

Plattsburgh City School District

## Professional Development Plan



2025-2028

Plattsburgh City School District  
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Plattsburgh, NY 12901

BEDS Code: 090201040000

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**Years Plan is in Effect:** 2025-2028

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## Introduction

The Plattsburgh City School District's Professional Development Plan outlines a vision for adult learning that is collaborative, continuous, embedded in daily practice, consistent across the district, and focused on student achievement. The plan aims to provide every educator with opportunities to enrich their practice through sustainable improvement in student learning and instructional practices.

The scope of professional development (PD) in Plattsburgh will not be limited to attending a workshop or participating in a seminar. Professional development will be an ongoing process that involves sustainable improvement in student learning and instructional practices. This requires evaluation of student performance and teacher self-reflection, identifying possible courses of action, testing new approaches, assessing results and beginning again if necessary. This work is done best with a team of people who are willing to collaborate.

In the Plattsburgh City School District, our focus is to ensure that we offer the highest quality professional development connected to a district wide purpose. The National Staff Development Council endorses the professional development standards below:

### **Context Standards**

- **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 Standards**

- **Data-Driven**  
Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.
- **Evaluation**  
Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.

- **Research-Based**  
Staff development that improves the learning of all students prepares educators to apply research to decision making.
- **Design**  
Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal.
- **Learning**  
Staff development that improves the learning of all students applies knowledge about human learning and change.
- **Collaboration**  
Staff development that improves the learning of all students provides educators with the knowledge and skills to collaborate.

## **Content Standards**

- **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 their academic achievement.
- **Quality Teaching**  
Staff development that improves the learning of all students deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.
- **Family Involvement**  
Staff development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately.

The Plattsburgh City School District is committed to working to ensure that these standards are considered as we plan for the professional development of our staff.

## Needs/Data Analysis for Professional Development Plans

The Plattsburgh City School District is comprised of five (5) school buildings – three elementary, one middle school and one high school. Each school has representation on the District Wide Educational Improvement Committee (DWEIC) and the district Professional Improvement Committee (PIC).

The Plattsburgh City School District Wide Educational Improvement Committee team members have reviewed the District Strategic Plan. The plan includes a comprehensive analysis of various

data sources to identify district priorities and goals. These sources include graduation and dropout rates, school report card data, student performance benchmarking, behavioral data, demographic data, attendance data, and more. The analysis helps unify the goals across the district's five school buildings.

The committee utilized the following needs/assessment/data sources:

- Graduation and dropout rates
- School report card data
- Benchmarking information for student performance - horizontal and vertical trend analysis
- Student behavioral data – horizontal and vertical trend analysis
- Student demographic data
- Individual building leadership team goals - horizontal and vertical trend analysis
- Attendance data
- Ci3T Literacy Systems Test data
- Student Risk Screening Scale – IE data

The District is working on Strategic Planning and our professional development goals are in alignment with the statements on pages 7 and 8.



The Plattsburgh City School District is excited to start the process of strategic planning. Our district mission statement will be our compass for the journey ahead. The District-wide Educational Committee (DWEIC) will be leading this endeavor, but this committee knows in order to re-focus and unite our district around our mission, the process must be a collective effort. DWEIC will strive to ensure transparency and communication surrounding the steps of this process and will provide opportunities for stakeholders to have a voice. While our work may be challenging at times, we firmly believe this strategic planning is the next integral step for our district. We look forward to all we can accomplish, together.

## Our Mission

Our mission is to educate each student of the Plattsburgh City School District by creating challenging, supportive, and interactive learning that advances intellectual, physical, social, and cultural development.

## Our Culture

Our culture is built by hard working people.  
Compassion, collaboration, empathy, and supportive feedback lead our way.

## Our Commitment

We are committed to modeling and maintaining safe, respectful, and responsible learning environments.

We are committed to preserving and promoting a school culture that champions positivity, diversity, teamwork, and an inclusive school climate.

