

CSDA PROFESSIONAL DEVELOPMENT PLAN

July 2022 –

June 2025

Approved by Board of Education: August 25, 2022

City School District of Albany

Professional Development Plan

July 2022 – June 2025

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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
Bridget Dolan	APSUE President
Sara McGraw	Elementary STEM Instructional Supervisor
Frank DeSignore	Secondary Math Instructional Supervisor
Elizabeth Morphy	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
Melissa Hasty	Director of Early Childhood
John Galarneau	Instructional Supervisor Physical Education and Health
Jennifer Houlihan	Secondary English, Reading & Library Instructional Supervisor
Jennifer Justice, Co-Chair	Mentor Coordinator
Tanya Pennock	Elementary RtI Coordinator
Debra Calvo McNicholas	Technology Coach
Lee-Ann Mertzlufft	Assistive Technology Specialist
Nathan Smolinsky	Math Teacher, Hackett MS
Caryn Dwyer	Elementary Teacher, Sheridan Preparatory Academy
Susannah Sheehan	Elementary Teacher, Albany School of Humanities
Thomas Vacanti	Science Teacher, Albany High School
Jeremy Dudley	Technology Coach
Sandra Barr	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 Assistant Superintendent for Curriculum, Instruction, & Professional Development 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 2022, the Committee focused on a final review of the existing two-year plan in anticipation of developing this new plan, effective July 2022. 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 2022-2025 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 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:

Designing Professional Development	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.
Content Knowledge and Quality Teaching	Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
Research-based Professional Learning	Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.
Collaboration	Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.
Diverse Learning	Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
Student Learning Environments	Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
Parent, Family and Community Engagement	Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.
Data-driven Professional Practice	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.
Technology	Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
Evaluation	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 for 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 is a consistent, 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 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 system. The yearly contractual hours may 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 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. Secondary teachers are provided one hour of professional development each month for the same purpose. Additionally, elementary teachers have one Common Planning Time (CPT)/week and secondary teachers have four CPT/week during the school day. Working individually or in small groups 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.

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 Convocation Day, followed by additional training days spaced throughout the school year. In 2022-2023 there are four Professional Development Days, August 30, September 27, October 28 (1/2 day), February 10 (1/2 day) and May 16, and one Teacher Preparation Day, August 31.

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 15th 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.

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 technology coaches to provide embedded follow-up to prior 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 (limited data in 20-21 and 21-22)
- 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 employs 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 specific 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 specific 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

July 2022 - June 2025

The following pages describe the four major goals for Professional Development in this three-year period and provides 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.

Structures for PD: In addition to three formal PD days each year, staff have ongoing PD opportunities during Common Planning Time, after school contractual PD time, embedded PD, early release PD, and other opportunities for PD such as at conferences and in summer learning, as well as during curriculum review and development time that is often funded by the district and grants.

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 Question: How can the learning standards be used to inform instruction and develop in all students the understandings required for college and career readiness?			
Activities and Strategies:			
<ul style="list-style-type: none"> ● Provide ongoing training and support in the Next Generation Learning Standards for ELA and Mathematics ● Complete Phase II in 22-23 and engage in Phase III implementation of the new NYS P-12 Science Learning Standards ● Provide training and support for implementation of Phase I and II for World Language Standards ● Provide training and support in anticipation of implementation of the Computer Science standards ● Provide training to review and revise curriculum based on NYS Learning Standards as per the district 5-year cycle of review 			
Action Plan			
Task	Audience	Responsibility	Timeline
Provide ongoing 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	July 2022-June 2025
Provide training and support for Phase II and III implementation of the new NYS P-12 Science Learning Standards	K-12 Science teachers	Elementary and Secondary Science Instructional Supervisors, ENL Director, SPED Director	Phase II: 22-23 Phase III: 23-25
Provide training and support for Phase I and II implementation of the new NYS Learning Standards for World Language.	Secondary World Language Teachers	Secondary World Language Supervisor	Phase I: 22-23 Phase II: 23-25 (28)

Provide training and support for Phase II and III implementation of the new Computer Science and Digital Fluency Standards .	Business/Technology Teachers, Elementary Librarians	Instructional Supervisors for Business/Technology, Instructional Supervisor for Elementary Humanities	Phase II: 22-23 Phase III: 23-24 Phase IV: 24-25
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, Assistant Superintendent for Curriculum, Instruction and PD	July 2022-June 2025 - ongoing

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 Questions:

1. How can professional development strengthen content knowledge and pedagogy of all teachers in order to improve student achievement?
2. How can academic professional development also expand our teachers' understanding of culturally responsive pedagogy and social justice concepts?

