

**Orchard Park Central School District**  
**Professional Development Plan for District-Provided Training**  
**2019-20 for CTLE Consideration**

In alignment with our Comprehensive District Education Plan (CDEP), our Professional Development Plan, Mentoring Program, and building-level goals for academic improvement, Orchard Park Central School District has outlined the following professional development priorities:

- Support differentiated instruction and quality reading instructional strategies including research based tiered interventions (i.e. Orton Gillingham) and the Reading Workshop with TC Staff developers, Writer’s Workshop model of instruction, Words Their Way and TC method of teaching phonics.
- Support sound instructional practices in content areas, and to align teaching to the NYSCCLS. Enhance the development of numeracy instruction in mathematics while investigating routines from Math In the City and continue our partnership with Buffalo State College to expand work, implementation of Math Investigations and all of the training associated with its successful launch and rollout for the remaining teachers. We will continue investigating resources to support CCLS in work with Stephanie Martin, from the University of Rochester to guide us in curriculum work and writing a scope and sequence to include Investigations, Context for Learning, Routines and Math Workshop. We will continue to collaborate with Brian Cohen from Skaneateles may also be utilized as a consultant with regard to assessments and curriculum planning as well as David Wilson and the Buffalo State College Master Teacher Program. We will be investigating various computer support resources as well. We will also be having Catherine Fosnot, on site for training in Context for Learning.
- Support sound instruction, planning and teaching of the NGSS thorough training of BOCES kits/materials and Smithsonian Institute.
- Instruct professionals in sound pedagogical practices including cooperative learning structures (i.e. Kagan strategies).
- Enhance data analysis to inform instructional practices including professional development in data driven instruction, running records, and analysis of NYS assessments and universal screening results. We will be working with STAR and Fastbridge this year.
- Enhance the safety and security of our students, staff, and school buildings to comply with anti-violence and safety regulations, including the Dignity for All Students Act. Updated/review training for all staff in our Olweus Anti-bullying Program.
- Support sound instructional practice in Social Studies grades K--12 with training in and curriculum work in district and conferences out of district.
- Utilize technology to enhance instructional practices, including Google Apps for Educators, Coding, Maker Space, STEAM, and expand teacher/coach knowledge in ways to create online PD opportunities
- Deepen the understanding of education laws and regulations related to special education students, confidentiality, Family Education Records Privacy Act (FERPA), and evaluation and hiring practices for administrators.
- Instructional Leadership Workshops and sessions offered by local adjunct professors from Canisius College, St. Bonaventure University and/or the University of Rochester to support instructional leaders in leading change, effective hiring and evaluation techniques, personnel matters, and curriculum and instruction leadership and continue Coaching program with administrative team.
- Deepen the awareness of mental health risk factors and disorders. Provide foundational strategies for all staff to support the mental health of students, and specialized training for members of the Pupil Personnel Services (PPS) team in suicide awareness/prevention, crisis prevention and intervention, anxiety and depression in youth in accordance with new NYS mental health curricular expectations K-12. Parent Information Series, which we also offer to staff The topics next year will be internet and social media safety (hosted by the Center for Missing and Exploited Children), resiliency and bullying (by Brooks Gibbs), and drug trends (by OPPD).

Topic	Content, Skills & Connection to CDEP & PD Plan	Targeted Audience	Duration of Training Session(s)	Trainer(s)
Phonemic Awareness	<p>To support differentiated instruction and quality reading instructional strategies, teachers will:</p> <ul style="list-style-type: none"> <li>· Learn the principles of Orton Gillingham, a research-based and multisensory phonics instructional approach;</li> <li>· Continue training staff in TC Phonics</li> </ul>	Kindergarten through 2 <sup>nd</sup> grade teachers, reading specialists and interventionists	<p>30 hours (5 days @ 6 hours per day)</p> <p>Up to 30 hours</p>	<p>Consultant and Orton Gillingham Fellow: Dawn Neiman; Teachers College, Columbia University, Staff Development trainers</p>

