p> <p>Director of Secondary programs</p> <p>ASCD Activate</p> <p>Heinemann</p> <p>International Literacy Association (ILA)</p>	<p>This has been ongoing work in the district since 2017.</p> <p>Continue work in the summer of 2020.</p> <p>2020- 2021 continue professional learning work with literacy consultants at elementary and secondary levels.</p> <p>2020-2021 School year work on disciplinary literacy.</p> <p>The objective will be reviewed on a yearly basis by the Professional learning committee.</p> <p>Professional learning on this objective will continue for the duration of this plan.</p>

District Strategic Goals

Instruction that provides students differentiation, student discourse, collaboration, student self-evaluation, student ownership of learning, and higher-level thinking. Teachers will engage in professional learning communities during common planning times.

The use of formative and summative data to intervene and accelerate student growth and overall achievement.

Objective #3

Provide professional learning in student engagement and differentiated learning practices. This professional learning will include all teachers and teacher assistants in grades Pre K-12, and administrators at all grade levels.

Action Plan

Professional Learning Activities

The purpose of this professional learning is to work with teachers and administration on student engagement and differentiated practices to help students become successful independent thinkers and learners. These professional learning activities will include the following:

- Purposeful play (Pre K-2 Teachers and administrators)
- Project-based learning (3-12 Teachers and administrators)
- Gradual Release of Responsibility (4-12 Teachers and administrators)
- Motivating students
- Differentiated learning experiences
- Formative assessment techniques (Pre K-12 teachers and administrators)
- Summative assessments
- Student questioning techniques (Teacher and student formulated questions to promote critical thinking) (Pre K-12 teachers and administrators)
- Student self-assessment of learning
- The administration will understand the practices and shifts in instruction and learn how to provide feedback around these learning activities.

Evidence of success	Providers of PL	Timeline
Classroom observations and walkthroughs data	Madison-Oneida BOCES (SCD)	Professional learning for this objective will commence in the summer and fall of 2020.
Teacher feedback	Rome Teacher Center	
Administrative feedback	Director of Elementary Programs	Continue work during the 2020-21 school year.
Student work	Director of Secondary Programs	
Student data	ASCD Activate	The objective will be reviewed on a yearly basis by the Professional learning committee.
	NYSED	
	Kristi Mraz (Early Childhood Consultant)	Professional learning on this objective will continue for the duration of this plan.
	APL Associates	
	Buck Institute	

District Strategic Goals

Establish a systemic approach to deliver Social/Emotional Learning across the district. Increase staff awareness of cultural sensitivity and gain a better understanding of working with all students

Objective #4

Provide professional learning in social-emotional learning, trauma-informed classrooms, restorative justice practices, and cultural competency This professional learning will include all teachers Pre K-12, teacher assistants, and administrators at all grade levels.

Action Plan

Professional Learning Activities

The purpose of this professional learning is to work with teachers and administrators on best practices in social-emotional learning, trauma-informed classrooms, restorative justice practices, and cultural competencies.

These professional learning activities will include the following:

- Social-Emotional learning best practices
- Working with students who have experienced trauma
- CARDS training
- Bias training to include interview bias
- Pyramid Model training (Pre K-2)
- Restorative justice practices (3-12)
- Cultural competencies-adapting practices to meet the needs of all students
- The administration will understand the practices and shifts in instruction and learn how to provide feedback around these learning activities.

Evidence of Success	Providers of PL	Timeline
Classroom observations and walkthroughs data	Rome City School District	Professional learning for this objective will commence in the summer and fall of 2020.
Teacher feedback	Rome Teacher Center	
Administrative feedback	Madison-Oneida BOCES (SCD)	The objective will be reviewed on a yearly basis by the Professional learning committee.
Student work	Access Global (Dr. Shanelle Benson-Reid)	
Student data	Regional Bilingual Education Resource Network (RBERN)	Professional learning on this objective will continue for the duration of this plan.
Discipline Data	NYSED	
	ASCD Activate	
	Director of Elementary Programs	
	Director of Secondary Programs	

District Strategic Goal

Establish a systemic approach to deliver Social/Emotional Learning across the district. Increase staff awareness of cultural sensitivity and gain a better understanding of working with all students'

Objective # 5

Provide professional learning of best practices for working with ENL students. This professional learning will be for all teachers, teacher assistants, and administrators (Pre K-12) who work with ENL students.