Activities and Strategies:

- Provide training in targeted content areas to roll out or continue implementation of content 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	July 2022-June 2025
Continue to provide support and training for the implementation of the K-5 comprehensive math resources (Envisions, EngageNY, Fosnot)	All K-5 classroom teachers, including ENL & SPED	Elementary STEM Supervisor, Elementary Principals, ENL Director, SPED Director	July 2022-June 2025
Provide middle school math teachers with training to implement a problem-based, core resource driven by student discourse: Illustrative Mathematics	6-8 math teachers, including ENL & SPED	Secondary Math Supervisor, ENL Director, SPED Director	Grade 6: 22-23 Grade 7: 23-24 Grade 8: 24-25
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	July 2022-June 2024
Provide Elementary Math Interventionists and classrooms teachers training to implement the BRIDGES Intervention program (primary Math Rtl resource)	K-5 Math Teachers & Math Interventionists	Elementary STEM Supervisor	July 2022-June 2024

<p>Provide opportunities (team meetings, grade level meetings, CPT, after/before school PD/Department meetings) for content area teachers to</p> <ul style="list-style-type: none"> • create, revise and/or discuss curriculum and instruction • explicitly embed content and/or strategies that are attentive to the rich diversity of our student body • learn about and implement equity-based teaching 	All K-12 content area teachers	Instructional Supervisors, Instructional Coaches, Building Principals, AHS Chairs and Curriculum Team Leaders	July 2022-June 2025 ongoing
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<p>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).</p> <p>Essential Question: How can instructional strategies increase student engagement and improve student achievement?</p>			
<p style="text-align: center;">Activities and Strategies:</p> <ul style="list-style-type: none"> • Provide training in the CSDA Instructional Framework • 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	Assistant Superintendent for Curriculum, Instruction, and Professional Development, Instructional Supervisors, Building Principals, ENL Director, SPED Director	July 2022-June 2025 ongoing
Support implementation and training in AVID , particularly in WICOR, to support research-based strategy development for use in all classrooms	All AVID schools (NSES, NAMS, Myers, HMS and AHS)	Assistant Superintendent for Curriculum, Instruction, and Professional Development, Building Principals of AVID schools, AVID site coordinators	July 2022-June 2025 ongoing

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:			
<ul style="list-style-type: none"> ● 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/Rtl handbook to all Tier I (core) staff 			
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, Rtl Coordinators, ENL Director, SPED Director	July 2022-June 2025 ongoing
Provide Tier I classroom training in the literacy practices outlined in the MTSS/Rtl handbook so that all teachers have the knowledge to incorporate literacy into their content lessons.	All K-12 content/classroom teachers and other professional staff, including ENL and SPED	Building Principals, Rtl Coordinators, Instructional Supervisors, ENL Director, SPED Director	July 2022-June 2025 ongoing

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 Rtl support to targeted elementary schools and leveled support to other elementary schools
- Continue to provide ongoing training to the K-12 interventionists in the MTSS/Rtl handbook
- Train elementary interventionists in data-driven literacy practices as outlined in the elementary MTSS, Rtl 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 leveled support to all elementary MTSS teams with 3 teams targeted for greater frequency until at mastery before moving to additional buildings	Targeted MTSS teams: EPES, PHES, AHES – weekly MMS, NSES, SPA, TOAST - 1 to 2 month ASH, DCS, SAA, Giffen - quarterly	Elementary Rtl Coordinator, Elementary Humanities Supervisor, Building Principals	July 2022-June 2023
Provide on-site training to Tier II & Tier III literacy and math interventionists and monitor implementation of the use of data to guide instructional decision-making as outlined in the MTSS handbook	K-12 Tier II/Tier III reading and math interventionists	ELA and Math Instructional Supervisors, Building Principals, Rtl Coordinators	July 2022-June 2025 ongoing
Provide ongoing training to Rtl teams, interventionists, coaches, support staff and other stakeholders in easyCBM, NWEA, and other data resources.	K-12 Rtl teams, interventionists, coaches and other stakeholders	ELA and Math Instructional Supervisors, Rtl Coordinator, NWEA Coordinator	July 2022-June 2025 ongoing

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

Objective 3.1 Universal Supports (Tier 1) Provide professional development in universal supports to all K-12 staff on evidenced based implementation practices with high fidelity for all Multi-Tier Systems of Support (MTSS)

- RULER
- 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 Questions:

1. How can a safe, respectful and responsible school community foster learning and student achievement?
2. How can the implementation of these practices eliminate disproportionality?

Activities and Strategies:

- Provide training in SEL programs/content to all K-12 staff to support staff in addressing mental health, social, emotional and behavioral challenges
- Provide mandated training to all staff in the Code of Conduct and DASA

Action Plan

Tasks	Audience	Responsibility	Timeline
Train and implement Student Risk Screening Scale (Universal Screening) - Internalizing/Externalizing (SRSS-IE) for targeted elementary and all middle level buildings	Administrators, K-8 teachers, and MTSS teams	Director of Pupil Personnel Services, DW Behavior Specialist, Consultant	Phase 1 - July 22-June 23 Phase 2 – July 23-June 24
Provide Tier 1 Classroom trainings on the SEL suite (Ruler, PBIS, NEDRP, etc.) to all staff via the Student Support Teams and at the building level	All K-12 teachers	Building Behavior Specialist, Social Worker, or Psychologist	July 2022-June 2023 and ongoing
Provide Quarterly Building Implementation Team Meetings/PD to share updates, resources, team-initiated problem solving process, etc. on the SEL suite of tools & implementation	PBIS Coaches and Building RULER Implementation Teams	District Behavior Specialist, Director/Asst. Director of Pupil Personnel Services	July 2022-June 2023 and ongoing
Provide on-site support for teacher CPT (Tier 1 & 2/3, MTSS) to support implementation of the SEL suite of tools	All 6-12 teachers	Building Behavior Specialist, Social Worker, or Psychologist	July 2022-June 2023 and ongoing
Provide targeted district staff with TCIS refreshers and full trainings , as appropriate	Targeted staff and new staff to TCIS	TCIS Trainers, Director/Assistant Director of Pupil Personnel Services	July 2022-June 2025 ongoing