<p>Reader's Workshop</p> <p>Direct PD</p> <p>Class Visitations</p> <p>On-site</p>	<p>To support differentiated instruction and quality reading instructional strategies, teachers will:</p> <ul style="list-style-type: none"> <li>Utilize assessment information (i.e. running records, classroom assessments, observations, standardized assessments and universal screening tools) to determine students' independent and instructional reading levels to better match appropriate texts to students;</li> </ul> <p>Receive follow-up training in subsequent sessions to ensure effective implementation of program components (i.e. structure of the mini lessons, conferring with students, etc.).</p>	<p>K-12 ELA teachers, including special education, reading specialists, interventionists, and school psychologists</p>	<p>Classroom Lab Site – duration varies, typically 2-4 hours</p> <p>Full and half day training sessions with teachers at grades K-8</p>	<p>Consultants</p> <ul style="list-style-type: none"> <li>Jeanne Tribuzzi</li> <li>Teachers College, Columbia University, Staff Development Trainers</li> </ul> <p>Literacy Coaches:</p> <ul style="list-style-type: none"> <li>Brian Sepe</li> <li>Megan Miller</li> <li>Aimee LaRosa</li> <li>Jenifer Senn</li> </ul>
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<p>Running Record by Teachers College</p>	<p>To effectively utilize assessment data to inform instructional practices, teachers will:</p> <ul style="list-style-type: none"> <li>Receive instruction in the Teachers College Running Record tool;</li> <li>Practice administering and scoring the running record;</li> <li>Learn classroom and instructional implications of students' reading levels.</li> </ul>	<p>Any new Grade 3-6 teachers of ELA, including special education teachers and interventionists, and Reading Specialists</p>	<p>Time will vary depending on the type of training (initial/refresher)</p>	<p>OPCSD ELA Coordinator, Instructional Leaders, Coaches, Reading Specialists</p> <p>Outside Consultant: Melissa Johnson, PhD</p>
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<p>Running Record by Fountas &amp; Pinnell:</p>	<p>To effectively utilize assessment data to inform instructional practices, teachers will:</p> <ul style="list-style-type: none"> <li>· Receive instruction in the Fountas &amp; Pinnell Running Record tool;</li> <li>· Practice administering and scoring the running record;</li> <li>· Learn classroom and instructional implications of students' reading levels.</li> </ul>	<p>New Kindergarten through 2<sup>nd</sup> grade teachers of ELA, including special education teachers and interventionists</p>	<p>Time will vary depending on the type of training (initial/refresher)</p>	<p>OPCSD ELA Coordinator, Instructional Leaders, Coaches, Reading Specialists</p> <p>Outside consultant: Melissa Johnson, PhD</p>
<p>Writer's Workshop</p>	<p>To effectively utilize strategies to support students, teachers will:</p> <p>Participate in training to acquire strategies to support student writing</p>	<p>Kindergarten through 5<sup>th</sup> grade teachers, including special education and interventionists</p>	<p>6-15 hours</p>	<p>Teachers College Staff Developers Literacy Coaches: Brian Sepe, Jenifer Senn, Aimee LaRosa, Megan Miller TC Staff Developers: Lizzie Hetzer Heather Reed</p>

<p>PREPaRE School Crisis Prevention and Intervention</p>	<p>To effectively implement new safety regulations for schools, staff will:</p> <ul style="list-style-type: none"> <li>· Receive training in the effective implementation of the Incident Command Structure;</li> <li>· Understand how to proactively prevent crisis in schools;</li> <li>· Learn post-crisis strategies to normalize the climate following a crisis.</li> </ul>	<p>District and Building Safety Committees Members, including administrators</p>	<p>Workshop 1 – 7 hours</p>	<p>Consultant Amanda Nickerson, PhD</p>
<p>Olweus Bullying Prevention Program</p>	<p>All staff will:</p> <ul style="list-style-type: none"> <li>· Participate in Olweus Bullying Prevention Program training to understand the detrimental effects of bullying on the bullied, the bullies, and the bystanders;</li> <li>· Learn the research-based components of the Olweus Bullying Prevention Program;</li> </ul> <p>Acquire knowledge and skills to effectively intervene.</p>	<p>All newly hired staff, including bus drivers</p>	<p>6 hours</p>	<p>Certified Olweus trainers:</p> <ul style="list-style-type: none"> <li>• Lisa Krueger, EdD</li> <li>• David Lilleck</li> <li>• Amy Grossman</li> <li>• Anne Marie Hanlon</li> </ul>