Action Plan

Professional Learning Activities

The purpose of this professional learning is to help all teachers and administrators who work with ENL students increase their awareness of and implement the best instructional and support strategies. This professional learning will include the following activities:

- Learning about the Ellevate resources and platform to assist ENL students with their learning.
- Best interventions for ENL students.
- Differentiated practices for ENL students.
- The administration will understand the practices and shifts in instruction and learn how to provide feedback around these learning activities.

Evidence of Success	Providers of PL	Timeline
Classroom observations and walkthroughs Feedback from teachers Feedback from administrators NYSESLAT Assessment data	Ellevate Staff Rome City School District Rome Teacher Center Director of Secondary Programs ENL Teachers RBERN	Professional learning for this objective will commence in the fall of 2020 The objective will be reviewed on a yearly basis by the Professional learning committee. Professional learning on this objective will continue for the duration of this plan.

District Strategic Goals

The use of formative and summative data to intervene and accelerate student growth and overall achievement.

Professional learning and leadership support for building administrators, increased classroom visits, and timely/meaningful feedback on instruction.

Integration of the Next Generation Learning Standards with an emphasis on literacy and writing across all content areas. Intentionally designed lesson planning that releases the responsibility of learning to students and promotes critical thinking. Provide clarity and support for teachers through professional learning and resources.

Instruction that provides students differentiation, student discourse, collaboration, student self-evaluation, student ownership of learning, and higher-level thinking. Teachers will engage in professional learning communities during common planning times

Establish a systemic approach to deliver Social/Emotional Learning across the district. Increase staff awareness of cultural sensitivity and gain a better understanding of working with all students'.

Objective #6

The purpose of this professional learning is to help all administrators understand the instructional shifts and practices that they will be observing and coaching teachers in and to be recertified each year with APPR training. The professional learning will be for all administrators in the district who directly supervise teachers and classroom instruction.

Action Plan Professional Learning Activities

The purpose of this professional learning is to work with administrators on objectives 1-5 of the professional learning plan as listed above. These professional learning activities will include the following:

- Understand the instructional shifts of the NGLS standards and how to observe and provide feedback to teachers on these instructional shifts.
- Understand the research-based instructional practices of balanced literacy, writer's workshop, disciplinary literacy, disciplinary writing, critical thinking, and how to observe and provide feedback to teachers with these instructional practices.
- Understand student engagement and differentiated practices that help students become successful independent thinkers and learners. Administrators will also learn how to observe and provide feedback to teachers with these practices.
- Understand the best practices in social-emotional learning, trauma-informed classrooms, restorative justice practices, and cultural competencies and learn to identify these in observations and provide feedback to teachers with these practices.
- Understand and best instructional and support strategies for ENL students and learn to identify and provide feedback to teachers with these practices.
- Understand the coaching cycle and provide feedback to teachers throughout the cycle focusing on the needs of the adult learner.
- Understand data-driven decision making.
- Become recertified yearly with updates to APPR.

Evidence of Success	Providers of PL	Timeline
<p>Administrative feedback</p> <p>District Administrative feedback</p> <p>Teacher feedback</p> <p>Student work</p> <p>School Report card data</p>	<p>Rome City School District</p> <p>Madison-Oneida BOCES Staff and Curriculum Development</p> <p>Rome City School District Director of Elementary Programs</p> <p>Rome City School District Director of Secondary Programs</p> <p>Rome City School District Director of Elementary Supported Learning</p> <p>Rome City School District Director of Secondary Supported Learning</p> <p>Madison-Oneida BOCES (Staff and Curriculum Development)</p> <p>Madison-Oneida BOCES (School Library Services)</p> <p>Madison-Oneida Regional Information Center (Moric)</p> <p>New York State Education Department (NYSED)</p> <p>APL Associates</p> <p>Association for Supervision and Curriculum Development (ASCD)</p> <p>ASCD Activate</p> <p>Heinemann</p> <p>School Administrators Association of New York State (SAANYS)</p> <p>Buck Institute</p> <p>International Literacy Association (ILA)</p> <p>Kate Roberts (Literacy Consultant)</p> <p>Teaching Strategies</p> <p>Access Global (Dr. Shanelle Benson-Reid)</p>	<p>Professional learning for this objective will commence in the fall of 2020</p> <p>The objective will be reviewed on a yearly basis by the Professional learning committee.</p> <p>Professional learning on this objective will continue for the duration of this plan.</p>

	<p>Write-On Consultants (Tanya Schnabl)</p> <p>Quality Stars New York</p> <p>Regional Bilingual Education Regional Network (RBERN)</p> <p>Ellevate</p> <p>Kristi Mraz</p>	
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COVID-19 Goal

This goal is to support staff during the time period of the COVID-19 outbreak.

