

# CSDA PROFESSIONAL DEVELOPMENT PLAN

July 2020 –

June 2022

Approved by Board of Education: August 13, 2020

# City School District of Albany

## Professional Development Plan

### September 2020 – June 2022

DISTRICT NAME: City School District of Albany  
SUPERINTENDENT: Kaweeda G. Adams  
ADDRESS: 1 Academy Park  
Albany, New York 12207

PHONE: (518) 475-6000  
FAX: (518) 475-6064

EFFECTIVE DATE: July 2020-June 2022

#### Central Administration:

Superintendent: Kaweeda G. Adams  
Assistant Superintendent for Instruction: Cecily Wilson-Turner  
Assistant Superintendent for Instruction: Lori McKenna  
Assistant Superintendent for Business Affairs: Kimberly Rohring  
Assistant Superintendent for Assessment, Accountability and Technology: Kent Baker  
Director of Curriculum and Instruction: Karen Bechdol  
Director of Communications: Ron Lesko  
Human Resources Administrator: Matthew Petrin

#### Board of Education:

Anne Savage, President  
Vickie Smith, Vice President  
Tabetha Wilson, Secretary  
Damarise Mann  
Sridar Chittur  
Hassan I. Elminyawi  
Ellen Krejci

## Table of Contents

---

Professional Development Committee	4
Introduction-	5
City School District of Albany (CSDA) Vision for Professional Development	5
District Vision, Mission, and Goals	5
NYSED Requirements for Professional Development	6
NYS Professional Development Standards	6
The Link between NYS Professional Development Standards and District Goals	7
Continuing Teacher and Leader Education (CTLE) - Professional Development Requirements (Contractual and NYSED Regulations)	8
Capacity Building for Technology Integration	9
Principles that Govern the CSDA Professional Development Plan	10
Professional Development Needs Analysis	11
Evaluation of Professional Development	11
CSDA Goals for Professional Development	13
Goal #1: Learning Standards, Content Knowledge, & Instructional Strategies (Tier I Planning)	13
Goal #2: Data Driven Instruction (Differentiation for Tiers 1, 2 & 3)	16
Goal #3: Provide a safe, respectful and responsible school and district community.	18
Goal #4: Blended Learning	21
The City School District of Albany - Mentoring Program	23
Goals of the Mentor Program for Teachers and Non-Classroom Professionals	23
Mentoring Program Components	24
STATEMENT OF ASSURANCES	27
Supplemental Resources	28
Appendix A—Models and Constructs for Professional Development	28
Appendix B: Professional Development Days	30
Appendix C: District Professional Development Days for APSUE Staff	31
Appendix D: APSTA Contractually Required Hours	32
Appendix E: APSUE Contractually Required Hours	32
Appendix F: APSAA Contractually Required Hours	33
Appendix G: Coaching Department--Forms of Professional Support	34
Appendix H: Professional Development Survey	35
Appendix I: Sample Agenda	37
Appendix J: Sample Exit Ticket	38
Appendix K: Sample PD Schedule	39
Appendix L: Conference Report Guidelines	39
Appendix M: Conference Request Form Template	39
Appendix N: Conference Instructions for Payment and/or Reimbursement	42

## Professional Development Committee

---

Karen Bechdol, Co-Chair	Director of Curriculum and Instruction
Cecily Wilson-Turner	Assistant Superintendent for Instruction
Michele Bridgewater	APSAA President
Laura Franz	APSTA President
Sonya Flowers	APSUE President
Nicole Lindeman	Supervisor of Testing, LMS, and Instructional Technology
Sara McGraw	Elementary STEM Instructional Supervisor
Frank DeSignore	Secondary Math Instructional Supervisor
Lynn Strang	Elementary Instructional Supervisor
Elaine Griessler	Director of Special Education
Kerri Canzone-Ball	Director of Pupil Personnel Services
Marie Culihan	Principal, Albany School of Humanities
Jodi Commerford	Principal, Albany High School
Roderick Gilmour	Assistant Principal, Albany High School
Melissa Hasty	Director of Early Childhood
Ashley Chapple	Director of PE, Health & Athletics
Jennifer Houlihan	Secondary Humanities Instructional Supervisor
Jennifer Justice, Co-Chair	Mentor Coordinator
Jeffrey Gilchrist	Data Coach
Lee-Ann Mertzlufft	Assistive Technology Specialist
Michelle Chiaponne	Elementary Teacher, Pine Hills Elementary
Caryn Dwyer	Elementary Teacher, Sheridan Preparatory Academy
Jennifer Oertel	Elementary Teacher, Albany School of Humanities
Cynthia Clo	Special Education Teacher, Edmund J. O'Neal Middle School
Genevieve McCauley	School Psychologist, Edmund J' O'Neal Middle School
Zachary Petker	English Teacher, Albany High School
John D Smith	English as a New Language Teacher, Albany High School
Thomas Vacanti	Online Learning Coordinator, Albany High School
Mike Silverstri	Parent (Myers MS)

The Professional Development Committee members include various staff members from throughout the district, including teachers, administrators, and APSUE support staff, as well as a parent representative. The Director of Curriculum and Instruction and the Mentor Coordinator are co-chairs of the district's Professional Development Committee.

The Committee meets regularly to develop and monitor the plan. Beginning in January 2020, the Committee focused on a final review of the existing two-year plan in anticipation of developing this new plan, effective July 2020. All staff was surveyed on their professional development needs. The Committee used Google Docs and in-person meetings to conduct the review and develop the new plan for the 2020-2022 timeframe.

## Introduction-

---

### City School District of Albany (CSDA) Vision for Professional Development

This Professional Development Plan for the City School District of Albany describes a vision for adult learning that is collaborative, continuous, embedded in daily practice, and focused on student achievement. We seek to create a system that is sustainable, feasible, and responsive to current student and teacher need.

Quality professional development in the City School District of Albany recognizes that teachers are central to student learning, and that all members of the school community participate in the learning process. Quality professional development reflects the most current available research and the best practices in teaching, while promoting continuous inquiry and improvement that is embedded in the daily life of its schools. This is the kind of professional development that the district commits to provide as it continuously seeks to professionally enrich its staff.

The ultimate goal of the plan is to improve student achievement. In addition to this primary goal, the plan aims to increase our knowledge and understanding of best practices, incorporate new and innovative practices, retain new educators, and meet the NYSED requirements for professional development. The plan integrates the goals of the district's multi-year planning process with the goals that the State Education Department has identified as core elements of professional practice. It acknowledges the District's Mission and Vision with the NYS Professional Development Standards. **It is a fluid document which will be informed by the needs that arise from data collected at all levels and in all corners of the organization. It is a multi-year plan that must be revised and modified yearly to address current diagnosed need.**

The Superintendent of Schools has recommended that the Plan reflect efforts that the District makes to ensure that all staff at all levels in the three collective bargaining units engage in quality professional development, even though the State mandate only requires the assurance of quality professional development for teaching staff. Professional development in the City School District of Albany, therefore, is a process that facilitates the continuing education of teachers, administrators, and support staff. By immersing in purposeful professional development, staff members should hone their craft, build their skill levels and in the case of teachers, come to better know their subjects, their students and their practice - and make informed use of what they know.

### District Vision, Mission, and Goals

#### **Vision:**

The City School District of Albany will be a district of excellence with caring relationships and engaging learning experiences that provide equitable opportunities for all students to reach their potential.

#### **Mission:**

We will work in partnership with our diverse community to engage every learner in a robust educational program designed to provide the knowledge and skills necessary for success.

#### **Goals:**

Inherent in the **District's goals** is the belief that it is the collective responsibility of all stakeholders to educate and ready its youth for school and real-world challenges beyond.

- Increase **student achievement** in early literacy, close the achievement gaps and increase the graduation rate by focusing on the unique factors that impact student success
- Enhance the delivery of **quality instruction** by providing our teachers and staff with high-level, meaningful professional development to promote student growth and proficiency
- Build our **leadership capacity and increase accountability** through ongoing professional growth opportunities designed to improve effective leadership in our organization
- **Empower families** to support the success of their children through relationships of mutual respect and clear and effective communication
- Partner with our **diverse community**, including local businesses and community leaders, to engage and empower stakeholders in the wrap-around services needed to support our students

## NYSED Requirements for Professional Development

Districts must develop Professional Development Plans that meet the requirements described in section 100.2(dd) of the Regulations of the Commissioner of Education for the State of New York. The purpose of the Plan shall be to “improve the quality of teaching and learning by ensuring that staff participates in substantial professional development opportunities that are aligned with the NYS Learning Standards in order to remain current with their profession and meet the learning needs of their students.”

The Plan shall include a description of how it will provide all of its leaders, teachers, teaching assistants and long-term substitute teachers with substantial professional development opportunities directly related to student learning needs *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 CTLE for leaders, teachers, and teaching assistants every five years.

Additionally, public school districts are required to have a Professional Development Plan which describes the efforts made to ensure that professional development is continuous and sustained, that the methods and approaches for delivering CTLE have been shown to be effective, and the manner in which the school district will measure the impact of professional development on student achievement and teachers’ practices.