Provide district staff training on TIC, both initial and refreshers , as needed	Targeted district staff	Turnkey TIC trainers, Starr (contract agency), Director/Assistant Director of Pupil Personnel Services	July 2022-June 2025 ongoing
Provide training to all building leaders and district administrators in CSDA Code of Conduct and Dignity for All Students Act (DASA) so that this information can be turnkeyed to staff	All administrators and all K-12 staff	Director/Assistant Director of Pupil Personnel Services, Building Principals	Yearly, before school commences

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

- Crisis Team Training
- Threat Assessment Training
- 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 Questions:

1. How does providing building level structures for teams/coaches support the implementation of targeted interventions (Tier 2 and 3) for buildings and students who need more than Tier 1 supports?
2. What training is needed to help building leaders and staff manage crisis and threats to the safe and healthy environment we seek for all students?

Activities and Strategies:

- Provide new staff and administrators with Tier 2 and 3 practices and support interventions
- Build capacity and skill among coaches and building teams to implement positive behavior supports as a prerequisite for engaging instruction as well as student learning and achievement
- Provide training the Comprehensive School Threat Guidelines (CSTAG)
- Train building level Crisis Teams in Traumatic Death and Suicide Prevention

Action Plan

Tasks	Audience	Responsibility	Timeline
Provide new staff and administrators with an 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 new staff and administrators	District Behavior Specialist, Director/ Assistant Director of Pupil Personnel Services	July 2022-June 2023 and yearly with new staff

Provide on-site support to Tier 2/Tier 3 teams on progress monitoring, intervention identification and decisions on student movements between tiers.	Tier 2/Tier 3 interventionists for behavior	DW Behavior Specialists, Assistant Director of Pupil Personnel Services	July 2022- June 2025 ongoing
Provide PD to targeted staff for Trauma Informed Ready Room implementation and support.	Targeted staff	STARR, Turnkey Trainers, Director of PPS	July 2022- June 2023
Implement the Comprehensive School Threat Assessment Guidelines (CSTAG) , which provides a systematic approach toward preventing and responding to threats across all settings within the school district	All administrators and Student Support Team member	CSTAG with PPS oversight	July 2022- June 2023
Provide PD to targeted staff for Crisis Team building response based on the Lifelines Postvention model, Suicide Prevention Center of New York (SPCNY) Crisis Team Development: School Response to Traumatic Death and Suicide	Targeted buildings	SPCNY Director, turnkey trainers, PPS oversight	July 2022- June 2023

Goal #4: Blended Learning Afford all staff the highest quality, research-based professional development opportunities to support them to confidently leverage blended learning instructional design principles through the integration of technology to address the widest range of student learning styles and needs, while also preparing students to be safe, responsible and innovative digital citizens.

Objective 4.1 Elevate the role of technology in the classroom from that of a supplemental tool to a core teaching component while supporting the connected, requisite shift in instructional design and delivery to feature technology.			
Essential Question: How can fundamental shifts in instructional design provide enhanced, blended learning experiences?			
Activities and Strategies:			
<ul style="list-style-type: none"> Teachers will understand that sound pedagogical practice is the foundation for pure technology integration and use standards-based practices to support and enhance their ability to meet the needs of students through purposeful instructional design. Given direct instruction, modeling, and independent time for supported work, teachers will design learning experiences that purely integrate technology. Teachers will identify and explore standards for integrating technology and concepts of blended learning. Support teachers in shifting instructional design and practice to blended learning while appropriately cultivating related digital lessons and resources. 			
Action Plan			
Tasks	Audience	Responsibility	Timeline
Define common language , terms and model definitions and expectations/opportunities for blended learning .	All district instructional and instructional support staff	Assessment, Accountability & Tech Innovation, Curriculum, Instruction, and Professional Development, stakeholders	October 2022- June 2023
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 (Oct. 2022) Target 2: Teachers, TOSAS, TAs (Dec. 2022 -June 2023)	Assessment, Accountability & Tech Innovation, Curriculum, Instruction, and Professional Development, District admins, coaches	October 2022- June 2023
Curate blended learning exemplars that demonstrate integration strategies throughout the district's curriculum and into each of the content areas.	All district instructional and instructional support staff	Assessment, Accountability & Tech Innovation, Curriculum, Instruction, and Professional Development, coaches	Jan 2023 - Dec 2023
Promote proof of concept site as "learning lab" within the district.	All district instructional and instructional support staff	District admins, coaches	Apr 2023 – June 2025 -ongoing
Investigate role-associated needs (students, teachers, teacher aides, administrators, parents/	All staff and broader school community	Assessment, Accountability & Tech Innovation, Curriculum,	Sep 2023 – June 2025 - ongoing

guardians/families/school community, etc.) and construct professional development to accommodate these needs.		Instruction, and Professional Development, district admins, coaches	
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Objective 4.2. Support teachers in becoming more confident users of the hardware and software that can support and enhance their ability to meet the needs of students.

