

Rush-Henrietta Central School District

Professional Learning Plan



June 2025

This plan is resubmitted for the year beginning July 1, 2025 by the Rush-Henrietta Central School District Professional Learning Advisory Council in accordance with Subdivision (dd) of section 100.2 of the Regulations of the Commissioner of Education.

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Board of Education

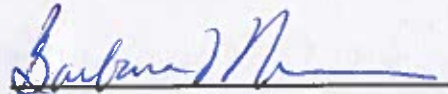
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School District Professional Learning Plan

STATEMENT OF ASSURANCES

The Superintendent certifies that:

- ◆ Planning, implementation, and evaluation of the professional learning plan were conducted by a professional learning 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 learning 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 will be improved and assessed;
 - indicates how each teacher in the district will participate; and
 - is structured to allow teachers with a professional certificate reasonable opportunity to complete at least 100 hours of professional learning requirements every five years.
- ◆ The plan indicates an evaluation of the effectiveness of the professional learning 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.



Dr. Barbara Mullen
Superintendent of School

6-5-2025

Date

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**RUSH-HENRIETTA CENTRAL SCHOOL DISTRICT
COMPREHENSIVE PROFESSIONAL LEARNING PLAN
2024 - 2025**

Rush-Henrietta Core Beliefs



Mission

The mission of Rush-Henrietta Central School District is to diligently serve the diverse educational needs of each student by providing an inclusive and nurturing environment where everyone is enabled to fulfill their full potential in school and after they graduate.

Vision

Rush-Henrietta envisions our district to be a place where every learning environment is equitable and student-centered, and individual growth and potential is cultivated through supportive and engaging educational experiences for each student.

Values

Rush-Henrietta Central School District is a safe and welcoming learning community centered around compassion, integrity, respect, and a culture of continuous improvement.



Developed by students; adapted by the Board of Education November 2023



Rush-Henrietta Goals



Excellence for Every Student

R-H will sustain and further develop its culture of academic distinction by championing the potential within every student.



Preparing Students for the Pathways to Tomorrow

R-H will be a driving force for workforce development and a cornerstone for community growth.



Foundation to Flourish for All Students

R-H will cultivate a vibrant educational landscape where every student's engagement is ignited and positive behavior is naturally fostered.



Cohesive and Inclusive Community and Culture

R-H is dedicated to fostering a cohesive and welcoming community, where open communication serves as the foundation for unity.

Adopted by the Rush-Henrietta Board of Education January 23, 2024.

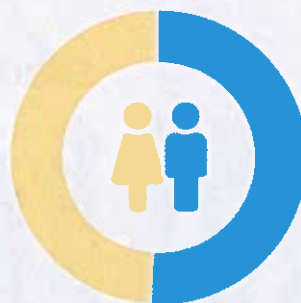
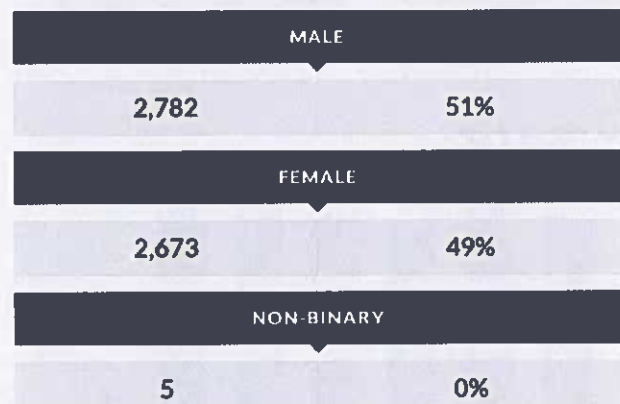
Student Demographic Data (per the most recent NYS School/District Report Card)

RUSH-HENRIETTA CSD ENROLLMENT (2023 - 24)