Lastly, the district’s Professional Development Plan must contain the following required components:

- A Needs Assessment
- Goals and Objectives for Professional Development
- Activities for Professional Development
- Elements of the District’s Mentoring Program
- Evaluation Standards for Professional Development

## NYS Professional Development Standards

New York State’s Professional Development Standards provide a blueprint for high-quality professional development for all educators to improve instruction and to raise student achievement results. These standards promote and sustain continuous development, growth, and examination of practice. They also provide clearly defined expectations and commitment to change. They are aligned with the NYS Learning Standards and are based on an analysis and adaptation of Learning Forward (formerly National Staff Development Council) Standards for Staff Development as well as other national, state, and professional standards. The New York State Professional Development Standards are based on fundamental knowledge about contextual factors from converging research about effective professional development and its ultimate impact on student learning. The following are the standards:

<b>Designing Professional Development</b>	Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
<b>Content Knowledge and Quality Teaching</b>	Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
<b>Research-based Professional Learning</b>	Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.
<b>Collaboration</b>	Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.
<b>Diverse Learning</b>	Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
<b>Student Learning Environments</b>	Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
<b>Parent, Family and Community Engagement</b>	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.
<b>Data-driven Professional Practice</b>	Professional development uses disaggregated student statistics 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.
<b>Technology</b>	Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
<b>Evaluation</b>	Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

## The Link between NYS Professional Development Standards and District Goals

The purpose of developing the City School District of Albany's Professional Development Plan is to improve the quality of teaching and learning, and to directly align the Plan with the goals that have been established by the State, the District and the individual school buildings. The District Comprehensive Improvement Plan and the School Comprehensive Educational Plans have been built to align to the District goals and research-based practices that are clearly defined by the NYS Professional Development Standards.

Since professional development is a multi-faceted, information-based process that is strategically planned to provide individual, school and district solutions to targeted areas in need of improvement or strengthening, the district's professional development program is intentionally designed to build skills and capacities for improvement through comprehensive and ongoing learning. Sound and practical professional development programs are positive links to establishing effective instructional practices that will enhance the knowledge of curriculum content, design and delivery. Therefore, professional development in Albany will:

- ❖ *reflect a commitment to ongoing and continuous professional development that is based on the analyses of multiple sources of data;*
- ❖ *include sufficient time and follow-up support provided to staff to master new content and strategies;*
- ❖ *ensure that the content of professional development focuses on what students need to know and be able to do and is explicitly linked to the effect on student learning;*

- ❖ *make certain that the content of professional development will provide opportunities to gain an understanding of the theory underlying the knowledge (context) and skills being learned and that the opportunity to learn is provided to families of our students;*
- ❖ *support the implementation of best practices as evidenced by research;*
- ❖ *impart opportunities to explore, question, and debate in order to integrate new ideas into classroom practice;*
- ❖ *provide both a focus on instructional repertoire and content-specific skills.*

While being mindful of our core purpose of improving student learning, it is important to acknowledge the additional benefits of this comprehensive Professional Development Plan:

- **increase** our knowledge of research-based practices
- **promote** shared decision-making and inclusive leadership
- **improve** our ability to recruit and retain new educators
- **improve** job satisfaction and
- **meet** the NYSED requirements for professional development planning

Professional development will consistently be an ongoing process that involves sustainable improvement in student learning and instructional practices. This requires evaluation of student performance and teacher self-assessment, identifying possible courses of action, testing new approaches, assessing results, and then beginning the process anew. This is a collaborative process.

## Continuing Teacher and Leader Education (CTLE) - Professional Development Requirements (Contractual and NYSED Regulations)

In a regulation adopted on July 1, 2016, SED established the following definition of professional development:

*Acceptable CTLE must be taken from a sponsor approved by the Department. Acceptable CTLE shall be study in the content area of any certificate title held by the individual or in pedagogy, and include 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. (NYSED Office of Teaching Initiatives – June 6, 2016)*

**Administrators**—District administrators are required to complete a total of 20 hours of professional development each year per the APSAA contract. SED regulations require administrators with professional leader certificates complete 100 hours of CTLE over a period of 5 years. The administrator must register on the TEACH platform system. The contractual hours can be counted within the 100 hours. There are opportunities for administrators to attend professional development workshops during the school day at seminars and conferences, on weekends and during the summer months. Building administrators as well as Central Office administrators learn alongside staff in calendared professional development hours that occur during the course of the school year.



**Teachers**--All district teachers are required to complete 20 hours of professional development each year per the APSTA contract outside of the school day. SED regulations require teachers who hold a professional certification complete 100 hours of CTLE over a period of 5 years. The teacher must register on the TEACH platform system. The yearly contractual hours can be counted within the 100 hours. The District Mentor Program supports professional staff in the acquisition of these hours.

**Teaching Assistants**—Teaching assistants with Level III certification must complete 100 hours of CTLE over a five-year period to maintain Level III certification status. The Level III teaching assistants must register on the TEACH platform system.

**Elementary and Secondary Requirements**--Elementary teachers are provided three hours of mandated professional development time each month in their respective school buildings to work on matters related to curriculum, instruction and assessment. Working individually or in small group with Instructional Coaches, Study groups, and PLCs, as well as grade level horizontal and vertical team meetings and faculty meetings are constructs used for CTLE. Secondary teachers are provided one hour of professional development each month for the same purpose.

**Support Staff Requirement**--Support staff is required to fulfill the requirement of ten (10) hours of professional development each year. The Human Resources Administrator has responsibility for collaboratively planning and delivering training for APSUE staff outside of Teaching Assistants.

**Professional Development Calendar**--Each year the calendar committee establishes the Professional Development days for the coming year. The year always begins with the Superintendent's Opening Day, followed by additional training days spaced throughout the school year. In 2020-2021 there are three Professional Development Days, November 3, March 15, and May 18, and one Teacher Preparation Day, September 3.

#### **Tracking CTLE Professional Development Hours**

The district utilizes MyLearningPlan, an on-line software platform, for staff to both identify and register for available professional development offerings. The program has a tracking mechanism for staff to log CTLE hours. Staff can also track their hours manually in Appendix K of the APSTA collective bargaining agreement and keep that record available to log hours into the TEACH system. Staff is required contractually to report their professional development hours on or before June 15<sup>th</sup> of each academic school year.

### **Capacity Building for Technology Integration**

Successful professional development programs should be highly customized, providing solutions that simultaneously build the capacity of the teacher to integrate technology, and support the comfort of the teacher in using technology in their instructional delivery.

Extensive training in both instructional technology pedagogy and technology skills are needed and provided through ongoing professional development opportunities. Professional development in technology skills and practices are blended with equal opportunities for embedded sessions through coaching.

The U.S. Department of Education’s National Education Technology Plan (2017) highlights the importance of properly preparing teachers to effectively use technology in the classroom. Further, it recommends a “continuing” and “connected” approach to professional development. Technology training should be ongoing, or not solely comprised of “short, fragmented, and episodic workshops that offer little opportunity to integrate learning into practice.” A 2011 study conducted by the International Society for Technology in Education (ISTE) revealed that coaching led to an adoption rate of 85 percent, while methods without coaching fell to a rate of 15 percent. In the City School District of Albany, our strategy involves deploying a technology coach to provide embedded follow-up to prior skill training sessions. These embedded sessions are developed collaboratively, between the teacher and technology coach, from objective setting to measurement of effectiveness, and result in sustained practices in implementation of instructional technology.

## Principles that Govern the CSDA Professional Development Plan

### Planning

- **Focus** - the Plan identifies a realistic, reasonable number of areas for staff to focus on in the coming years to better meet the needs of all students in the district.
- **Priorities** - should be set at all levels so that new learning moves through processes of awareness, deeper learning, application, collaboration, practice, feedback, and evaluation. The Plan’s goals must be persistent and sustained.

### Context

- **Learning Communities** – Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district.
- **Leadership** – Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement.
- **Resources** – Staff development that improves the learning of all students requires resources to support adult learning and collaboration.

### Process

- **Learning** – Staff development that improves the learning of all students provides learning strategies appropriate to the intended goal.
- **Evaluation** – Staff development that improves the learning of all students utilizes multiple sources of information to guide improvement and demonstrate its impact.
- **Data-Driven** – Staff development that improves the learning of all students analyzes disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.
- **Collaboration** – Staff development that improves learning of all students provides educators with the knowledge and skills to collaborate.

### Content

- **Equity** – Staff development that improves the learning of all students prepares educators to understand and appreciate all students, create safe, orderly, and supportive learning environments, and hold high expectations for students’ academic achievement.

- **Quality Teaching** – Staff development that improves the learning of all students deepens educators content knowledge, provides them with researched-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

## Professional Development Needs Analysis

The City School District of Albany reviews multiple sources to develop the professional development cycle. The following are analyzed annually to determine the focus and content of the professional development plan:

### Student Achievement Data

- New York State School Report Card
- NYS Assessments (3-8 testing and Regents exams)
- NWEA Data
- Disaggregated Student Achievement Data
- Report Cards
- VADIR Reports
- Supervisor and Department Data Analysis and Recommendations
- Counseling and Social Work Records
- Student Attendance and Discipline Reports
- Graduation rates
- Special Education Identifications and Annual Reviews
- AIS/RtI Reports

### Surveys

- Needs assessment generated by faculty and staff

### Additional Data Sources

- APPR
- School Reviews
- SCEP Plans
- Longitudinal Student Performance Data
- Teacher Retention and Turnover Rates
- Annual Professional Performance Reviews
- Program Reviews
- SED Regulations and Mandates
- Mentor Program

## Evaluation of Professional Development

Professional development evaluation uses multiple measures to assess the effectiveness of the knowledge and skills acquired in improving professional practice and student learning, such as the use of new learning in instructional planning, the use of student data for the adaptation of teaching strategies, or the enhanced student performance following the application of a different teaching strategy. Professional development evaluation includes the use of multiple methods and techniques that provide information to ensure ongoing improvements in the quality of the professional development experience, such as participant reactions, surveys, focus groups,

interviews, reflective journals, portfolios or information about student behavior or performance. When measuring the effects of professional development activities, the district will review the following:

❖ **Participant responses**

Questionnaires offer immediate feedback from participants on a particular workshop, the presenter, time/location and suitability of time/topic to the staff member's needs. A mechanism is in place to allow for practitioner comment relative to the particular professional development experience through a district-wide common exit ticket that will inform next steps and responsive practice.

❖ **Participant learning**

This is a measure of the knowledge, skills and new attitudes learned by participants. It can be measured by classroom observation by principals or supervisors, coaches or colleagues. Use of new learning can be demonstrated in lesson/instructional planning and/or other changes in the participants' abilities to implement a new skill or strategy into their daily routines.