Essential Question: How can building the technology capacity of teachers enhance their ability to meet the needs of students?

- Activities and Strategies:**
- Teachers will become more confident users of the hardware and software that can support and enhance their ability to meet the needs of students.
 - Given a combination of direct instruction and challenge-based activities, teachers will build proficiency with identifying and incorporating hardware, and digital resources and learning platforms.
 - Teachers will build proficiency with a variety of digital resources and applications, and better understand how to integrate them in order to meet pedagogical goals and objectives.
 - Targeted, personalized, ongoing professional development supported in multiple ways, such as through online collaborative spaces, collaborative planning sessions and coaching/mentoring.

Action Plan			
Tasks	Audience	Responsibility	Timeline
Design and deliver relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.	Target 1: Admins Aug. 2022) Target 2: Teachers, TOSAS, TAs (Oct. 2022 - June 2023)	Assessment, Accountability & Tech Innovation, Curriculum, Instruction, and Professional Development, coaches	July 2022-June 2023 ongoing
Provide training on identifying and selecting appropriate digital tools to meet the needs of diverse learners.	Teachers, TOSAs, TAs	Assessment, Accountability & Tech Innovation, coaches	July 2022-June 2025 ongoing
Provide foundational and advanced training on 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. 2022) Target 2: Teachers, TOSAS, TAs (Oct. 2022 - June 2023)	Assessment, Accountability & Tech Innovation, coaches	July 2022-June 2025 ongoing
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 (Jan. 2023) Target 2: Teachers (Sept 2023)	Assessment, Accountability & Tech Innovation, assistive technology specialist, coaches	Jan 2023-June 2025 ongoing

Teaching Assistants Professional Development: Provide all teaching assistants with professional development pertinent to their content and needs so that they can effectively support students in the school environment.

Action Plan			
Tasks	Audience	Responsibility	Timeline
Design and deliver professional development relevant to the TA to support solid classroom management skills and strategies	All Teaching Assistants	Office of Special Education, Office of Curriculum, Instruction, and Professional Development, Pupil Personnel Services	July 2022-June 2025
Provide TAs with training in the SEL suite (Ruler, PBIS, NEDRP, TIC, TCIS, etc.).	All Teaching Assistants	Office of Special Education, Office of Curriculum, Instruction, and Professional Development, Pupil Personnel Services	July 2022-June 2025
Design and deliver professional development relevant to the TA in the Instructional Framework and AVID strategies to support student engagement.	All Teaching Assistants	Office of Special Education, Office of Curriculum, Instruction, and Professional Development	July 2022-June 2025
Provide foundational training on digital tools and platforms to support students in a blended learning model.	All Teaching Assistants	Office of Special Education, Office of Assessment, Accountability & Tech Innovation, Office of Curriculum, Instruction, and Professional Development	July 2022-June 2025
Provide targeted support to TAs interested in pursuing teacher certification.	Teaching Assistants interested in teacher certification.	Office of Curriculum, Instruction, and Professional Development	July 2022-June 2025

*See Appendix M for more information about APSUE Member training.

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 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 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 tenured, permanently or professionally certified 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:

- ❖ Tenure status
- ❖ 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 mentoring relationship is mentee-driven
- ❖ Understand that the mentor/mentee relationship is confidential, but also that there are 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 surveys
- ❖ Mentoring time logs kept by mentors and mentees and submitted to the Mentor Coordinator

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, 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.

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

Participation in online and/or traditional coursework comprise 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 this 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 and can be in-person or virtual. 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, for example), building administrators, outside presenters or consultants, and members of school staff. It can include the development of content and/or instructional practices, social-emotional learning programs, MTSS or Response to Intervention, utilizing data in instructional planning, incorporation of successful PBIS (positive behavior intervention strategies), blended learning, and differentiated instruction, as examples. Building-based staff development encourages reflective practices through the empowerment of staff. Professional staff identify a problem and/or respond to an issue and design a plan to address the concern with onsite support from instructional coaches, supervisors, or building leaders. 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 building 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.

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 or the social-emotional health of students, 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 2022-2023, three full days and two half days are dedicated to professional learning. Individual schools have specific needs identified in their SCEPs (School Comprehensive Education Plan), while the district continues to focus on system-wide initiatives represented in the DCIP (District Comprehensive Improvement Plan) 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:

- ❖ Site team/Building Leadership Team (BLT) discuss PD needs and identify those needs in the building SCEP
- ❖ Stakeholders on the 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

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

- ❖ Site team determines specific content for the time allotted to the building
- ❖ Team determines how the needs of encore or other special area groups will be met and if support from the district is needed
- ❖ Team will create a schedule, including logistical details, tech needs, etc.
- ❖ The schedule is submitted to the Assistant Superintendent for C&I, and PD
- ❖ Presenter(s) create agendas
- ❖ At the conclusion of the training, a survey/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.