We are committed to increasing family and community involvement in order to accelerate student success and reach our student-centered mission.

We are committed to utilizing research based instructional practices and innovative tools to support each student's progress, development, and achievement.

We are committed to providing continuous professional learning and growth opportunities across our district to build well-rounded leaders, effective teachers, and exemplary employees.

## Our Core Beliefs

We believe that learning is a lifelong process.

We believe in building to building collaboration.

We believe in the power of resilience and perseverance.

We believe in pursuing excellence by making our best better.

We believe in the ongoing process of preparing each student for life.

We believe each person deserves a network of trust, kindness, acceptance, and support within our schools and our community.

We believe self-awareness, self-management, social awareness, relationship skills, and responsible decision-making are essential to building productive citizens.

## Our Community

We will explore opportunities to inform and connect with families in our community.

We will maintain a fiscally sound, transparent, and responsible budget that is mindful of our local taxpayers.

We will partner with our local workforce to complement the skills our students are building in the classroom.

We will work closely with community leaders to develop an infrastructure of growth, shared vision, opportunity, and community pride.

We will work toward mutual success with our local partnerships to provide better student outcomes and support the future advancement of the community.

We will expand educational opportunities for all children with the aim of educating each student at or above grade level.

We will pursue unity and uplift our community by publicly acknowledging and celebrating the achievements of our outstanding students, parents, faculty members, staff, administrators, and community leaders.

We will increase our efforts to strengthen the education profession by coaching, advancing, and retaining both veteran and novice educators.

## Professional Development Planning

The district-wide Professional Improvement Committee, comprising district staff, teachers, and administrators, is responsible for the ongoing planning, delivery, and evaluation of professional development. The model includes embedded professional development, Superintendent's Days, Early Release Days, Professional Learning Communities, Book Studies, and various meetings and conferences.

The model for provision of professional development used within the district includes:

1. Embedded professional development.
  - a. Superintendent
  - b. District Administration
  - c. Building Principals
  - d. Leadership Teams
  - e. Lead Evaluators
  - f. Consultant Teachers
  - g. District Technology Integrationist
  - h. Writing/Instructional Coaches
  - i. Behavioral Coaches
2. Professional development within the district is scheduled in the form of Superintendent's Days and Early Release Days. We have three Superintendent's Days per year and nine Early Release Days (2-3 hours in length).
3. The district also offers opportunities for Professional Learning Communities and Book Studies. These offerings occur two times per year and our presenters are usually district staff.
4. Release time during the school day (number of hours varies)
5. Professional development provided within faculty meetings, department and grade level meetings
6. Individual professional conferences, workshops, and visitations

In order to meet the District's professional development plan and goals, the District will utilize the following internal and external resources:

- Advertised commercial conferences and training.
- CVES
- Content specialists
- Consultant teachers
- Independent trainers (see page 22-23 for specific information)
- Independent consultants (see page 22-23 for specific information)
- International Reading Association

- NCTRC
- ASCD
- NYSUT
- Plattsburgh City School District staff members

## **Professional Development Plan Overview (2025-2028)**

### **Introduction**

The Plattsburgh City School District is committed to fostering a culture of continuous improvement and professional growth among its educators. Our Professional Development Plan (PDP) for 2025-2028 is designed to provide a comprehensive framework that supports the development of instructional practices, leadership skills, and student achievement. This overarching plan will be followed by more specific, granular plans tailored to the needs of specific leadership teams within the district.

### **Structure of the Plan**

The PDP is structured to provide both overarching guidance and specific, targeted support. The plan is divided into two main sections:

#### **1. Overarching Professional Development Framework**

This section outlines the district-wide initiatives and strategies that will be implemented to support professional growth. Key components include:

- **District-Wide Workshops and Training:** Regular workshops and training sessions on key topics such as differentiated instruction, technology integration, and culturally responsive teaching.
- **Professional Learning Communities (PLCs):** Establishing PLCs to facilitate ongoing collaboration and peer support among educators.
- **Coaching Programs:** Providing new teachers with experienced coaches to guide their professional development.
- **Evaluation and Feedback:** Implementing a robust system for evaluating the effectiveness of professional development activities and providing constructive feedback.