❖ **Student learning**

Professional development can be evaluated in terms of impact on the classroom through adjustments in teaching and lesson planning based on student data. Measures of student learning may include portfolios, test results, informal assessments, observations, marks, projects, research, etc. In addition to these cognitive indicators, affective (attitudes) and psychomotor (skills, behaviors), must also be considered. For example, assessment of student attitudes, attendance, behavior referrals, homework/activity completion, school activity participation and classroom behavior may be used to evaluate the effectiveness of a professional development's objective and/or activity, designed to bring about a positive change.

❖ **Annual Needs Assessment**

The Professional Development Committee will disaggregate the information received from its annual Needs Assessment to evaluate needs and trends.

# CSDA Goals for Professional Development

## September 2020-June 2022

The following pages describe the four major goals for Professional Development in this two-year period of time, and provide an action plan to realize the goals. The goals are not necessarily inclusive since response to State Education mandates, State Education school reviews, and other local and state data could result in a shift. The District Professional Development Committee will carefully monitor the plan and be responsive as required.

**SPECIAL NOTE:** All goals were reviewed through the lens of the COVID-19 pandemic and its impact on the ability to deliver professional development. All activities can be accomplished in a virtual environment. Furthermore, an extensive 4<sup>th</sup> goal in Instructional Technology has been added to this plan.

**Goal #1: Learning Standards, Content Knowledge, & Instructional Strategies (Tier I Planning)** Ensure that all members of CSDA professional staff understand the connections between learning standards, content, and instructional strategies, and develop the skills and knowledge to develop, implement, and monitor curriculum & instruction so that ALL students can be successful.

Objective 1.1: Train instructional leaders and faculty in all frameworks, practices, and requirements of learning standards, inclusive of the NYS Next Generation Learning Standards in Math and ELA, other NYS content standards, and national standards when appropriate, and provide guidance on the implementation of the learning standards to teachers of English Language Learners (ELLs) and Students with Disabilities (SWDs).			
Essential Questions:			
<ol style="list-style-type: none"> <li>How can the learning standards be used to inform instruction and develop in all students the understandings required for college and career readiness?</li> <li>How do the learning standards inform the implementation of social justice themes in our curriculum?</li> </ol>			
Activities and Strategies:			
<ul style="list-style-type: none"> <li>Provide training and support in the Next Generation Learning Standards for ELA and Mathematics</li> <li>Provide ongoing training and support for the implementation of the Social Studies Framework</li> <li>Begin Phase III of implementation of the new NYS P-12 Science Learning Standards</li> <li>Provide training to review and revise curriculum based on NYS Learning Standards as per the district 5-year cycle of review</li> <li>Embed social justice themes in curriculum that is grounded in the standards</li> </ul>			
Action Plan			
Task	Audience	Responsibility	Timeline
Provide training and support in the Next Generation Learning Standards for ELA and Math	K-12 ELA & Math teachers	Instructional Supervisors, Building Principals, ENL Director, SPED Director	Sept. 2020 – June 2022
Continue Phase II of implementation of the new NYS P-12 Science Learning Standards for all Science teachers	K-12 Science teachers	Elementary and Secondary Science Instructional Supervisor, ENL Director, SPED Director	Sept. 2020- June 2022
Train secondary faculty, as needed, in Rigorous Curriculum Design to ensure a systematic approach to curriculum development	Targeted teachers involved in Year 1 curriculum review and curriculum writing.	Curriculum Coordinating Council, Director of Curriculum and Instruction	Ongoing June 20 - June 2022

Objective 1.2 Content Area Development: Provide opportunities for staff to enhance their content area knowledge inclusive of teachers of English Language Learners (ELLs) and Students with Disabilities (SWDs).

Essential Question: How can professional development strengthen content knowledge and pedagogy of all teachers in order to improve student achievement? How can we deliver professional development on content and pedagogy that is attentive to social justice and anti-racism in our society?

Activities and Strategies:

- Provide training in targeted content areas to roll out or continue implementation of curriculum
- Embed social justice themes in our professional development and practices for equity-based teaching

Action Plan			
Tasks	Audience	Responsibility	Timeline
Continue to provide PD to teachers to support implementation of our K-5 comprehensive literacy program (Wonders)	All K-5 classroom teachers, including ENL & SPED	Elementary Humanities Supervisor, Elementary Principals, ENL Director, SPED Director	Sept. 2020-June 2022
Continue to provide support and training for the implementation of the K-5 comprehensive math resources (Envisions, Fosnot)	All K-5 classroom teachers, including ENL & SPED	Elementary STEM Supervisor, Elementary Principals, ENL Director, SPED Director	Sept 2020-June 2022
Provide 2 embedded sessions to all grade 2 and 3 teachers; and 1 embedded session for new 4 & 5 science teachers in the FOSS resource in support of hands-on science instruction aligned to the standards	Grades 2-5 teachers of science; and elementary staff that plans/delivers STEM enrichment	Elementary STEM Supervisor, Science Resource Liaison	Sept. 2020-June 2021
Provide secondary Science teachers embedded PD to create curriculum units aligned to the new NYS Science Learning Standards	Grades 6, 7, and 8 Science, Living Environment and Earth Science teachers	Secondary Science Supervisor	Sept 2020-June 2022
Provide HS U.S. History teachers embedded PD to develop resources aligned to Part II of the US History Regents exam and identify appropriate text sets from the 1619 Project to develop stimulus based questions and support social justice themes	US History teachers	Secondary Social Studies Supervisor	Sept2020-June 2021
Provide grades 7 and 8 Social Studies teachers with PD on the text sets in the 1619 Project in order to create stimulus based questions and support social justice themes	Grade 7 & 8 Social Studies teachers	Secondary Social Studies Supervisor Middle School Literacy Coaches	Sept 2020-June 2021
Provide opportunities (team meetings, grade level meetings, CPT, after/before school PD/Department meetings) for content area teachers to create, revise and/or discuss curriculum and instruction	All 6-12 content area teachers	Instructional Supervisors, Instructional Coaches, Building Principals, Building Curriculum Team Leaders	Sept. 2020 - June 2022

Objective 1.3 Instructional Strategies: Provide opportunities for staff to enhance their skills and knowledge in using research-based instructional strategies/best practices in their respective disciplines, including those practices specific to English Language Learners (ELLs) and Students with Disabilities (SWDs).

Essential Question: How can instructional strategies increase student engagement and improve student achievement?

Activities and Strategies:

- Provide training in the CSDA Instructional Framework to improve student achievement
- Provide training in targeted schools in the AVID College & Career Readiness system and AVID strategies to support a college & career readiness culture

Action Plan

Tasks	Audience	Responsibility	Timeline
Support ongoing implementation of the Instructional Framework to integrate common language for best practices and expectations for standard use in all district professional development sessions, inclusive of CRE strategies that support engagement for all students.	All K-12 teachers	Director of Curriculum & Instruction, Instructional Supervisors, Building Principals, ENL Director, SPED Director	Sept. 2020– June 2022
Support implementation and training in AVID, particularly in WICOR, to support research-based strategy development for use in all classrooms	All AVID schools (DCS, EPES, NSES, NAA, Myers, HMS, O’Neal, and AHS)	Director of Curriculum and Instruction, Building Principals of AVID schools, AVID site coordinators	Sept 2020—June 2022

**Goal #2: Data Driven Instruction (Differentiation for Tiers 1, 2 & 3) Ensure that all staff have the skills and knowledge to effectively use data-driven protocols to guide instructional decision making at the classroom, grade, and building levels.**

Objective 2.1 Data Driven Instruction (Tier 1): Provide ongoing training and support for the use of data-driven protocols to guide instructional decision-making at the classroom, grade, and building levels.

Essential Question: How does data-driven decision making inform and enhance instructional decisions about individuals and groups of students?

**Activities and Strategies:**

- Provide support to school-based data teams as a central structure for ensuring that data-driven instruction (DDI) occurs at the classroom and grade levels
- Provide training to assist staff in the design use, evaluation, and revision of instructional practices related to identified gap groups and student need (differentiated Instruction)
- Provide training in Secondary MTSS/RtI handbook to all Tier I (core) staff
- Provide training in the practices in the MTSS/RtI handbook so that all Tier I (core) staff understand and can implement fluid student movement in the tiers.

**Action Plan**

Tasks	Audience	Responsibility	Timeline
Strategically embed data protocols/DDI in team, grade level, CPT and content meetings for teachers so that all staff can use, evaluate, and revise instructional practices based on identified gap groups and student need (differentiated instruction).	All K-12 content/classroom teachers, including ENL and SPED	Building Principals, Instructional Coaches, Instructional Supervisors, Data Coaches, ENL Director, SPED Director	Sept. 2020 – June 2022
Provide PD in the secondary MTSS/RtI handbook to all Tier I (core) staff, including SPED and ENL staff	All 6-12 content teachers and other professional staff, including ENL and SPED	Building Principals (Secondary), RtI Coordinators, Instructional Supervisors, ENL Director, SPED Director	Sept. 2020- June 2022
Provide training in the practices captured in the MTSS/RTI handbook to teachers and other staff to support understanding and implementation of the fluid student movement in the MTSS/RtI tiers	All K-12 content/classroom teachers and other professional staff, including ENL and SPED	Building Principals, Instructional Coaches, RtI Coordinators, Instructional supervisors, ENL Director, SPED Director	Sept. 2020 – June 2022



Objective 2.2: Data Driven Instruction (Tier 2 & 3): Provide targeted training in the use of research-based Tier 2 & 3 interventions and strategies to support students in their identified areas of need as a means of accelerating growth and improving achievement, permitting fluid movement across tiers.