A district survey for all district-led PD is disseminated to all staff at the conclusion of the PD day and compiled into the yearly Division report to the BOE from the office of Curriculum, Instruction, and Professional Development

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:

- ❖ APSUE representatives will sit on the District Professional Development Committee
- ❖ A survey will be taken periodically to determine APSUE needs for PD
- ❖ The District Professional Development Committee will include these options for APSUE staff in PD schedules for Conference Days
- ❖ APSUE members will be responsible for participation in at least ten hours of PD per school year

PREPARATION (approximately 60 days prior to the event):

- ❖ Assistant Human Resources Administrator and the Mentor/PD Coordinator 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.
- ❖ Office of Curriculum, Instruction and Professional Development creates schedule at least two weeks prior to the PD day and disseminates the schedule to staff in the week prior to the PD day.
- ❖ A district exit survey is conducted at the conclusion of the PD day.

The Office of Curriculum, Instruction and Professional Development compiles the data in the yearly Division report to the BOE.

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 spent by Administrators in the District’s summer Admin PD 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 1st; 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

- Single grade, multi-grade, or content 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 can 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

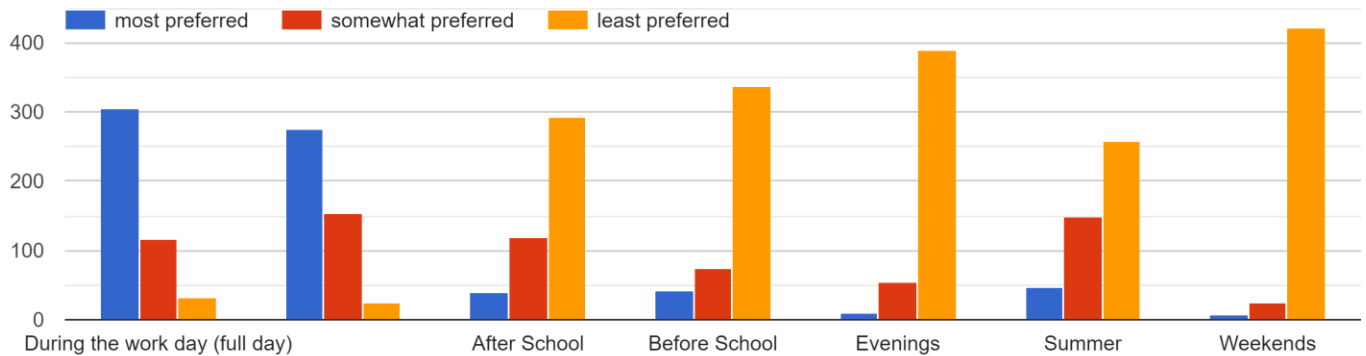
- Need or goal is identified by teacher and or administrator
- Length depends on depth of task
- Coach responsibilities includes research on the identified need or goal, the acquisition and distribution of materials, and review of materials with stakeholder(s) requesting support

Appendix H: Professional Development Surveys

APSTA

There were 453 responses to the district survey conducted in spring 2022, representing about half of the teaching staff. 220 Elementary teachers responded; 116 middle school teacher, and 117 high school teachers. The following are the results:

Please identify your preferences for when PD should occur.



Staff was asked to rate interest in 22 PD topics, using a scale of high interest, moderate interest, and little or no interest. The following topics were the top five choices, exclusive of instructional technology, ordered by high interest in the first chart and combined high and moderate interest in the second chart.

Top PD Choices (ranked by high interest only):

Specific Content PD	257 (57%)
Student Engagement strategies	249 (55%)
Grade Level Planning	210 (46%)
Differentiated Instruction (using data to form groups)	198 (44%)
Social Emotional Learning Strategies	174 (38%)

Top PD Choices (ranked by high interest and moderate interest combined):

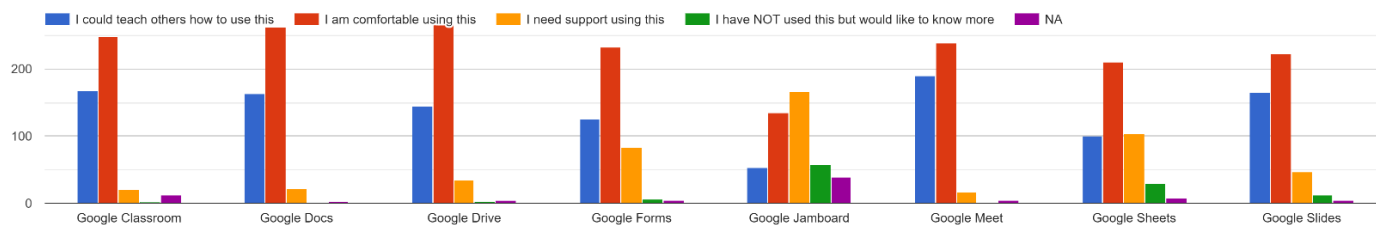
Student Engagement strategies	401 (89%)
Specific Content PD	393 (87%)
Social Emotional Learning Strategies	382 (84%)
Culturally Responsive Teaching	381 (84%)
Higher Order Thinking Questioning Techniques	355 (78%)

A deeper analysis to control for grade level and role occur at the department/grade level to get a more refined picture of the needs of specific staff and inform PD planning.

Google Suite:

Staff was asked its level of confidence in Google Suite tools.