Objective #7

To provide professional learning to staff to meet the objectives of the re-opening plan and following the guidance of the New York State Department of Education for the re-opening of schools.

**Action Plan
Professional Learning Activities**

The purpose of the professional development is to support staff with the training necessary to help with the re-opening of school in the fall of 2020 and to provide continued support with safety, social-emotional supports, and pedagogical support with in-person learning, remote learning, or hybrid learning. These professional learning activities will include the following:

- Safety protocols for students and staff in classrooms and buildings
- Training students on proper protocols for handwashing, social distancing, and mask-wearing in all parts of the school.
- Sanitation protocols
- Observation of symptoms related to COVID-19 and symptoms related to (MIS-C) Multisystem inflammatory Syndrome exhibited by students.
- Safety drills (Including fire drills, and lockdown drill) procedures
- Social-Emotional learning as outlined in the professional learning plan objective #4 with particular attention to supporting students well being during and after the COVID-19 crisis.
- School attendance and protocols for reporting in-person, remote, and/or hybrid as outlined in the re-opening plan.
- Utilizing technology both asynchronously and synchronously. Continue professional learning with Google classroom and supported Google extensions.
- Training on modifying instructional approaches and curriculum content for in-person learning, remote learning, and or a hybrid model of learning.
- Supports for parents and students on technology use.
- Communication strategies with families in-person learning, remote learning, and/or hybrid learning formats.

Evidence of Success	Providers of PL	Timeline
Administrative feedback District Administrative feedback Teacher feedback Parent feedback	BOCES Safety Office Director of Elementary Programs Director of Secondary Programs Director of Guidance Building Principals	Beginning in the late summer early fall of 2020 and continuing throughout the duration of the COVID-19 crisis.

Introduction to Professional Learning Requirements for Certification

Suggested Guidelines

The following guidelines were designed and mandated by NYSED and are intended to assist school districts, teachers, and teaching assistants in identifying professional learning activities as they comply with certification requirements. In order to maintain certification, every five years teachers holding a “Professional Certificate” and Teaching Assistants holding a “Level III Teaching Assistant Certificate” must complete 100 hours of professional development. Authority for decision-making regarding the appropriateness of activities resides solely with the local public school district. The ultimate goal of all efforts in this area is to build the capacity of staff to assist all students in achieving high levels of learning.

Holders of Professional English to Speakers of Other Languages certificates or Bilingual Extension Annotations are required to complete a minimum of 50 percent of the required CTLE clock hours in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.

All other Professional certificate holders must complete a minimum of 15 percent of the required CTLE clock hours in language acquisition addressing the needs of English language learners, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.

Level III Teaching Assistant certificate holders must complete a minimum of 15 percent of the required CTLE clock hours dedicated to language acquisition addressing the needs of English language learners and integrating language and content instruction for English language learners.

It is suggested to review the website for current requirements. Information can be found at www.highered.nysed.gov/

Rome City School District

Required Professional Learning for Certification Requirements

Key Points to Remember

- If you hold a “Professional” certificate, you must complete 100 hours of professional learning every five years.
- If you hold a “Level III Teaching Assistant ” certificate, you must complete 100 hours of professional learning every five years.
- It is the responsibility of the professional to maintain their New York State certification. NYS requirements change from time to time. Stay current by visiting: www.highered.nysed.gov/.

The professional learning period begins on July 1 following the effective date of the Professional or Teaching Assistant III certificate and ends July 30th of the fifth year.

- It is your responsibility to establish your TEACH account.
- Keep track of all of your professional development; use the approved Rome CSD form, titled “Continuing Professional Learning Building Level Form”.
- The completed “Continued Professional Learning Building Level Form” preferably should be submitted to the Human Resources Office at the end of each school year, but no later than July 30th of the fifth year.
- You cannot report your own professional learning to the state. The district reports your professional learning on your behalf.