#### **2. Granular Plans for Leadership Teams**

This section provides detailed, specific plans for targeted leadership teams within the district. These plans are tailored to address the unique needs and priorities of each team. Key components include:

- **Leadership Team Goals:** Clearly defined goals for each leadership team, aligned with the district's overall vision and objectives.

- **Targeted Professional Development Activities and/or Work Sessions:** Specific workshops, training sessions, collaborative work sessions and resources designed to meet the needs of each leadership team.
- **Implementation Timeline:** A detailed timeline for the implementation of professional development activities and/or work sessions, ensuring that all initiatives are carried out in a timely and effective manner.
- **Monitoring and Evaluation:** Regular monitoring and evaluation of progress towards goals, with adjustments made as necessary to ensure continuous improvement.

## District Goals

**District Goal #1: The District will work collaboratively to design, implement, evaluate and refine a Strategic Plan in alignment with our District's mission.**

<b>Target Area:</b> What will teachers know and be able to do as a result of PD?	<b>Action:</b> When will this professional development occur?	<b>Professional Development:</b> How will the district/building address the professional development needs?	<b>Evaluation:</b> How will we know the professional development is effective?
<b>Teachers will employ PBL opportunities in their planning and instructional process.</b>	<p><i>Year 1</i></p> <ul style="list-style-type: none"> <li>A menu of scaffolded PBL opportunities will be provided and teachers can identify an entry point using PBL that works for their classroom.</li> </ul> <p><i>Year 2-4</i></p> <ul style="list-style-type: none"> <li>A menu of scaffolded PBL opportunities will be provided and teachers can identify an entry point using PBL that works for their classroom. Each teacher will complete <b>two</b> PBL activities.</li> </ul> <p><i>Attestation</i></p> <ul style="list-style-type: none"> <li>Each year building SIPs will provide a student reflection opportunity that will be completed for each PBL activity. Reflections will be collected and reviewed by SIP so attestations can be made to DWEIC for accountability purposes.</li> </ul>	<ul style="list-style-type: none"> <li>Superintendent's Conference Days</li> <li>Early Release Days</li> <li>Department and Grade level meetings</li> <li>Curriculum writing/mapping</li> <li>Consultant trainings</li> <li>Book studies</li> <li>PLC</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum visits</li> <li>APPR</li> <li>Walkthroughs</li> <li>Review of student work and performance (Benchmarking, Data Cards, Interim Assessment results, Regents, NYS Tests, Course grades)</li> <li>Evaluation of School Data Team's action plan annually</li> <li>Reports out to DWEIC.</li> <li>Anecdotal notation and comment from teaching staff</li> <li>Review of student work and performance in PBL</li> <li>Student reflections</li> </ul>

**District Goal #2:** The District will work to enhance instruction, ensure intentional integration, and support the professional growth of teachers while implementing district initiatives.