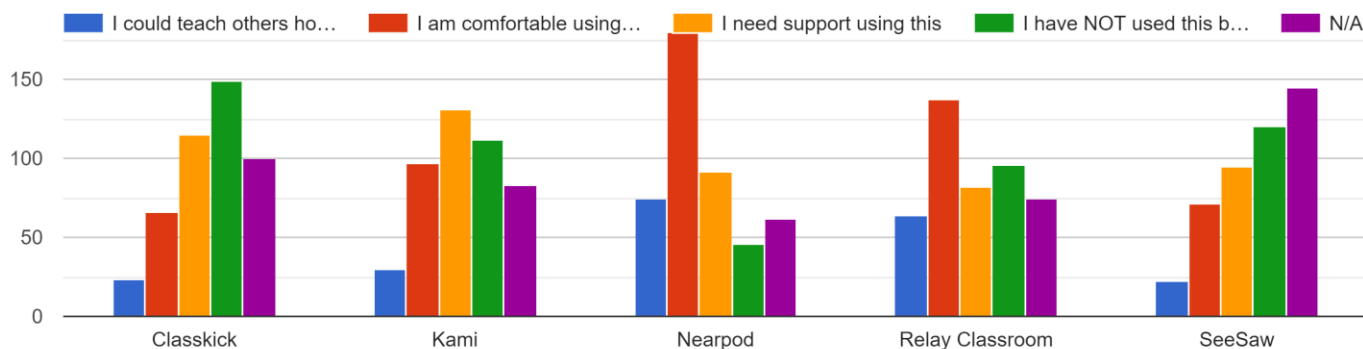
Rate the level of confidence you have in using these components of the Google Suite.



Other digital tools:

The district has invested in a variety of digital tools at first in response to virtual learning and now to support a blended learning environment with integrated technology. The following chart assess staff needs in 5 of these district wide tools. NOTE: Seesaw is only used at the elementary level, thus a large portion of N/A is reflected:

Rate the level of confidence you have in using the tools/platforms listed below:



Integrated Technology:

As the district continues to focus on blended learning and technology integration, we were eager to assess staff needs in regard to this topic. We asked 9 questions about how staff would like to use technology in their own academic setting. The scale was: **high priority, medium priority, low priority, N/A**. The following numbers/percentages represent those who indicated the topic was a **high priority**.

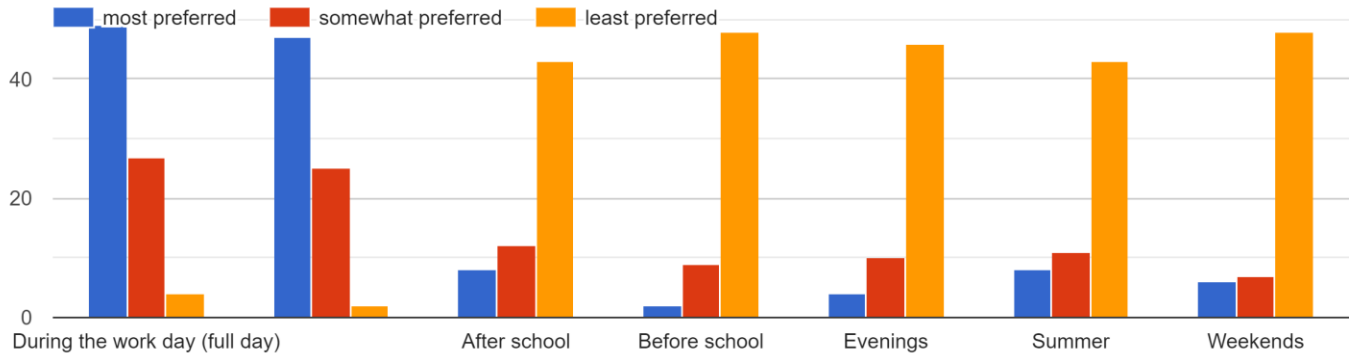
I would like to learn more about integrating instructional technology to help me:

- assess student work in the moment 151 (33%)
- organize resources 128 (28%)
- differentiate instruction 169 (37%)
- **incorporate student voice** 196 (43%)
- **incorporate the 4cs (communication, collaboration, creativity, critical thinking)** 179 (40%)
- **increase cognitive student engagement** 216 (48%)
- **provide choice in activities** 182 (40%)
- provide feedback to students 138 (30%)
- plan and deliver my lessons 114 (25%)

Teaching Assistants

There were 90 responses to the district survey conducted in spring 2022, representing about half of the teaching assistants. The following are the results:

Please identify your preferences for when PD should occur.