Registering for Professional Learning: When you register to participate in professional learning (workshop, conference, or session offered on a district professional development day), keep these additional points in mind:

- My Learning Plan (Frontline) -you will need to log into My Learning Plan(Frontline) for the following:
- To register for a workshop, session, or training that is offered on a district-wide professional learning day or Superintendent’s Conference Day.
- To obtain approval to attend a conference, workshop, or meeting that takes place outside the district, such as at a BOCES or provided by a professional organization.

If you do not have a My Learning Plan (Frontline) account, email Cheri Martin in the Educational Programs Department at cmartin@romecsd.org

- “My Learning Plan” - If you are registering for professional development offered through Madison-Oneida BOCES, you will need to also visit their website in order to register through their portal, which is called “My Learning Plan.” To do so, go to www.moboces.org and then:
 - “Divisions and Programs”
 - “Staff and Curriculum Development”
 - “Workshops” Search the professional development calendar, click on your workshop, and follow the prompts. For assistance, you will find an email link.

Rome City School District

Approved Professional Learning for Certification Requirements

Professional Learning Requirements for Certification

- If you hold a “Professional” certificate, you must complete 100 hours of professional learning (PL) every five years.
- If you hold a “Teaching Assistant III” certificate, you must complete 100 hours of professional development every five years.
- Analyzing student data and student work to determine needed changes in the delivery of instruction
- Participating in reviews of individual and class performance data over time to make decisions about one’s own professional development, based on student outcomes.
- Collaborating with other teachers and teaching assistants to examine case studies of student work and development
- Participating in courses and other learning opportunities delivered from many providers, such as institutions of higher education, teacher centers, BOCES, school district, and independent professional development service providers, upon approval. (i.e. Superintendent Conference Days, Professional Development Days, NYSUT workshops/courses, on-site Professional Development)
- Coursework linked to an improvement of instructional technique or content knowledge, which may or may not be in pursuit of a teaching or advanced teaching degree.
- Completing coursework for more advanced certification or certificates in additional areas or in accordance with teaching assignment requirements for an extension to certification.
- Creating and assessing teacher or teaching assistant portfolios.
- Engaging in approved research projects/action research (i.e.: Independent Performance Review, includes online research), upon approval.
- Curriculum planning and development.
- Developing or collaborating on the development of new programs and instructional methods.
- Service as a mentor, support teacher, helping teacher, peer coach, or turnkey trainer.
- Collaborating with an assigned mentor to increase their instructional knowledge base.
- Participation in study (collegial) circle activities, structured guided reflection activities focused on student learning (i.e.: Book Studies) pre-approved.
- Participating in formal programs of peer coaching or participation in peer review.
- Participating in Professional Development School activities or other school-college teacher development partnerships.
- Serving on District Building level committees such as the Curriculum Coordinating Committee, APPR, Professional Development Committee, Rtl Committee, or other school leadership activities or committees. (i.e.: School Improvement Teams)
- Delivering professional development (e.g. conduction workshops, job-embedded modeling, and coaching, providing pre-service teacher preparation courses).
- Pursuing National Board certification or recertification (either as candidate or provider of support)
- Engaging in Sabbatical work related to content specialty or enhancement of teaching strategies.
- NYSTCE (New York State Teacher Certification Examinations) “assessor” or test development committee member.
- Service on the State Professional Standards and Practices Board
- Developing and presenting a major paper Publishing in educational journals
- Attending professional conferences (i.e.: NYSEC, NYSAFLT, NCTM), pre-approved
- Visiting other districts/classrooms, pre-approved.

**Other learning experiences will be reviewed on an individual basis.*

Participation in Professional learning

Description

All Rome City School District teachers and professional staff, including those who work with students with disabilities, are expected to participate in professional learning activities on the following scheduled days:

- One or more “Opening Day(s) of School” at the beginning of each new school year, usually in September
- One or more Fall “Superintendent’s Conference Day(s)”
- One or more Winter “Superintendent’s Conference Day(s)”
- 6 hours in the summer months with the options outlined in the MOA of Article 14, Section B, page 11 of the RTA contract.