<b>Target Area:</b> What will teachers know and be able to do because of PD?	<b>Action:</b> When will this professional development occur?	<b>Professional Development:</b> How will the district/building address the professional development needs?	<b>Evaluation:</b> How will we know the professional development is effective?
- Utilize the software acquisition process to ensure alignment between best practices, instructional strategies, professional development, cost, and usage. (See Technology Priority and Piloting Menu)	<ul style="list-style-type: none"> <li>Update of Technology Integration PD map on an annual basis based on evaluation of Pilot Menu applications, best practice for intentional usage, and support improvement of student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Training on selecting and integrating software that aligns with teaching and learning goals.</li> <li>PD on strategies for integrating software and hardware into lessons, optimizing the use of tools like ViewSonic panels for various instructional methods.</li> <li>Design activities and utilize tools for students to collaborate and share their work with peers.</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum visits</li> <li>APPR</li> <li>Walkthroughs</li> <li>Anecdotal notation and comment from the Technology Committee on movement to meet goal</li> </ul> <p>Evaluate, report out, and plan for future improvements.</p>
Refine the coaching cycle for Building Tech Integrationists and first and second-year teachers by incorporating targeted professional development sessions, regular feedback loops, and collaborative planning meetings to enhance technology integration in the classroom.	<ul style="list-style-type: none"> <li>Initiate collaborative planning meetings with Building Tech Integrationists for turn key purposes.</li> <li>Ongoing support sessions for Building Tech Integrationists and new teachers from District</li> </ul>	<ul style="list-style-type: none"> <li>District Technologist provides insight and training to Building Integrationists on preliminary coaching steps through gradual release methodology.</li> <li>Workshops on effective instructional strategies using applications.</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum visits</li> <li>APPR</li> <li>Walkthroughs to assess improvements in technology integration in the classroom.</li> <li>Anecdotal notation and comment from the Technology Committee on movement to meet goal.</li> </ul>

	<p>Integrationist. Adjust coaching sessions based on performance and feedback.</p> <ul style="list-style-type: none"> <li>• Provide targeted coaching for new teachers, focusing on the use of technology to enhance instructional strategies and classroom management.</li> </ul>	<ul style="list-style-type: none"> <li>• Promote the Technology Integration Toolkit through dedicated professional development sessions, providing teachers with hands-on training, practical examples, and ongoing support to effectively integrate technology into their teaching practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Collect feedback from teachers and staff.</li> <li>• Review the outcomes of planning meetings.</li> </ul>
<p><b>Promote Active Engagement and Real-World Application of Technology:</b></p> <ul style="list-style-type: none"> <li>• Ensure technology is integrated into lessons to actively engage students and demonstrate real-world applications.</li> </ul> <p><b>Encourage Critical Thinking, Problem Solving, Creativity, and Innovation:</b></p> <ul style="list-style-type: none"> <li>• Utilize technology to foster critical thinking, problem-solving skills, creativity, and innovation in students.</li> </ul>	<ul style="list-style-type: none"> <li>• Administrators take a more active role in the development of classroom instructional practice related to technology integration by using the Technology Look Fors.</li> </ul> <p>Ensure that explicit instruction from the district technology integrationist related to digital citizenship and online safety with consistent reinforcement from classroom teachers.</p>	<ul style="list-style-type: none"> <li>• Implement professional development workshops focused on integrating technology to actively engage students.</li> <li>• Training sessions on real-world applications of technology in various subjects.</li> <li>• Workshops on project-based learning and technology-driven problem-solving activities.</li> <li>• Lesson plan building to integrate higher order thinking skills with technology.</li> </ul> <p>Professional learning workshop focused on innovation and creativity in the classroom.</p>	<ul style="list-style-type: none"> <li>• Curriculum visits</li> <li>• APPR</li> <li>• Walkthroughs</li> </ul>

**District Goal #3: The District will work collaboratively to design, implement, evaluate, and refine Diversity, Equity, Inclusion and Accessibility training to increase awareness and create a safe environment within the district.**