<p>Highly Effective Teaching: Introduction to the Danielson Framework for Teaching</p>	<p>To provide new teachers with instructional strategies to enhance their planning and preparation, the classroom environment, instruction, and professional responsibilities, new teachers will:</p> <ul style="list-style-type: none"> <li>· Gain an understanding of the four domains of the Danielson Framework for teaching;</li> <li>· Gain highly effective strategies to enhance instructional delivery and student engagement;</li> </ul> <p>Learn the expectations for lesson planning and observations within the Orchard Park Central School District</p>	<p>All newly hired teachers and administrators</p>	<p>6 hours</p>	<p>District Trainers:</p> <ul style="list-style-type: none"> <li>• Lisa Krueger</li> <li>• David Lilleck</li> <li>• Wendy Gloss</li> </ul> <p>District Instructional Coaches:</p> <ul style="list-style-type: none"> <li>• Nicole Holler</li> <li>• Brian Sepe</li> <li>• Megan Miller</li> <li>• Darlene Rombola</li> <li>• Mary Kolozdiejczak</li> <li>• Jenifer Senn</li> <li>• Lisa Tryon</li> </ul>
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<p>Education Law (i.e. Family Educational Rights and Privacy Act (FERPA), special educational law, etc.)</p>	<p>In an effort to ensure compliance with all aspects of Education Law and Regulations, staff will:</p> <ul style="list-style-type: none"> <li>· Participate in trainings to keep abreast of new regulations and laws including, but not limited to, special education, Dignity for All Students (DASA), legal and effective management training (i.e. hiring practices, documentation in personnel files, etc.).</li> </ul> <p>In an effort to ensure student confidentiality and the privacy of families, new teachers will:</p> <p>Participate in an overview of FERPA, learning the process for releasing information, who information can be shared with, and the necessity for student confidentiality related to all school records, whether they be health, academic or discipline records.</p>	<p>All newly hired teachers and administrators will participate in FERPA training;</p> <p>Other trainings (i.e. special education) will be for select groups of teachers and administrators as needed.</p>	<p>3-6 hours</p>	<p>Consultants and school attorney(s) of Hodgson Russ Law firm: ·  Jeffrey Swiatek  Andrew Freedman</p>
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<p>School Safety, Mental Health &amp; Violence Prevention</p>	<p>In an effort to ensure compliance with all aspects of Education Law and Regulations, staff will:</p> <ul style="list-style-type: none"> <li>·Participate in trainings to keep abreast of new regulations and laws including, but not limited to:</li> <li>·Mental health awareness and changes to the regulations in NYS, de-escalation techniques, crisis prevention; o Participate in trainings to review emergency response plans and drills; engage in tabletop exercises. Including the use of Narcan, and epi-pens</li> <li>·Crisis Prevention &amp; Intervention (CPI) training;</li> <li>·FEMA’s Incident Command Systems training for school leaders</li> <li>·Narcan Training</li> <li>· Dating Violence</li> <li>·Helping Students at Risk</li> <li>· Stop the Bleed</li> <li>·AED/CPR Training</li> <li>· Resiliency</li> <li>· Internet Safety</li> <li>·Social Media</li> </ul>	<p>All staff will participate in training to meet compliance with NYS regulations;</p> <p>Administrators and members of the District and Building Safety committees will engage in additional training</p>	<p>2-15 hours</p>	<ul style="list-style-type: none"> <li>· Consultant and Orchard Park Police Lt. Pat Fitzgerald,</li> <li>· Consultant and Orchard Park Police Detective John Payne.</li> <li>· Consultant and former federal agent Tony Olivo</li> <li>· Mental Health trainers and school social workers /counselors</li> <li>·Certified CPI trainer Becky Setera</li> <li>·Erie County Health Department</li> <li>·Cheryll Moore</li> <li>·Linda Finn, BOCES</li> <li>·OP EMS</li> <li>·Celia Spacone, PhD, Erie County Suicide Prevention Coordinator</li> <li>·Brooks Gibbs</li> <li>·Center for Missing and Exploited Children</li> <li>·Orchard Park School Certified Trainers</li> <li>·Amanda Nickerson, UB</li> </ul>
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<p>Next Generation Science Standards (NGSS) &amp; New York State Learning Standards for Science (NYSLSS)</p>	<p>To support teachers in the curricula, standards, and Regents examination changes, teachers and administrators will:</p> <ul style="list-style-type: none"> <li>· Learn of the instructional shifts in NGSS;</li> </ul> <p>Learn instructional strategies to more effectively respond to these changes in the content area of Science</p> <p>Receive training in BOCES supported Science kits</p> <p>Receive training in Smithsonian Institute Kits</p>	<p>K-8 teachers</p>	<p>6 hours</p>	<p>Michael Jabot, Professor at SUNY Fredonia</p> <p>Denver Drennen, Trainer with Erie 2 BOCES</p> <p>Smithsonian Institute</p>
<p>Transformational Leadership</p>	<p>To support administrators in leading change, effective leadership skills, and legal and effective practices, administrators will:</p> <p>Participate in workshops, book studies, and learning opportunities aligned to Transformational Leadership</p>	<p>All Instructional Leaders and Administrators</p>	<p>6-30 hours</p>	<p>Mike Ford, Professor at University of Rochester and Administrative Coaches from the Warner School of Education, University of Rochester</p> <p>Margy Jones-Cary, Ed.D. Professor at St. Bonaventure University</p> <p>Adjunct professors from Canisius College and/or St. Bonaventure University</p> <p>David Lilleck,</p> <p>Lisa Krueger, Ed.D.</p>