Essential Question: How do research-based interventions ensure students receive targeted and explicit support in their identified areas of need in order to accelerate growth and improve achievement?

Activities and Strategies:

- Provide RtI support to targeted elementary schools
- Train secondary interventionists in the MTSS/RtI handbook
- Train elementary interventionists in data-driven literacy practices as outlined in the elementary MTSS, RtI handbook
- Provide training and support to all district staff in the timely and effective use, integration, and implementation of the district’s data systems (NWEA, easyCBM, NYS Assessments, benchmarks)

Action Plan

Tasks	Audience	Responsibility	Timeline
Provide strategic support to three elementary building RtI teams to lift to mastery before moving to additional buildings	SAA, TOAST, ASH RtI teams	Elementary RtI Coordinator, Elementary Humanities Supervisor, Targeted Building Principals	Sept. 2020 – June 2021
Provide training and monitor implementation in the practices captured in the MTSS handbook, to Tier II & Tier III providers and Secondary RtI Committees	Secondary - tier 2/tier 3 reading and math interventionists, tier 2/tier 3 behavioral/ social-emotional providers	Secondary ELA/Reading Supervisor, Secondary Math Supervisor, Secondary Building Principals/Academy Principals, Secondary RtI Coordinator	Sept. 2020- June 2022
Train Elementary Reading Teachers and RtI/Coach teachers in the use of data to guide literacy instruction for instructional problem solving, as outlined in the elementary MTSS/RtI handbook	Elementary reading teachers, elementary literacy coaches	Elementary Humanities Instructional Supervisor, Elementary RtI Coordinator	Sept. 2020 – June 2022
Provide ongoing training to RtI teams, interventionists, support staff, and other stakeholders in easyCBM, NWEA, and other data resources.	K-12 RtI teams, interventionists, and other stakeholders	Secondary ELA/Reading Instructional Supervisor, Elementary Humanities Supervisor, Elementary and Secondary RtI Coordinators	Sept. 2020 – June 2022

**Goal #3: Provide a safe, respectful and responsible school and district community.**

**Objective 3.1 Universal Supports (Tier 1)**

Provide professional development for universal supports to all K-12 staff on evidenced based implementation practices with high fidelity for all Multi-Tier Systems of Support (MTSS)

- Positive Behavior Intervention and Supports (PBIS)
- Trauma Informed Care (TIC)
- Restorative Practices
- Code of Conduct
- Preventative Strategies
- Dignity for All Students Act (DASA)
- Therapeutic Crisis Intervention for Schools (TCIS)

Essential Question: How can a safe, respectful and responsible school community foster learning and student achievement? How can the implementation of these practices eliminate disproportionality?

**Activities and Strategies:**

- Plan and implement PD programs designed to prepare staff to fully implement targeted training for staff in strategies to address mental health, social, emotional and behavioral challenges

**Action Plan**

Tasks	Audience	Responsibility	Timeline
Provide Tier 1 PBIS Classroom Implementation trainings to all staff via the building coaches at the building level	All K-12 teachers	Building Behavior Specialist, Social Worker or Psychologist, District Assigned Social Worker	Sept. 2020 - Oct 2020
Provide Quarterly PBIS Districtwide Coach Meetings/PD to share updates, resources, Team Initiated Problem Solving Process, etc.	DW PBIS Coaches	District Behavior Specialist, Director/Assistant Director of Principal Personnel Services	Sept. 2020 - June 2022
Provide on-site PBIS committee support in reviewing data and connecting T-1 and common planning time (CPT)	PBIS committees	DW-behavior spec, Assistant Director of Pupil Personnel Services	Sept 2020- June 2021
Provide on-site support for teacher CPT (Tier 1 & 2/3, MTSS)	All K-12 teachers	Assistant Director of Pupil Personnel Services, DW- behavior Spec, MTSS/ RTI Coordinator	Sept. 2020 - June 2022
Provide all district staff TCIS refreshers and full trainings	Targeted staff and new staff to TCIS	TCIS Trainers, Director/Assistant Director of Principal Personnel Services	Sept 2020- June 2021
Provide all district staff training on TIC with both initial and turnkey trainers refreshers	All district staff	Turnkey TIC trainers, Starr (contract agency), Director/Assistant Director of Principal Personnel Services	Sept 2020- June 2021
Provide all district staff training around the Tier 1 fidelity checklist	Administrators, Coaches, Behavior Specialists	PBIS Coaches, Building Behavior Specialist	Sept. 2020 - Oct 2020
Provide secondary staff training for the secondary behavior flowchart	All secondary staff	PBIS Coaches, Building Behavior Specialist	Sept. 2020 - Oct 2020

Provide Tier 1 PBIS Classroom Management Strategies for Challenging Behaviors (Preventative Strategies) to all staff	All K-12 teachers	District PBIS Coordinator and District Assigned Social Worker, Building PBIS Coaches, Building Behavior Specialist	Sept. 2020 - Nov 2020
Provide all staff selected for training in Restorative Practice training (proactive)	Targeted staff - TBD	Director/Assistant Director of Principal Personnel Services, NERP	Sept. 2020 - June 2022
Provide training to all building leaders and district administrators in CSDA Code of Conduct and Dignity for All Students Act (DASA)	All administrators	Director/Assistant Director of Principal Personnel Services, Building Principals	August 2020- June 2022

**Objective 3.2 Targeted Intervention (Tier 2/3)** Provide targeted professional development and support to coaches, teams, and leaders to ensure full implementation of:

- Positive Behavior Intervention and Supports (PBIS)
- Trauma Informed Care (TIC)
- Restorative Practices
- Code of Conduct and Preventative Strategies
- Dignity for All Students Act (DASA)
- Therapeutic Crisis Intervention for Schools (TCIS)

Essential Question: How does providing building level structures for teams/coaches support the implementation for buildings and students who need more than Tier 1 supports?

Activities and Strategies:

- Build capacity and skill among coaches and building teams to promote positive behavior support as a prerequisite for engaging instruction as well as student learning and achievement
- Prepare teams to review and analyze behavioral, academic, and attendance data
- Provide leaders with training for their role in implementation

**Action Plan**

Tasks	Audience	Responsibility	Timeline
Provide administrative overview in Tier 2 and Tier 3 practices and structures to support interventions- Tier 2: Social Academic Instructional Group (SAIG), Check-In/Check-out (CI/CO), Behavior Support Plans (BSP), Breaks are Better, Self-Monitoring, Behavior Contracting Tier 3: Functional Behavior Assessment (FBA)/ Behavior Intervention Plan (BIP), Individual Counseling, Wrap-Around Services	All administrators	District Behavior Specialist, Director/Assistant Director of Pupil Personnel Services	Sept. 2020 - June 2022
Provide on-site support to Tier 2/Tier 3 teams on progress monitoring, intervention identification and decisions around students movements between tiers.	Tier 2/Tier 3 interventionists for behavior	DW Behavior Spec, Assistant Director of Pupil Personnel Services	Sept. 2020 - June 2022
Provide Restorative Conference training to targeted staff for group/individual student interventions. (Reactive response after an incident occurs)	Targeted staff - TBD	Restorative Conf trainers, NERP	Sept 2020- June 2021
Provide PD to targeted staff for Trauma Informed Ready Room implementation and support.	Targeted staff - TBD	STARR, Turnkey Trainers, Director of PPS	Sept 2020- June 2021

**Goal #4: Blended Learning** Ensure that all members of the CSDA professional staff develop the skills, knowledge, and strategies to effectively select and implement online resources and strategies using a blended learning approach to benefit all students.

Objective 4.1 Provide targeted professional development to all K-12 staff to increase capacity for selecting standards-aligned tools and strategies for implementing effective online learning experiences using a blended learning approach with high fidelity.			
Essential Question: How can standards-aligned, blended learning experiences be developed and delivered in order to foster student learning and achievement?			
Activities and Strategies:			
<ul style="list-style-type: none"> <li>Plan and implement professional development sessions designed to build confidence and proficiency with a variety of online tools that can be used to support teaching and learning in a blended environment.</li> <li>Plan and implement professional development sessions designed to build confidence and proficiency with implementing tools, strategies and workflows that make use of digital content to create engaging, differentiated, and interactive, student-centered learning experiences.</li> <li>Prepare staff for the responsible usage of technology as defined by district and SED guidelines and mandates.</li> </ul>			
Action Plan			
Tasks	Audience	Responsibility	Timeline
Define blended learning models, for example: rotation, flex, a la carte, enriched virtual, flipped learning and frameworks for technology integration such as SAMR and T-Pack.	Target 1: <i>Flipped</i> : Elementary Principals (Aug. 2020)  Target 2: <i>Flipped</i> : Elementary teachers, TOSAs, Support Staff (Sept. 2020)  Target 3: Identified models, teachers, TOSAs, and TAs (Jan. 21-Jun. 21)	Technology Department, TOSAs, Supervisors	July 2020-June 2021
Provide training to connect traditional classroom structures with blended learning, including differentiation and a shift in teacher role (from lecturer to facilitator)	Target 1: Admins (Aug. 2020)  Target 2: Teachers, TOSAs, TAs (Sept. 2020 and ongoing)	Technology Department, TOSAs, Admins, Supervisors	July 2020-June 2022
Provide training on identifying and selecting appropriate digital tools to meet the needs of diverse learners.	Teachers, TOSAs, TAs	Technology Department, TOSAs, Supervisors	January 2021-June 2022
Provide training on Google Classroom and other digital tools and platforms to curate lesson materials and manage the workflow of digital content to support students in a blended learning model.	Target 1: Admins (Aug. 2020)  Target 2: Teachers, TOSAs, TAs (Sept. 2020)	Technology Department, TOSAs, Admins,	July 2020-June 2021
Provide training to teachers about the accessibility features of hardware as well as digital tools to provide additional accessibility to resources and to complete tasks (for example screen readers, translation tools, visual supports etc).	Target 1: SPED and, ENL Teachers, SPED TAs, TOSAs (Sept. 2020)  Target 2: Teachers (Sept 2021)	Technology Department, Special Education Department	July 2020-June 2022

Objective 4.2. Provide professional development to all K-12 staff to develop technology literacy.