Teaching Assistants who hold the “Teaching Assistant III” or any professional certification engage in professional development on the above listed days as well. Workshops may be custom designed for their specific professional needs, or teaching assistants may participate in workshops and meetings attended by partner teachers.

Other opportunities exist for professional staff to attend conferences, workshops, meetings, and learning opportunities outside of the above-listed district dedicated times. These may be held during or outside of contractual time. Parameters for participation are described within the “Contract By and Between the Rome City School District and the Rome Teachers Association.”

The above opportunities allow for a minimum of 25 hours of professional development time per calendar year.

Mandatory Yearly Training as Required by the State Education Department

Teachers are required by educational law to complete the following trainings each school year. This will be done online through the training provided by the Oneida-Herkimer-Madison BOCES safety office. This shall include School violence prevention and intervention, child abuse recognition, the Dignity for All Students Act (DASA), and the Right to Know.

Any administrator who will evaluate teachers or other administrators will be required to complete the Annual Professional Performance Review training to become recertified to observe classroom teachers and principals.

Mentoring Program for Holders of Initial Teaching Certificate

Description of Rome CSD Teacher Mentoring Program

Teachers with an NYS Initial teaching certificate must complete a mentored experience in their first year in the teaching profession. A framework for these experiences is provided in section 100.2 (dd) (2) (iv) of the Commissioner's Regulations ("District Professional Development Plans").

The purpose of the mentoring requirement is to provide new teachers with support in order to more easily make the transition to their first professional teaching experience and to increase the skills of new teachers in order to improve student achievement of learning standards. New teachers who are Initial Certificate holders are to receive mentoring from an experienced teacher mentor.

The teacher mentor is trained in coaching strategies, mentor-mentee interaction, documentation, and reporting of mentorship activities, and topics pertinent to beginning teachers. Such training takes place both within the district, through the Rome Teacher Center, and at regional workshops.

The role of the mentor is to support the mentee. The information obtained by a mentor through interactions with the new teacher during mentoring activities can not be used for evaluating or disciplining the new teacher unless withholding such information poses a danger to the life, health, or safety of an individual (student or staff member).

Mentoring activities include, but are not limited to:

- mentor observation of the mentee's teaching with feedback given to the new teacher
- mentee observation of master teaching
- grade level or department meetings
- visitations to classrooms in other school districts with a debriefing
- New Teacher Boot Camp in August

Other activities may be custom designed to address the mentee's specific needs. The teacher mentor engages in activities with mentees at least once per month.

Evaluation of Professional Learning

Professional Learning Sessions, Workshops, and Adult Learning

An evaluation tool contained within the appendices of this professional learning plan will be administered to participants and used to evaluate each professional learning activity. Feedback will be shared with department/grade level teacher coordinators, members of the Professional Learning Planning Committee, building principals, directors, assistant superintendents, and the superintendent. Surveys of staff may be conducted to gauge interests and needs for professional learning, to determine comfort level with the implementation of new initiatives, and to inform the professional learning plan.

Annual Review Process

As per the NYS guidelines, the Professional Learning Plan (PLP) is to be reviewed each year by a designated committee for the purpose of long-range planning and subsequent revisions to the original plan.

Professional Learning Committee's Charge

- The committee will meet a maximum of seven times which includes an annual review of the effectiveness of the Professional Learning Plan.
- Each summer, a calendar of professional learning opportunities will be available to all teaching staff.
- The PL Committee will recommend topics for each school year, including adjustments in response to PL feedback.

Rome City School District

Evaluation of Effectiveness of Professional Learning

Evaluating professional learning is important to ensure the needs of the adult learner are being met and that it helps educators to grow professionally in their practice. Completing the evaluation form is a requirement of all educators to receive credit for the learning. The form is in MY Learning Plan and is submitted through that program. Below is the feedback that will be collected from all educators.

How well did this session support school or department goals?	<input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Well <input type="checkbox"/> Very well
How well did this session provide you the opportunity to be an active learner?	<input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Well <input type="checkbox"/> Very well
How well did this session offer intellectual engagement with ideas, materials, and colleagues?	<input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Well <input type="checkbox"/> Very well
How well did this session demonstrate respect for you as a professional and as an adult learner?	<input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Well <input type="checkbox"/> Very well

How will this professional learning opportunity impact instruction in your classroom?