Technology	Deepen understanding and use of Google Apps for Educators K-12;  Deepen understanding of computer science (coding, programming, maker spaces, online PD)	All staff K-12  Computer teachers, technology teachers K-12	Varies	Computer Teachers Technology Teachers Coaches <ul style="list-style-type: none"><li>• Adam Ziccardi</li><li>• Nicole Holler</li><li>• Elizabeth Andros</li></ul> BOCES
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<p>Numeracy K-12 &amp; Instructional Practices in Mathematics</p>	<ul style="list-style-type: none"> <li>· Develop a shared understanding of numeracy K-12, including instructional practices</li> </ul>	<p>Math Coordinators, ILs, Math teachers, Math coaches, Special Education teachers</p>	<p>Vary</p>	<ul style="list-style-type: none"> <li>· Professional learning to cultivate a shared understanding of numeracy such as:</li> <li>· Professional development/speakers</li> <li>· Visitations within District; visitations outside of District</li> <li>· Shared readings and research such as: <i>Mathematical Mindset</i> by Jo Boaler (book study)</li> <li>· Time for learning</li> <li>· Buffalo State's Master Teacher Program</li> <li>· Math in the City</li> <li>· Carnegie Learning</li> <li>· Visitations across levels within District</li> <li>· Visitations out of District</li> </ul>
<p>Growth Mindset</p>	<p>Introduce growth mindset to the entire professional teaching/administrative community</p>	<p>All teachers, administrators</p>	<p>Varies</p>	<p>Presentations, book studies, research articles, possible visitations facilitated District administrators, Instructional Leaders and Coordinators</p>

<p>Support Sound Instructional Practices in Social Studies</p>	<p>To provide teachers with instructional strategies to enhance their planning and preparation, the classroom environment, instruction, and professional responsibilities in the Social Studies curriculum</p>	<p>Grades K-12</p>	<p>6 hours</p>	<p>District Leaders:</p> <ul style="list-style-type: none"><li>• Sue Chudy</li><li>• Jenifer Senn</li></ul> <p>District Instructional Leaders</p>
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