Essential Question: How can building the technology capacity, skills and literacy of stakeholders lead to high integration and greater achievement for students?

Activities and Strategies:

- Leverage the ISTE standards for coaches and educational leaders as the foundation of literacy
- Plan and implement professional development sessions designed to meet all components of the respective technologically literate educator. *Technological Literacy--the ability to use, manage, assess, and understand technology.*

Action Plan

Tasks	Audience	Responsibility	Timeline
Provide trainings to instructional coaches and administrators on the ISTE (International Society for Technology in Education) Standards and their application  <a href="#">Standards for Educators   ISTE</a>	All K-12 teachers, instructional coaches and administrators (embedded in all technology training)	Technology Department, Tech PD Providers	Aug 2020- June 2021
Provide training sessions for ISTE standards 1-7 (educator profiles - Learner, Leader, Citizen, Collaborator, Designer, Facilitator, Analyst)	Target 1: Instructional Supervisors and Coaches (Jan. 2021-Jun. 2021)  Target 2: Admins Jun. 2021  Target 3: Teachers Jul 2021-June 2022	Technology Department, instructional supervisors, and admins	June 2021- June 2022

## The City School District of Albany - Mentoring Program

---

Mentoring new teachers and non-classroom professionals is a critical component of the effort to retain highly qualified teachers in the profession. An effective program allows new teachers to improve skills that build confidence and helps them to become successful educators. An essential component of the district's Professional Development Plan is the Mentor Program for new teachers. The program seeks to initiate, shape, and sustain the first work experiences of prospective career teachers and other professional staff new to the City School District of Albany. It involves an intensive Orientation/Induction prior to the start of the school year, continuing for the entire year with a series of workshops and support activities. Workshops strengthen skills of new teachers related to student achievement in accordance with NYS Teaching Standards and the P-12 New York State Common Core Learning Standards.

The City School District of Albany's Mentor Program for Teachers and non-classroom professionals provides a bridge between a newly hired teacher's previous preparation and a new experience. The program allows the application of their knowledge in the classroom. The district's mentoring program is designed to reduce concerns and attempts to support newly hired teachers to address challenges and initial uncertainty and fear. Induction activities include mentoring, collaboration with other newly hired teachers and their colleagues, and professional learning activities designed to strengthen teachers' skills and ultimately improve student achievement.

Both the City School District of Albany and the Albany Public School Teachers' Association (APSTA) have long appreciated the value in pairing a respected, experienced teacher with a less experienced new teacher. Mentoring of new staff has existed within the district for many years. A shift from an informal program to a formal program occurred during the 2003-2004 school year in order to meet the NYS Education Department Regulation CR 100.2dd(iv) requirement for teachers certifying after February 2 2004, who have initial certification, to receive a one-year mentor experience.

The Mentor Program is beneficial for all participants. Experienced teachers develop new skills and insights through mentoring. New teachers and non-classroom professionals experience more productive and satisfying first years. Additionally, the mentoring experience assists new teachers in becoming part of the school community.

It is important that mentoring programs have a high degree of confidentiality. Thus, any information emerging from mentoring activities and the mentor relationship are confidential and may not be used to evaluate or discipline a newly hired teacher.

### Goals of the Mentor Program for Teachers and Non-Classroom Professionals

- ❖ Easing the transition of new colleagues to the district
- ❖ Fostering a collaborative professional community of administrators, teachers and support staff with a shared sense of responsibility for improving student achievement
- ❖ Training and supporting a cadre of learning-centered mentors skilled at peer coaching, instructional design and classroom management
- ❖ Improving professional practice based upon the research
- ❖ Preparing teachers for the New York State APPR evaluation system
- ❖ Retaining highly qualified teachers

## Mentoring Program Components

### **Mentors**

The Mentor Selection Committee selects mentors through an application process and principal recommendations. Mentors are paid a stipend for each school year they mentor new teachers. Mentors must be permanently or professionally certified, tenured teachers with a minimum of five years' experience within the City School District of Albany. Every effort is made to match mentors and mentees within the same building and in the same certification area. The primary role of a mentor is to:

- ❖ Develop a learning-focused relationship with the new practitioner
- ❖ Provide new teachers with curriculum guidance and instructional support
- ❖ Help new teachers understand district policy and organization
- ❖ Improve professional and instructional performance

### **Criteria for Mentors**

In order to choose experienced, competent and highly respected teachers as mentors, the following characteristics are considered:

- ❖ Tenured teacher
- ❖ Mastery of pedagogical skills
- ❖ Interpersonal skills and ability to work constructively with others
- ❖ Ability to self-analyze and engage in reflective practice
- ❖ Ability to guide and support classroom/instructional support
- ❖ Commitment to the teaching profession

The mentoring relationship should be characterized as professional, flexible, trusting, and mutually educational, and entails sustained, frequent, and confidential communication.

### **Selection Process**

A selection process is in place to guide applicants:

- ❖ Building Principals participate in the nomination of mentors
- ❖ Prospective mentors complete the mentor application
- ❖ Mentor Selection Committee reviews mentor applications
- ❖ Selected applications become members of the mentor pool

### **Preparation of Mentors**

Mentors must be supported in their professional growth to support development in their mentees. Topics discussed in mentor training include adult learning theory, knowledge of beginning teacher needs, stages in teacher development, conferencing skills, coaching techniques, and effective communication with parents and colleagues. In addition, mentors receive:

- ❖ Training in the role and responsibilities of a mentor
- ❖ Training and support in sensitive issues, e.g., guidelines for confidentiality, boundaries of mentoring and supervision
- ❖ Opportunities to participate in topic-related workshops and conferences as specific needs are identified
- ❖ Access to an extensive library of books and multimedia resources, including video cameras, to study and research best practices



### **Responsibilities of the Mentor**

Trust is an essential component of the mentor/mentee relationship. Trust is earned and is a process that requires much attention over time. To achieve this goal of a trust-driven collaboration, mentors meet with their mentees a minimum of at least one hour outside of their contractual work time weekly. In addition, mentors:

- ❖ Participate in mentor training
- ❖ Maintain a log of time spent with mentee with weekly entries
- ❖ Fulfill the primary role of mentor by:
  - Developing a learning-focused relationship with the new practitioner
  - Providing new teachers with curriculum guidance and instructional support
  - Helping new teachers understand district policy and organization
  - Improving professional and instructional performance
  - Participate in the evaluation of the mentor program

### **Responsibilities of a Mentee**

- ❖ Understand that the mentor relationship is mentee-driven
- ❖ Be a trusted confidante
- ❖ Understand the limits of confidentiality in the relationship
- ❖ Know the role of a mentor is not evaluative
- ❖ Participate in classroom visits
- ❖ Become well-acquainted with the school culture
- ❖ Analyze and reflect on his/her own teaching
- ❖ Take charge of his/her own professional development
- ❖ Participate in mentoring activities and workshops
- ❖ Commit to his/her own success

### **Mentor Program Coordinator**

The Coordinator is a teacher within the district and is expected to keep confidentiality unless an issue arises that may endanger the health and/or welfare of the mentee, mentor, or students. Responsibilities of the Coordinator:

- ❖ Advocate for the mentor program at all levels
- ❖ Assist Building Principals with the coordinator of mentee, mentor and replacement/substitute teacher release time schedule
- ❖ Consult with Professional Development Committee to schedule a series of professional development opportunities for the mentee, mentor, and others
- ❖ Gather data from program assessment instruments and disseminate information to the Mentor Steering Committee, administration, the teachers' and administrators' unions, and program participants at all levels of involvement
- ❖ Act as a liaison with Human Resources and the NYS Education Department to ensure certification requirements are being met

### **Role of Administrators**

Administrators play an important role in the mentor/mentee relationship by communicating with mentors and mentees without breaching confidentiality. In providing support to the mentor program administrators will:

- ❖ Encourage the support of other faculty members and district resources in enhancing the mentor program opportunities
- ❖ Assist in scheduling mentor release and visits
- ❖ Be a resource for the mentor program as an instructional leader
- ❖ Encourage veteran staff to participate in the program
- ❖ Write recommendations for potential mentors
- ❖ Respect confidentiality of mentoring program and discussions among mentors and mentees

### **Program Evaluation**

The main component of the Mentor Program for Teachers evaluation will be on-going internal assessment. This assessment will include:

- ❖ Mentor and mentee self-assessment tool
- ❖ Mentee survey
- ❖ Mentoring Time Logs kept by mentors and mentees and submitted to the Mentor Coordinator to identify domains and elements

## STATEMENT OF ASSURANCES

---

The Superintendent certifies that:

- Planning, implementation and evaluation of the professional development plan was conducted by a professional development team that included teachers, administrators and others identified in the plan.
- The plan focuses on improving student performance and teacher practice as identified through data analysis.
- The plan describes professional development that:
  - is aligned with state content and student performance standards;
  - is articulated within and across grade levels;
  - is continuous and sustained;
  - indicates how classroom instruction and teacher practice may be improved and assessed;
  - indicates how each teacher in the district will participate
  - reflects congruence between student and teacher needs and district goals and objectives
- The plan indicates an evaluation of the effectiveness of the professional development and a mechanism to adjust activities based upon the evaluation.
- The plan or the annual update to the plan was adopted at a public meeting by the Board of Education

---

Signature of Superintendent of Schools

---

Date

---

Print name of Superintendent of Schools

## Supplemental Resources

---

### Appendix A—Models and Constructs for Professional Development

Professional development opportunities exist in many forms at all instructional levels for staff. The following outlines the various ways for training to be delivered:

**General staff development** opportunities include attendance at large group sessions spearheaded by district leadership, Board members, union leaders, and/or outside professionals representing organizations committed to big ideas. The best example of this professional development opportunity is Superintendent’s Conference Day(s).