Teaching Assistants were asked to rate interest in 24 PD topics, using a scale of **high interest, moderate interest, and little or no interest**. The following topics were the top five choices using the **high interest** indicator only:

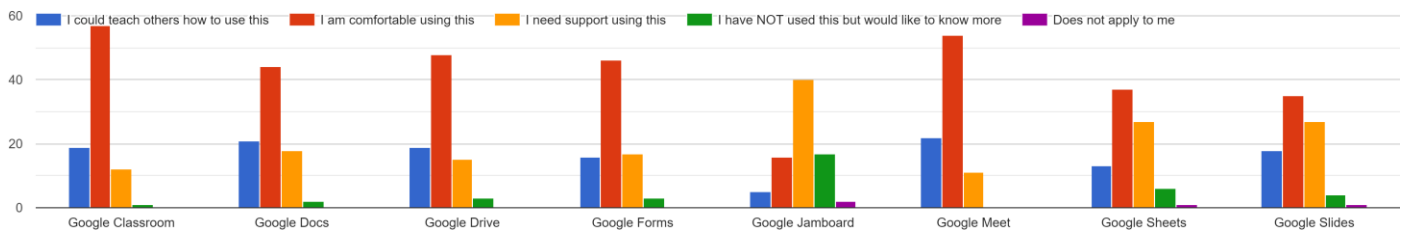
Top PD Choices (ranked by high interest only):

Classroom Management Strategies	52 (58%)
Social Emotional Learning Strategies	51 (57%)
Student Engagement strategies	49 (54%)
Literacy Strategies	46 (51%)
Trauma Informed Care	46 (51%)

Google Suite:

Staff was asked its level of confidence in Google Suite tools. Of note is that the primary google tools (classroom, docs, drive, forms and meet) results reflected a solid confidence level in our TA staff.

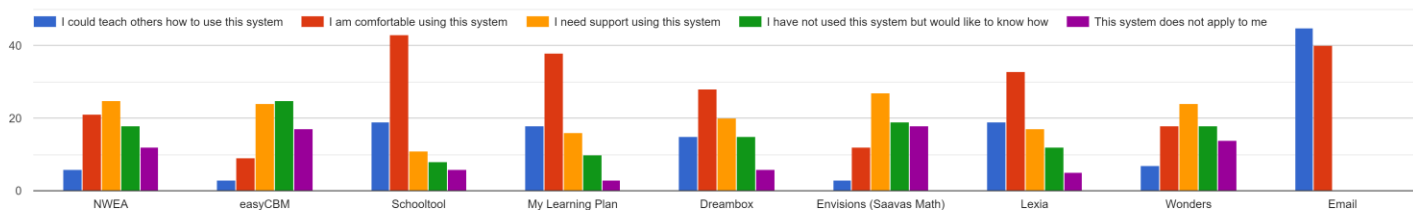
Rate the level of confidence you have in using the tools listed below.



Digital tools in the purview of Teaching Assistants:

We were interested in gauging the confidence of TAs in using some of the digital instructional tools in place in classrooms. TAs are often asked to monitor students when they engage with these digital instructional tools/testing systems. These results are helpful as we consider the kinds of PD TAs might need to support their success in the classroom.

Rate the level of confidence that you have in using the following systems in our district.



TAs and the pursuit of teaching certification:

We asked the TAs if they had an interest in pursuing teacher certification and 32 of the 90 respondents answered affirmatively, providing us with their email and comments on where they were in the process. As a result of this question we ran a teacher certification seminar on the May 17, 2022 PD day to provide an overview, but more importantly, the 1:1 information that TAs need in order to successfully navigate the State Education teacher certification process. We will run this seminar again.

Clerical/Office Manager Staff

There were 68 responses to the district survey conducted in spring 2022. The responses from across the levels (elementary, middle, high) and districtwide staff with about half of respondents assigned to building offices. The following are the top six PD topics of high interest to our clerical staff out of a choice of 14 topics:

Top PD Choices (ranked by high interest only):

Schooltool - shortcuts and reports	42 (62%)
Excel training	34 (50%)
Payroll, field trips, purchasing	21 (31%)
Google Chrome	20 (29%)
Active Shooter training	14 (21%)
De-escalation strategies	14 (21%)

We were able to provide clerical staff with training from our Purchasing Agent on May 17 and will seek other PD day opportunities to meet the clerical staff needs.

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					

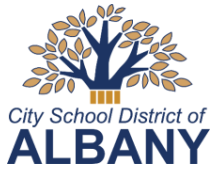
Optional Questions:

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 will 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: Training Plan for APSUE Staff

Clerical Staff: Provide all clerical staff with training pertinent to their needs so that they can effectively support the building/office in its mission to educate all students with support from families & community.

- Provide clerical staff with training in **district systems** such as: SchoolTool, Microsoft suite, especially Excel, Digitized Records, and Purchasing and Payroll processes.
- Provide clerical staff with **de-escalation strategies**
- Provide clerical staff with **Active Shooter training**

Security Monitors: Provide all security monitors with training so that they can support our comprehensive efforts to establish and sustain a safe, respectful and responsible school and district community.