<b>Target Area:</b> What will teachers know and be able to do as a result of PD?	<b>Action:</b> When will this professional development occur?	<b>Professional Development:</b> How will the district/building address the professional development needs?	<b>Evaluation:</b> How will we know the professional development is effective?
<b>Culturally Responsive Classrooms:</b> All staff will be trained in culturally responsive teaching.	<p><b>Year 1:</b>  <b>Understanding Cultural Competence</b></p> <ul style="list-style-type: none"> <li>Explore what cultural competence is and why it matters in education .</li> <li>Encourage educators to reflect on their own cultural biases and assumptions</li> </ul> <p><b>Culturally Responsive Pedagogy</b></p> <ul style="list-style-type: none"> <li>Introduce the key principles of culturally responsive pedagogy and how to implement them in the classroom</li> <li>Introduce and embed strategies for creating a student-centered learning environment that respects and incorporates students' cultural backgrounds</li> </ul> <p><b>Year 2</b>  <b>Building Inclusive Classrooms</b></p> <ul style="list-style-type: none"> <li>Introduce and practice techniques for fostering</li> </ul>	<ul style="list-style-type: none"> <li>Superintendent's Conference Days</li> <li>Early Release Days</li> <li>Department and Grade level meetings</li> <li>Out of district trainings</li> <li>CVES</li> <li>Consultant trainings</li> <li>Book studies</li> <li>PLC</li> </ul>	<ul style="list-style-type: none"> <li>Conference Day surveys</li> <li>Curriculum visits</li> <li>APPR</li> <li>Walkthroughs</li> <li>Reports out to DWEIC.</li> <li>Anecdotal notation and comment from staff</li> <li>Review of student work and performance (Benchmarking, Data Cards, Interim Assessment results, Regents, NYS Tests, Course grades)</li> <li>Evaluation of School Data</li> <li>Anecdotal notation and comment from teaching staff</li> </ul>

	<p>equitable and inclusive classrooms.</p> <ul style="list-style-type: none"> <li>• Share and promote strategies to create diverse group work and collaboration among students.</li> </ul> <p><b>Curriculum Development</b></p> <ul style="list-style-type: none"> <li>• Identify methods for incorporating cultural references into the curriculum to make learning more relevant and engaging.</li> </ul> <p><i>Year 3 and 4</i></p> <p><b>Professional Learning Communities</b></p> <ul style="list-style-type: none"> <li>• Establish professional learning communities where educators can share experiences and strategies for culturally responsive teaching.</li> </ul>		
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**District Goal #4: The District will work to improve the ability of instructional staff to effectively differentiate instruction based on brain science to meet the diverse needs of all students.**

<b>Target Area:</b> What will teachers know and be able to do as a result of PD?	<b>Action:</b> When will this professional development occur?	<b>Professional Development:</b> How will the district/building address the professional development needs?	<b>Evaluation:</b> How will we know the professional development is effective?
<p><b>Differentiation</b></p> <p>Teachers will be trained in differentiation to enhance their ability to differentiate instruction, ultimately leading to improved student engagement and learning outcomes.</p>	<p><i>Year 1:</i></p> <ul style="list-style-type: none"> <li>• Conduct a workshop to introduce the concept of differentiated instruction through brain science including various strategies.</li> <li>• Encourage educators to assess their current practices and identify areas for improvement.</li> </ul> <p><b>Developing Differentiated/Brain Science Focused Lesson Plans</b></p> <ul style="list-style-type: none"> <li>• Organize three planning sessions where educators can collaborate to create differentiated lesson plans based on brain science.</li> <li>• Provide opportunities to schedule peer observations to see differentiation/brain based strategies in action and provide constructive feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent's Conference Days</li> <li>• Early Release Days</li> <li>• School Data Team release time</li> <li>• Universal Team Release Time</li> <li>• Department and Grade level meetings</li> <li>• Curriculum writing/mapping</li> <li>• Out of district trainings</li> <li>• CVES</li> <li>• Consultant trainings</li> <li>• Book studies</li> <li>• PLC</li> </ul>	<ul style="list-style-type: none"> <li>• Conference Day surveys</li> <li>• Curriculum visits</li> <li>• APPR</li> <li>• Walkthroughs</li> <li>• Review of student work and performance (Benchmarking, Data Cards, Interim Assessment results, Regents, NYS Tests, Course grades)</li> <li>• Evaluation of School Data Team's action plan annually</li> <li>• District completion of the Data Driven Instruction rubric annually</li> <li>• Reports out to DWEIC and DSST</li> <li>• Anecdotal notation and comment from teaching staff</li> <li>• National Systems Test for Ci3T to yield adequate yearly progress.</li> </ul>

	<p><b>PD and Analysis</b></p> <ul style="list-style-type: none"> <li>• Establish PLCs where educators can share experiences, challenges, and successes related to differentiation/brain science.</li> <li>• Analyze student performance data to evaluate the effectiveness of differentiation strategies focused on brain science and make necessary adjustments.</li> </ul>		
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**District Goal #5:** The district identifies that attending to the whole child is important when educating children. The district will encourage a proactive approach to address the health and wellness of all students within our district.