**New Teacher Orientation** sessions are an example of required professional development for new staff. Generally held over one week in late August, employees new to the district participate in various pedagogical trainings from coaches and content specialists. In addition, workshops that support understanding of district expectations and professional responsibilities are provided to instructional staff.

**Targeted Embedded PD** is offered to groups of teachers in a variety of contexts. In our district this has occurred in the studio model, as well as in Professional Learning Communities (PLCs). PLCs occur for RtI team, PBIS teams, Reading Teachers, ENL Teachers, and Special Education Teachers. Focused on the learning standards and best practice instructional strategies, these sessions allow teachers to take a deeper dive into both content and pedagogy.

**Learning Walks** continue to provide administrators with the opportunity to harvest trends and best practices both in buildings and across the district. Learning Walks take place as a part of the administrative professional learning plan.

**Participation in online and traditional coursework** comprises another definition of professional development for district staff on topics that contribute to professional growth in an area of choice or need. Participation in the National Board Certification process is an example of both types of professional development.

**Workshops and follow-up workshops** provide opportunities for staff to increase knowledge and to gain insights into current research, effective teaching strategies and state initiatives, as well as to develop skills for supporting reflective practice. These can occur at the school, district, local or national level. These workshops are not limited to instructional personnel.

**Building-based professional development** is initiated by building leadership in response to specific school needs. Support is provided to staff by teacher leaders (coaches, PAR teacher, NWEA coordinator, RTI coordinator, PBIS coordinator), building administrators, outside presenters or consultants, and members of school staff. It can include the development of character education programs, Response to Intervention, targeted efforts to better utilize data in instructional planning, incorporation of successful PBIS (positive behavior intervention strategies), and differentiated instruction, by way of example. Building-based staff development encourages reflective practices through the empowerment of staff. Professional staff is able to identify a problem and/or respond to an issue and design a plan to address the concern with onsite support. Building professional development is captured in the building School Comprehensive Education Plan.

**Curriculum initiatives** drive systemic professional development. The district believes that when those responsible for the delivery of the curriculum are directly engaged in the development process, high quality

curriculum results. Support is provided for any one of the three phases of curriculum development (writing, implementing, evaluating). Attention is given to grade level alignment as well as K-12 vertical alignment in curriculum development and discussions about the ease and roadblocks to successful implementation and integration become the content of professional exchange.

**Data Driven Instruction** is a critical area of professional development for staff. Information from both state and local assessments give the district and schools within the district an enormous amount of test data to interpret. From individual student profiles and specific subgroups to building and district-wide scores, data analysis helps staff to identify positive and negative trends in student responses. These patterns underscore areas in curriculum and in its instructional delivery which can be improved to better meet the needs of our population of students, whose needs are diverse and differentiated. Data analysis with instructional strategy support is provided to both buildings teams and individual teachers through the internal instructional coaches and RtI coordinator.

**The Coaching Model Instructional Support** for teachers and staff occurs during the regular school day and after/before school. Support for instructional programs and teaching is achieved through this model. Coaches help teachers implement instructional methods and practices that increase student achievement results. Work begun during the school day continues, at times, in the early morning and after-school hours under the guidance of Coaches and Instructional Supervisors. (*Coaching support document attached in supplement resources.*)

**Study Groups** provide professional development opportunities at the building levels, where groups of teachers can meet regularly to study a topic relevant to their teaching to gain a deeper understanding of research based practices and instructional procedures, oftentimes with their building leader and/or a member of the coaching department. Professional readings are generally done in advance of the study group meeting and become a conversation topic within the meeting.

**Lesson Study** provides professional development for teachers by studying effective student focused lesson models, conducting a lesson while other teachers observe, conducting reflective discussion of the lesson after it is delivered, using evidence gathered from the presentation to improve the lesson and instruction, and revising the lesson and teaching it in another setting to gauge changes in student response and mastery.

**Grade Level meetings** are professional development opportunities, when teachers, and at times with coaches, focus on an essential question (“How did we improve student listening comprehension this week through read-alouds?” or “What are some examples of strategies that we used this month to reduce office referrals?”) and have discussions about them. Meeting to review student work products so that there is shared expectation for student success is one of the best uses of grade level meeting time.

**Horizontal Team meetings** provide professional development through focused meetings of all content areas at one grade level (i.e. all 7th grade English, Social Studies, Math, and Science teachers meet to discuss academic intervention efforts with the school social worker and psychologist) to plan follow-up action for students.

**Vertical Team meetings** provide professional development through focused meetings with multiple grade levels in the same content areas (i.e. 7th and 8th grade teachers of Science meet in an effort to ensure that there is curricular alignment in the subject and so that each teacher understands the requisite skills he/she is responsible for teaching in the Science curriculum).

**Focused professional development opportunities** arise out of the need for all staff members at the district or school level to better understand a particular skill, strategy or concept. These can include content-specific topics or specialized study for long-term substitutes and/or specialized offerings for support staff, paraprofessionals, teaching assistants, transportation, school lunch personnel, clerical and custodial staff.

## Appendix B: Professional Development Days

**Narrative:** In 2020-2022, three full days are dedicated to professional learning days. Individual schools have specific needs as demonstrated by a variety of data sources (SCEPs, DTSDE Reviews, etc.), while the district continues to focus on system-wide initiatives represented in the DCIP or this professional development plan. The District allots time for both building staff and district content area teams to come together for PD on a PD day. Key to the development of professional learning days is collaboration and representation from all stakeholders and a collective responsibility to provide meaningful PD. The following provides guidance to buildings as they create their professional development plans based on this plan and the individual building SCEPS.

### **FRAMEWORK:**

- ❖ Identify the site team to plan PD
- ❖ Identify the stakeholders on the site team:
  - Building Principal
  - APSTA Representative (attends as APSTA member)
  - APSUE Representative (attends as APSUE member representing TAs and Teacher Aides)
  - Core Area Teacher
  - Encore Area Teacher
  - Other professional teaching staff (such as psychologist, social worker, librarian, etc.)
  - Special Education Teacher
  - ENL Teacher
- ❖ Create plan using a variety of data sources and/or the SCEP or District PD Plan
- ❖ Determine how the needs of encore or other special area groups will be met and if support from the district is needed
- ❖ Designate who will create schedule, including logistical details, tech needs, etc. (logistics coordinator)
- ❖ Complete plan by June 30, and submit to District Professional Development Committee via Director of Curriculum and Instruction for review
- ❖ The DPDC will review the plan and provide feedback by July 31
- ❖ After review, the plan will be available in the Professional Development shared folder

### **PREPARATION (approximately 30-45 days prior to the event):**

- ❖ Site team determines specific content for the time allotted to the building
- ❖ Team logistics coordinator creates schedule and submits to Director of Curriculum and Instruction 3 weeks prior to the PD day
- ❖ Presenter(s) create agendas
- ❖ At the conclusion of the training, a standard exit ticket is collected from the participants
- ❖ The presenter turns in agenda and exit tickets to building principal, or designee, for review by site team for the purpose of establishing next steps

The building principal is responsible for generating a brief report/summary of the day and submits to designated Assistant Superintendent with identified next steps.

## Appendix C: District Professional Development Days for APSUE Staff

**Narrative:** All APSUE staff will participate in professional development days appropriate to their specific needs and challenges. APSUE staff includes food service workers, custodians, hall monitors, home school coordinators, clerical staff, teaching assistants, and teacher aides. Largely, teaching assistants and teacher aides will participate in educator-focused professional development. All other APSUE staff will participate in designated professional development days as defined below.

### **FRAMEWORK:**

- ❖ Human Resource Administrator will meet with APSUE President in Spring of prior year to plan the professional learning days
- ❖ Stakeholders will include:
  - Human Resources Administrator
  - Assistant Human Resources Administrator
  - Supervisor for Buildings and Grounds
  - APSUE President
  - School Lunch Director
  - Director of Security
  - Custodial Representative
  - Home School Coordinator Representative
  - Clerical Representative
  - Teacher Assistant Representative
- ❖ Create plan using needs survey to drive decision-making
- ❖ Assistant Human Resources Administrator will create schedule, including logistical details, tech needs, etc.
- ❖ Plan to be completed by June 30<sup>th</sup> and submitted to Human Resources Administrator for Cabinet Review
- ❖ After review, the plan will be available on the Professional Development Shared Folder

### **PREPARATION (approximately 60 days prior to the event):**

- ❖ Assistant Human Resources Administrator works with various personnel to secure presenters/facilitators for the PD day. Presenters can be recruited from district personnel, or booked from an outside source.
- ❖ Human Resources Administrative Assistant creates schedule and submits to Human Resources Administrator two weeks prior to the PD day
- ❖ Presenter(s) submits exit tickets to the Assistant Human Resources Administrator

The Human Resources Administrator creates a report for the Superintendent based upon the exit ticket data

## Appendix D: APSTA Contractually Required Hours

**Narrative:** Outlined in Article 11 of the Collective Bargaining Agreement, (11.2.3) *“Each teacher is responsible for participation in at least twenty (20) hours of professional development per year as designed by the Professional Development Committee in accordance with the criteria.”*

**FRAMEWORK:**

(11.2.3.1) Up to six (6) hours of individual professional development that meets the following criteria:

- (11.2.3.1.1) The professional development shall be beyond the teacher’s ordinary duties;
- (11.2.3.1.2) The professional development shall expand, modify, or enhance the standard curriculum
- (11.2.3.1.3) The professional development shall be uncompensated beyond the teacher’s expense; and
- (11.2.3.1.4) The professional development is designed to enhance or improve student achievement.