- Provide Security Monitors with training in the **SEL suite** (Ruler, PBIS, NEDRP, TIC, TCIS, etc.)
- Provide Security Monitors with training in **CPR/AED**
- Provide Security Monitors with **Active Shooter Training**

Maintenance, Food Service and other departments: Department managers will provide content training pertinent to the needs of the identified staff

Appendix N: 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 (45 DAYS FOR OUT-OF-STATE). FORMS WITH INCOMPLETE INFORMATION OR WITHOUT SUPERVISOR/ PRINCIPAL SIGNATURES WILL BE RETURNED. SEE REVERSE SIDE FOR ADDITIONAL INFORMATION. SUBMIT TO DIRECTOR OF CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT 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	

It is the responsibility of the employee to request a substitute immediately upon approval

Other employees attending same conference _____

Rationale for attending 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 57.5¢ = \$ _____

TOTAL AMOUNT OF REIMBURSEMENT REQUESTED \$ _____

APPROVALS:

Principal	Date
Supervisor	Date
Director	Date

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

Assistant Superintendent	Date
--------------------------	------

Superintendent approval required for out-of-state travel

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

Board of Education approval required for Superintendent's requests

Board of Education President	Date
------------------------------	------

CONFERENCE REQUEST DENIED

 Director of Curriculum, Instruction, and Professional Development
 Date

REASON: _____

*Lodging— Expenses for overnight travel will not exceed the General Services Administration (GSA) per diem rates, unless authorized in advance on the approved conference request form, and only under certain special circumstances that have been reviewed and approved prior to travel.

Please check if these common special circumstances apply to this conference:

- The hotel where a conference is held charges a lodging rate higher than the maximum rate. This is allowable if the traveler would incur transportation costs to travel to and from the conference site
- Lodging is unavailable at or below the maximum GSA rate
- Lodging cannot be found reasonably close to the traveler's destination
- Meals are included as part of the hotel-conference fee and cannot be separated from the hotel/conference price.

CITY SCHOOL DISTRICT OF ALBANY
**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 need 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.

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

COMPLETING THE FORM

Complete the form and send the request to your building leader/supervisor for first approval. This request should be made in a timely fashion to allow 30 days' notice (45 days for out-of-state requests) for the office of Curriculum, Instruction, and Professional Development to review. You must fill out the form completely. The request must be approved by your building principal and/or supervisor. If approved, the request will go to the Director of Curriculum, Instruction, and Professional Development for review.

APPROVAL PROCEDURE

The Director of Curriculum, Instruction, and Professional Development 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. **The Office of Curriculum, Instruction, and Professional Development will make arrangements for hotel reservations and transportation (airline or train). Registration for the conference is the responsibility of the attendee and documentation of the registration must be submitted to the Office of Curriculum, Instruction, and PD for payment within 5 days of conference approval.**

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.

REIMBURSEMENT FOR MEALS & MILEAGE:

Conference attendees are responsible for submitting a Conference Reimbursement Expense Log to Purchasing for Meals & Mileage; attach copy of the conference request form. **(For grant funded conferences, the building secretary needs to submit a request for Purchase Order to the grants office in ADVANCE of the conference).** Please transfer the budget code from the Conference Request Form to the Conference Reimbursement Expense Log; failure to do so will result in denial or return to you. **Individuals requesting reimbursements for conference related expenditures (meals and mileage) are required to obtain itemized receipts for all expenditures and submit google map documentation for mileage. Absolutely no summary receipts will be reimbursed to individuals, including hotel charges. 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.**

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, and Professional Development:

- 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?

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, and Professional Development 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 Curriculum, Instruction, and Professional Development Office to request a Purchase Order to cover registration costs.
Office of Curriculum, Instruction, and Professional Development/Grants Office	If there is a registration fee, it is the responsibility of the Curriculum, Instruction, and Professional Development Office to generate a Purchase Order for registration in WinCap with all the back-up attached, including a copy of the signed conference approval form. If the vendor does not accept purchase orders, the Curriculum, Instruction, and Professional Development office will contact the Purchasing Department for further guidance. If Grant funded, contact the Grants Office.

If lodging is required:

Person Responsible:	Task:
Office of Curriculum, Instruction, and Professional Development	The Office of Curriculum, Instruction, and Professional Development is required to contact the hotel to make reservations with the district credit card using General Service Registrations (GSA) rates https://www.gsa.gov/travel/plan-book/per-diem-rates . They will request a credit card authorization form from the hotel.
Office of Curriculum, Instruction, and Professional Development	A paper purchase requisition (with Key Bank/Hotel Name listed as vendor) with all the back-up attached, including a copy of the signed conference approval form should be generated by the Office of Curriculum, Instruction, and Professional Development 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:
Office of Curriculum, Instruction, and Professional Development	The Office of Curriculum, Instruction, and Professional Development is required to contact Advantage Travel (518)-426-0052 to make reservations and provide the documentation from Advantage Travel.
Office of Curriculum, Instruction, and Professional Development	The Office of Curriculum, Instruction, and Professional Development 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 conference approval form for the Purchasing Agent and if Grant funded, copied to the Grants Office for Purchase Order.

Upon return:

Person Responsible:	Task:
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 https://www.gsa.gov/travel/plan-book/per-diem-rates . The attendee is required to fill out the conference reimbursement expense log as per instructions with original itemized receipts and send to the Office of Curriculum, Instruction, and Professional Development to receive reimbursements for meals, mileage, and incidentals. If Grant funded this must be sent to the Grants Office.
Office of Curriculum, Instruction, and Professional Development/Grants office	It is the responsibility of the Office of Curriculum, Instruction, and Professional Development or Grants Office to generate a Purchase Order for all Attendee Reimbursement for meals, mileage and incidentals in WinCap with all the back-up attached, including a copy of the approval form.