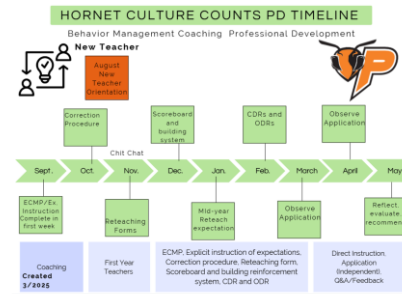
<b>Target Area:</b> What will teachers know and be able to do as a result of PD?	<b>Action:</b> When will this professional development occur?	<b>Professional Development:</b> How will the district/building address the professional development needs?	<b>Evaluation:</b> How will we know the professional development is effective?
<p><b>Universal Behavioral Supports and Interventions:</b></p> <p>PreK-12 will implement PBIS using the handbook and screening/filtration system to universally incorporate consistent teaching of behavioral expectations, use data to employ RtI interventions for behavior, identify in school and outside agency intervention opportunities/referral procedures. The focus in Year 1 will be to relaunch our Tier 1 “must haves” and then reassess for next steps in Year 2.</p>	<p><i>Year 1:</i></p> <ul style="list-style-type: none"> <li>• Trauma informed practices training</li> <li>• Fully implement existing Tier 3 interventions in schools in response to the Student Risk Screening Scale – IE.</li> <li>• Implement BRAVES program at high school with elementary students as part of SEL instruction.</li> <li>• Provide Collaborative time for Circle Train the Trainers to create district-wide expectations and the maintenance of circle protocols to allow for self-sufficiency.</li> </ul> <p><i>Year 2-4</i></p> <ul style="list-style-type: none"> <li>• Trauma informed practices training</li> <li>• Fully implement existing Tier 2 interventions in schools in response to the Student Risk Screening Scale – IE.</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent’s Conference Days</li> <li>• Early Release Days</li> <li>• Universal team release time</li> <li>• Department and Grade level meetings</li> <li>• Out of district trainings</li> <li>• CVES</li> <li>• Consultant trainings</li> <li>• Book studies</li> <li>• PLC</li> <li>• DASA trainings</li> <li>• TCIS training</li> <li>• Behavior plan/FBA training</li> <li>• Wrap Around Training</li> </ul>	<ul style="list-style-type: none"> <li>• Conference Day surveys</li> <li>• Curriculum visits</li> <li>• APPR</li> <li>• Walkthroughs</li> <li>• Review of student behavioral data – individual, school and district</li> <li>• Screening results</li> <li>• Reports out to DWEIC.</li> <li>• Anecdotal notation and comment from teaching staff</li> </ul>

**District Goal #6:** Complete a full coaching cycle in writing/instruction and behavioral management with all probationary teachers in the district.