(11.2.3.2) Up to fourteen (14) hours of district, building, or department professional development activities developed or approved by the Professional Development Committee. Teachers must provide the District with proof of participation in required professional development activities beyond the six (6) hours set forth in (11.2.3.1)

Teachers may use MyLearningPlan (MLP) and/or Appendix K from the collective bargaining agreement to record professional development hours.

## Appendix E: APSUE Contractually Required Hours

**Narrative:** Outlined in Article 5 of the Collective Bargaining Agreement, (5.3) *“Each unit member will be responsible for participation in at least ten (10) hours of professional development per school year and will be responsible for providing proof of participation therein.”*

**FRAMEWORK:**

(5.4) The Professional Development Planning Committee will develop a menu of professional development opportunities and designate hours among district building department and individual professional development activities and recommend procedures to APSUE for review and inclusion in the contract.

(5.5a) Professional development shall be beyond the unit members’ ordinary duties.

(5.5b) Professional development shall expand, modify or enhance the standard duties of the unit member according to job title and position.

(5.5c) Professional development shall be uncompensated beyond the unit member’s expenses which must be pre-approved.

(5.5d) Professional development is designed to enhance or improve unit member performance and/or student achievement.



## Appendix F: APSAA Contractually Required Hours

**Narrative:** Outlined in Article 5 of the Collective Bargaining Agreement, (5.9C) “A *minimum of twenty (20) hours of professional development...as outlined below:*

**FRAMEWORK:**

(5.9C1) Up to six (6) hours of individual professional development that meets the following criteria;

- (5.9C1a) The professional development shall be beyond and/or enhance the Administrator’s ordinary duties;
- (5.9C1b) The professional development shall expand, modify or enhance the standard curriculum and/or operation of the District;
- (5.9C1c) The professional development shall be uncompensated beyond the Administrator’s expenses; and
- (5.9C1d) The professional development is designed to enhance or improve student achievement and/or the operations of the District.

(5.9C2) At least fourteen (14) hours of District, building, or department professional development activities. In the event that the District’s list of professional development activities is not available Administrators will participate in individual professional development activities beyond the six (6) hours as set forth in subparagraph C1 above;

(5.9C3) Each Administrator will be responsible for participation in at least twenty (20) hours of professional development and will be responsible for providing proof of participation in all hours of individual professional development activities. For individual professional development activities completion and submission of an Individual Professional Development Participation Form will be required. For District, building, or department professional development activities, attendance records will be accepted. The time spend by Administrators in the District’s Summer Institute can be used towards the twenty (20) hour professional development obligation of the upcoming school year;

(5.9C4) In order to obtain credit for individual professional development activities, Individual Professional Development Participation Forms must be submitted to the Professional Development Planning Committee with a copy to the Superintendent by June 1<sup>st</sup>; and

(5.9C5) The Professional Development Planning Committee will develop a menu of professional development opportunities and designate hours among District, building, department and individual professional development activities and recommend procedures to the Association and District for review and inclusion in the current contract.

## Appendix G: Coaching Department--Forms of Professional Support

*This information was developed to highlight the available professional support options and clarify how each option varies.*

### **Individual Coaching Cycle**

- Coaching between a teacher and a coach
- Coaching focus is determined by the teacher in collaboration with the coach
- Length of the cycle is determined by focus and evolves over the cycle
- Notes are confidential between the teacher and the coach
- Administrative support can be requested but not required

### **Small Group Coaching Cycle**

- Coaching between a small group of teachers and a coach
- Coaching focus is determined by the teachers in collaboration with the coach
- Length of the cycle is determined by focus and evolves over the cycle
- Notes are confidential between the teachers and the coach
- Administrative support can be requested but not required

### **Consultation**

- Meeting that does not turn into a cycle of sessions
- Notes are confidential between the teacher and the coach
- Goal determined by the teacher(s)

### **Professional Development (PD and PLC) Sessions**

- Small/large group of teachers, site principal, and the coach
- Topic is predetermined by stakeholder group requesting PD or by the principal
- Length of session is predetermined; PD usually 1 to 2 hours, PLC usually multiple 1 to 2 hour sessions building on the original topic
- Handouts are developed by coach and shared with principal and all in attendance
- May require administrative support with materials, scheduling and sub coverage

### **Embedded PD Support/Extension**

- Multi-grade group of teachers/coaches/principals
- Initial focus is determined by principals and/or content supervisors
- Frequency determined by content/topic of embedded PD
- Teachers are released during the day to participate
- Teachers are expected to implement learning from the embedded PD in their own classrooms
- Dependent upon the content/topic, one or more teachers will open up their individual classrooms for group observation and modeling of strategies
- Administrative support is required for embedded PD
- Assessment of embedded PD will be ongoing
- Between sessions, coaches will work with teachers to provide support around identified “try on” strategy

### **Resource Support**

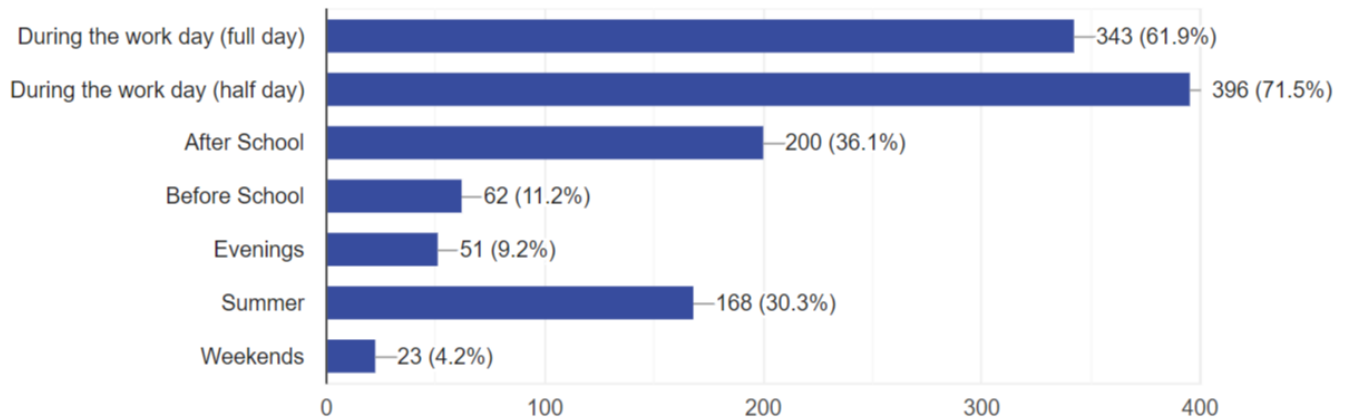
- Need or goal is identified by teacher and or administrator
- Length depends on depth of task
- Coach responsibilities includes research on the identified need or goal, the acquisition and distribution of materials, and review of materials with stakeholder(s) requesting support

## Appendix H: Professional Development Survey

There were 554 responses to the district survey conducted this spring, representing over half of the teaching staff. The following are the results:

When given the option, when would you prefer to attend Professional Development? Check all that apply.

554 responses



Please choose the **THREE** topics that you would be **MOST** interested in learning more about. (Instructional Technology and Virtual Learning will be addressed in the next several questions).554 responses

### **Top PD Choices (exclusive of instructional technology):**

Differentiated Instruction/Purposeful Planning	29.2%
Specific Content PD	28.9%
Social Emotional Learning Strategies	28.3%
Culturally Responsive Education/Strategies	28%
Student Engagement Strategies	27.3%
Grade Level Planning	23.8%
Higher Order Thinking/Questioning Techniques	20.2%

### **Google and Google Classroom:**

Staff was asked its level of confidence in Google Suite tools. Staff rated the following cornerstone instructional Google tools as either “I have used this tool extensively and could teach it to others” or “I have used this tool and am comfortable with it” at high levels:

- Google Calendar
- Google Classroom
- Google Docs
- Google Drive
- Google Meet

While other Google Tools were not rated as highly, they were also the tools less likely to be used commonly in the classroom. For example: Google Drawing, Google Earth, Google Jamboard, or Google Keep.

Staff was asked specifically about their confidence in Google Classroom organization, rating themselves “I have used this tool extensively and could teach it to others” or “I have used this tool and am comfortable with it” in 11/15 applications in Google Classroom. Of the four remaining, the distribution was more evenly distributed, but still trended left (higher capacity). This is good news for the implementation of Google Classroom.

**Additional instructional technology:**

Staff rated themselves on another set of instructional technology tools and platforms, providing the district with insight into future training needs. Staff also provided narrative information on additional instructional technology needed and desired.

## Appendix I: Sample Agenda



### CITY SCHOOL DISTRICT OF ALBANY Agenda

**Date:**

**Place:**

**District Mission Statement:** We will work in partnership with our diverse community to engage every learner in a robust educational program designed to provide the knowledge and skills necessary for success.

**Goals**

- Increase student achievement
- Enhance the delivery of quality instruction
- Build our leadership capacity
- Empower families
- Partner with our diverse community

**Present:**

Essential Question/Topic	Facilitator	Notes	Next Steps/Questions

## Appendix J: Sample Exit Ticket



### SCHOOL DISTRICT OF ALBANY Exit Ticket

Facilitator(s): \_\_\_\_\_ Course: \_\_\_\_\_ Date: \_\_\_\_\_

NAME (Optional) \_\_\_\_\_

	N/A	Strongly Disagree.....Strongly Agree			
		1	2	3	4
The session adequately addressed the questions that I had					
Facilitator was well-organized					
Facilitator was knowledgeable					
The session was well-paced for maximum effectiveness					
Information was presented in a clear manner					
I was encouraged to share/participate during this PD					
The facilitator modeled best practice					
There were minimal disruptions to the flow of the session					

Optional Questions:

How would you describe the benefits of attending today's PD session to your colleagues? *Please be specific.*

Describe any disappointments/ unfulfilled expectations you had with today's PD session? *Please be specific.*

How would you use what you have learned in today's PD session in your practice? *Please be specific.*

## Appendix K: Sample PD Schedule



### CITY SCHOOL DISTRICT OF ALBANY PD Schedule

**District Mission Statement:** We will work in partnership with our diverse community to engage every learner in a robust educational program designed to provide the knowledge and skills necessary for success.

#### Goals

- Increase student achievement
- Enhance the delivery of quality instruction
- Build our leadership capacity
- Empower families
- Partner with our diverse community

PD Topic	Facilitator	Audience	Place	Time
<i>SAMPLE: PBIS Training—Tier II Strategies for Everyone!</i>	<i>B. Smith</i>	<i>Classroom Teachers, Social Workers, Behavior Specialists</i>	<i>Library</i>	<i>8-11</i>

## Appendix L: Conference Report Guidelines

All building and district administrators are required to provide a brief report on the professional development provided in your building and/or by you. In your report describe the following:

- Topic/Description of PD
- Number of Participants
- Data from Exit Tickets
- Anecdotal Feedback
- Next Steps

## Appendix M: Conference Request Form Template

See Next Two Pages

# REQUEST TO ATTEND A CONFERENCE

**PLEASE SUBMIT TO PRINCIPAL/SUPERVISOR AT LEAST 30 DAYS BEFORE THE CONFERENCE. FORMS WITH INCOMPLETE INFORMATION OR WITHOUT SUPERVISOR/ PRINCIPAL SIGNATURES WILL BE RETURNED. SEE REVERSE SIDE FOR ADDITIONAL INFORMATION. SUBMIT TO DIRECTOR OF CURRICULUM & INSTRUCTION FOR FINAL APPROVAL.**

**EMPLOYEE CONFERENCE INFORMATION**

Name of employee (one per form)	Job Title	School/Work location
Location of Conference	Date (s) of Conference	Date(s) absent from District
Name of Conference (attach conference flyer to this form)	Date(s) substitute needed	

**N.B. It is the responsibility of the employee to request a substitute immediately upon approval**

Other employees attending same conference \_\_\_\_\_

**BUDGET CODES:**

Substitute code \_\_\_\_\_ Conference code \_\_\_\_\_

(Grant budget codes must be included for entities responsible for expenses. Budget codes are to be provided by the building principal or other supervisor.)

**TOTAL ESTIMATED EXPENSES:**

Registration/Fees .....	\$ _____
Lodging (estimate) .....	\$ _____
Meals (estimate) .....	\$ _____
Transportation (estimate) bus/train/plane...	\$ _____
Car: _____ Miles x 53.5¢ =	\$ _____

**TOTAL AMOUNT OF REIMBURSEMENT REQUESTED ....** \$ \_\_\_\_\_

**CONFERENCE REQUEST DENIED**

\_\_\_\_\_  
Director of Curriculum & Instruction \_\_\_\_\_ Date \_\_\_\_\_

**REASON:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**APPROVALS:**

Principal	Date
Supervisor	Date
Director	Date

*The above-named employee is authorized to attend this conference with the expenses indicated without salary deduction.*

Director of Curriculum & Instruction or Assistant Superintendent	Date
--	------

*Superintendent approval required for out-of-state travel*

Superintendent of Schools	Date
---------------------------	------

*Board of Education approval required for Superintendent's requests*

**PURPOSE:** Please check the appropriate box(s) describing how this conference directly relates to the following goals and priorities of the District:

- |   |  |
|---|--|
| <input type="checkbox"/> Improving student achievement<br><input type="checkbox"/> Increasing the participation of parents and community members in school improvement efforts<br><input type="checkbox"/> Improving accountability for school performance throughout the District<br><input type="checkbox"/> School Safety and security | <input type="checkbox"/> Special Education: reducing costs and improving programs<br><input type="checkbox"/> Innovative programs and practices<br><input type="checkbox"/> Technology for the classroom and/or school management<br><input type="checkbox"/> Curriculum development and implementation<br><input type="checkbox"/> Other (please explain on separate sheet) |
|---|--|

For Office Use: Employee \_\_\_\_\_ Purchase \_\_\_\_\_ Sub Finder \_\_\_\_\_ Principal \_\_\_\_\_ Director \_\_\_\_\_ Supervisor \_\_\_\_\_



## PROCEDURES FOR REQUESTING APPROVAL TO ATTEND A CONFERENCE, WORKSHOP, SEMINAR OR TRAINING COURSE

### PURPOSE

Conferences must be directly related to the goals and priorities of the District and to the improvement of the knowledge and skills an individual needs to carry out his or her responsibilities or assignment. Principals and other supervisors have the responsibility to ensure that conference attendance will benefit the District in addition to the individual, even when there is no cost to the District.

### COMPLETING THE FORM

A request to attend a conference should be submitted using the My Learning Plan platform. This request should be made in a timely fashion to allow 30 days' notice for the office of Curriculum & Instruction to review. Complete the conference request form on MLP. You must complete all required fields in order to submit. When done, press submit. The request will be routed to your building principal or supervisor for review. If approved, the request will go to the Director of Curriculum & Instruction for review.

### APPROVAL PROCEDURE

The Director of Curriculum & Instruction will review conferences within two weeks. If the conference takes place out-of-state, the Superintendent will be the final approver. Notice of approval (or denial) will be sent to the individual requesting the conference, as well as to his or her supervisor or principal via the MLP system. **If there are expenses requested, the individual requesting the conference should send a completed purchase request form to the Purchasing Office.** *The individual requesting the conference is responsible for conference registration, reservations, arrangements for transportation, lodging and requesting a substitute (if needed), etc.*

### AFTER THE CONFERENCE

Once an individual returns from a conference, he or she must submit to his or her principal or supervisor a report about the conference. Principals and supervisors should make sure that the information the individual acquires at a conference is shared with others in the school or department. A **minimal** number of employees should attend the same conference. *Individuals requesting reimbursements for conference related expenditures are required to obtain itemized receipts for all expenditures. Absolutely no summary receipts will be reimbursed to individuals, including hotel charges. For hotel receipts, movie rentals and other amenities will not be paid by the District, including summary receipts for room service. Meals ordered via room service will be reimbursed provided an itemized receipt is submitted. Please check guidelines for allowed costs.*

### CONFERENCE CHECKLIST:

#### Before submitting the Request to Attend Conference form:

- Is the purpose of the conference directly related to the goals and priorities of the District?
- Is the conference flyer attached to the form?
- Please list all employees attending this conference.

#### After approval from the Director of Curriculum & Instruction:

- Has the individual requesting the conference made all the necessary conference arrangements, including requesting a substitute (if needed)?

#### After the conference:

- Has a report about the conference been filed with the principal or supervisor?

## Appendix N: Conference Instructions for Payment and/or Reimbursement

### CONFERENCE INSTRUCTIONS FOR ATTENDEE AND SCHOOL BUILDING MAIN OFFICE STAFF

Attendee must complete a Conference Request Form at least 30 days in advance of conference (45 days for out of state conferences). The request will be routed to the Principal/Supervisor for approval. Once it is approved it will be sent to Karen Bechdol, Director of Curriculum & Instruction for district approval. If the conference is taking place out-of-state, there be an additional level of approval by the Superintendent.

#### Once approved:

Person Responsible:	Task:
Attendee	It is the attendee's responsibility to register for the conference. If there is a registration fee, the attendee is responsible for working with the school's main office staff to request a Purchase Order to cover registration cost.
School Building Main Office Staff	If there is a registration fee, it is the responsibility of the school's main office staff to input a Purchase Requisition for registration in nVision with all the back-up attached, including a copy of the signed off conference approval form. If the vendor does not accept purchase orders, then the school's main office staff shall contact the Purchasing Department for further guidance. If Grant funded contact the Grants Office.

#### If lodging is required:

Person Responsible:	Task:
Attendee	The attendee is required to contact the hotel to make reservations with their personal credit card using General Service Registrations (GSA) rates <a href="https://www.gsa.gov/travel/plan-book/per-diem-rates">https://www.gsa.gov/travel/plan-book/per-diem-rates</a> . Attendee requests a credit card authorization form from the hotel, and then submits reservation confirmation and credit card authorization form to the school's main office staff.
School Building Main Office Staff	A paper purchase requisition (with Key Bank/Hotel Name listed as vendor) with all the back-up attached, including a copy of the signed off conference approval form should be generated by the school's main office staff for the Purchasing Agent and if Grant funded, copied to the Grants Office for Purchase Order.

#### If airfare/train travel is required:

Person Responsible:	Task:
Attendee	The attendee is required to contact Advantage Travel (518)-426-0052 to make reservations and provide the school's main office staff with the documentation from Advantage Travel.
School Building Main Office Staff	The school's main office staff should generate a paper purchase requisition (with Key Bank/Advantage Travel listed as vendor) with all the back-up attached, including a copy of the signed off conference approval form for the Purchasing Agent and if Grant funded, copied to the Grants Office for Purchase Order.

#### Upon return:

<b>Person Responsible:</b>	<b>Task:</b>
Attendee	It is the attendee's responsibility to ensure the estimated costs for meals, mileage and incidentals is accurate using General Service Registrations (GSA) rates <a href="https://www.gsa.gov/travel/plan-book/per-diem-rates">https://www.gsa.gov/travel/plan-book/per-diem-rates</a> . The attendee is required to fill out the conference reimbursement expense log as per instructions with <b>original itemized receipts</b> and send to the Purchasing Department to receive reimbursements for meals, mileage, and incidentals. If Grant funded this must be sent to the Grants Office.
School Building Main Office Staff	It is the responsibility of the school's main office staff to input a Purchase Requisition for the Attendee Reimbursement for meals, mileage and incidentals in nVision with all the back-up attached, including a copy of the signed off conference approval form. If Grant funded, a paper requisition must be completed and sent to the Grants Office to input in nVision.