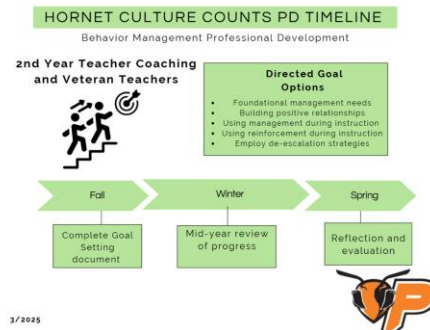
<b>Target Area:</b> What will teachers know and be able to do as a result of PD?	<b>Action:</b> When will this professional development occur?	<b>Professional Development:</b> How will the district/building address the professional development needs?	<b>Evaluation:</b> How will we know the professional development is effective?
<p><b>Year 1 and 2 teachers receive a complete coaching cycle:</b></p> <p>Writing/Instruction – K-12 Teachers will be coached on research validated instructional practices.</p> <p>Behavior – K-12 Teachers will be coached on research validated classroom management practices.</p>	<p><b>Writing/Instructional Year 1 Teachers</b></p> <ul style="list-style-type: none"> <li>• Establish a relationship with the new teachers.</li> <li>• The focus of coaching will include:</li> <li>• Building relationships with students</li> <li>• Procedures, routines, and expectations</li> <li>• Classroom management</li> <li>• Instructional materials, maps, interims, and pacing</li> </ul> <p><b>Remainder of Year 1 Focus</b></p> <ul style="list-style-type: none"> <li>• The remainder of Year 1 should be dedicated to the four items mentioned above. Elementary teachers will incorporate these through the Writer’s Workshop. Ensuring these areas are solid during the workshop will enable New Teachers to transfer skills throughout the day. Secondary teachers will focus on the four items and provide guidance in low-stakes writing.</li> </ul> <p><b>Year 2 Teachers:</b></p>	<ul style="list-style-type: none"> <li>• Superintendent’s Conference Days</li> <li>• Early Release Days</li> <li>• Department and Grade level meetings</li> <li>• Out of district trainings</li> <li>• Consultant trainings</li> <li>• Consultant coaching</li> <li>• Literacy Committee meetings</li> <li>• Literacy advisors</li> <li>• Writing Coaches</li> <li>• Intentional Coaching time</li> <li>• Universal Teams</li> <li>• Ci3T Hornet Culture Counts District Team</li> </ul>	<ul style="list-style-type: none"> <li>• Conference Day surveys</li> <li>• Curriculum visits</li> <li>• APPR</li> <li>• Walkthroughs</li> <li>• Review of student performance (Data Cards, Literacy Kit assessment regiment, interim assessments, course grades, Regents, NYS tests)</li> <li>• Anecdotal notation and comment from teaching staff</li> <li>• Reports out to DWEIC, Literacy Committee, and Hornet Culture Counts</li> </ul>

Instructional coaches will continue working with their cohort and set goals in areas carried over from the previous year or identify new goals connected to "Look Fors" including: Learning Objectives, DOK, Student Engagement, Immediate feedback, Modeling, Classroom Routines.

### Behavioral Year 1 Teachers



### Year 2 Teachers:



**Plattsburgh City School District**  
**Peer Assistance and Review/Consultant Teacher Program**

The Plattsburgh City School District Superintendent and the Board of Education, and  
The Plattsburgh Teachers' Association (NYSUT)  
The Plattsburgh Administrative Council (SAANYS)  
The North Country Teacher Resource Center (NCTRC)  
SUNY Plattsburgh Teacher Education Program (Dr. David Hill)

This Peer Assistance and Review program has been developed with this assistance of the AFT-NYSUT IF grant. First the PARTS group (Peer Assistance and Review Teaching Standards) has and will continue to identify, draft, review and revise teaching standards. The second group is the CTES group (Comprehensive Teacher Evaluation System) which will develop a comprehensive teacher evaluation system based on the standards. In addition to teaching standards this evaluation system will include some position of the evaluation that will focus on student growth.

Subject to Education Law, Commissioner's Regulations and collective bargaining agreements, the PAR-Plus program will be operated by a PAR Panel as described in this document.

**Purposes**

PAR's primary purpose is to provide an effective mentoring and evaluation process for all new teachers and, over time, for experienced teachers who are experiencing serious difficulties in their teaching. However, PAR also can advance a broad range of additional purposes. The model developed by our Plattsburgh team is designed with the following current and long term purposes in mind:

- To foster collaboration among professional educators in order to improve teaching and learning;
- To ensure quality instruction that will maximize achievement for all students;
- To professionalize teaching by ensuring sound tenure decisions;
- To increase professional assistance for teachers at all levels throughout their career;
- To improve induction support for new teachers and thus increase retention;
- To identify experienced teachers who do not meet district standards and provide them with peer assistance and a review;
- To provide a path to continued employment for teachers on PAR who succeed in meeting the district's instructional standards, as well as, a path to possible non-renewal or dismissal for teachers who did not meet the standards.

Together, these purposes will enhance students' learning experiences, elevate their achievement, improve teachers' professional successes and satisfaction, and augment respect for the public schools.

### **Teachers Served by PAR**

The Innovation Initiative PAR model is designed to serve two, and in some cases three, sub groups of teachers:

1. **New teachers or Novice Program** – All beginning teachers will be served by the PAR Novice Program. The support provided by PAR is essential for the starting of their career, especially those who are entering the classroom after completing a fast-track alternative preparation program. Even when new teachers have taught in another district, they can benefit from the support of a PAR CT to help them learn about the local community, students and curriculum. Ideally, the district will have sufficient funds to support all newly appointed teachers.
2. **Experienced teachers who are evaluated as “ineffective” or “developing” (recommended for implementation when resources are available and the Novice program is fully developed)** – Experienced teachers who are not meeting the district’s standards, despite years of teaching, may be referred to the PAR Intervention program by their evaluator. With the recent adoption of 3021C, a district may consider using this process with teachers who are designated as “developing” or “ineffective” as an option in their TIP program with approval from the PAR panel. Through PAR, teachers on intervention receive intense support from a CT, who conducts formal evaluation and conveys assessment about the teachers' progress to the PAR Panel; The Panel then decides whether the teacher has been successful in meeting the district’s standards. If the Panel decides that the teacher has not made sufficient progress, it reports that assessment to the Superintendent, who may recommend that the teacher be dismissed.
3. **Experienced teachers who request help (resource dependent)** – At certain times during their career, experienced teachers who have otherwise been successful may experience serious trouble and need the concerted help of a highly effective teacher. For example, they may have changed teaching assignments, begun to work with a new population of student, or encountered personal difficulties that make their work especially challenging. These teachers may have the opportunity to receive confidential help through the district’s Voluntary PAR program.

## **Consultant Information for NYSED**

James Shultis – *James Shultis Consulting* - 442 Main Street #496 Greenfield, MA 01301

- Purpose:
  - Anti-bias Education Framework
  - Culturally Responsive Teaching and Learning

Cameron Jenkins – *Full Potential Leadership*– 11345 Peyton Drive Gulfport, Mississippi 39503

- Purpose:
  - District-wide strategic planning

Dr. Lori Elliott – *Dr. Lori Elliott Consulting*– Missouri

- Purpose:
  - All staff – consultant coaching focused on the instruction of writing and instructional coaching.
  - Elementary – staff training and implementation of Writer’s Workshop
  - Secondary – embedding writing strategies across the content areas.
  - Project-based Learning

Wayne Callender – *Partners for Learning, Inc.* - 2971 North Mumbarto Ave.  
Boise, ID 83713

- Purpose:
  - Implement a K-12 systems wide approach inclusive of:
    - Completion of National Systems Test for Math and ELA
    - Complete case studies along with building data teams to best place outlier students.

Sweethearts and Heroes – Vermont

- Purpose:
  - BRAVES SEL Course
  - Circle Support

*Champlain Valley Educational Services (BOCES) Instructional Services Center*– 1585 Military Turnpike Ext. – Plattsburgh, NY 12901

- Purpose: Use of a number of facilitators and trainers to assist our district in implementing our PD plan. Our BOCES trains in a variety of areas – the offerings that pertain and support our district PD plan are utilized by our district to move us forward.

The Instructional Services Center is committed to providing comprehensive, effective, and fiscally responsible professional development and educational support services to all component school districts. They assist schools in maximizing instructional time, increasing academic achievement and reducing high school drop-out rates by establishing school-wide positive behavioral systems.