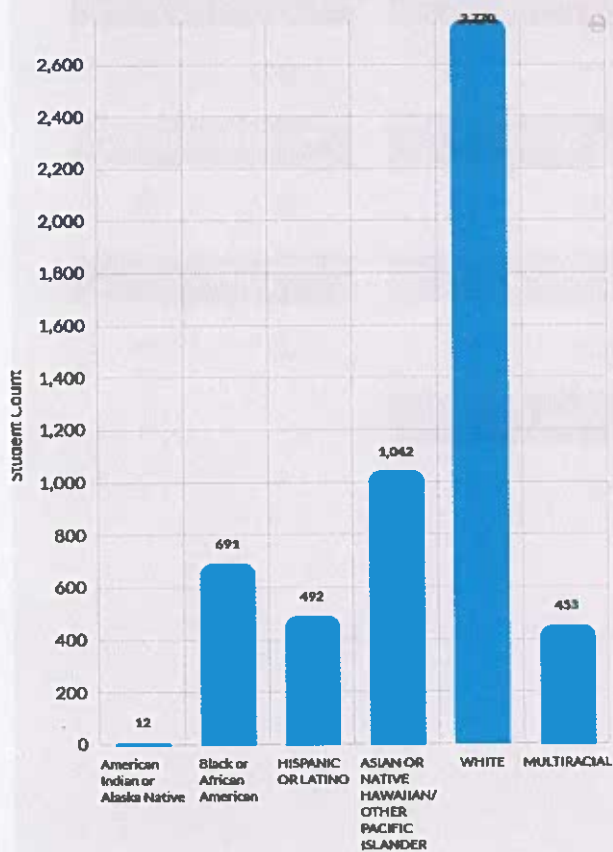
K-12 Enrollment: 5,460

+ Filter this data

ENROLLMENT BY GENDER



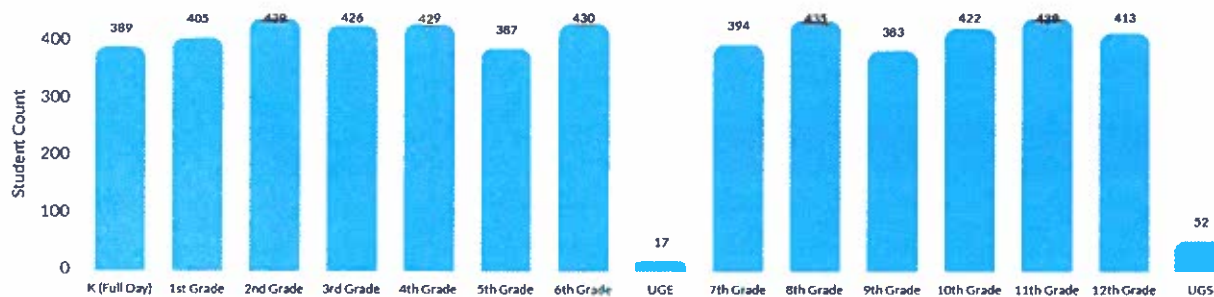
ENROLLMENT BY ETHNICITY



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
431	8%	744	14%	2,758	51%
MIGRANT		HOMELESS		FOSTER CARE	
—	—	62	1%	9	0%
				PARENT IN ARMED FORCES	
				—	—

ENROLLMENT BY GRADE



K (FULL DAY)		1ST GRADE		2ND GRADE		3RD GRADE	
389	7%	405	7%	439	8%	426	7%
4TH GRADE		5TH GRADE		6TH GRADE		UNGRADED ELEMENTARY	
429	8%	387	7%	430	8%	17	0%
7TH GRADE		8TH GRADE		9TH GRADE		10TH GRADE	
394	7%	435	8%	383	7%	422	7%
11TH GRADE		12TH GRADE		UNGRADED SECONDARY			
439	8%	413	7%	52	1%		

Professional Learning: Beliefs

- Teachers matter. Quality instruction has the largest influence on student achievement.
- It is the obligation of the school community to create safe and caring learning environments and engage students in relevant, reachable, quality work experiences that challenge them to learn more, at higher levels with a deeper understanding (rigor).
- The work of educators is demanding and complex. Educators must have an adaptive style in order to meet the variety of challenges and needs of Rush-Henrietta students.
- Teachers and administrators are not expected to do this work in isolation. Both need the support of collegial learning teams that problem solve and learn together.

Leaders matter:

- Their clarity, their intentionality, what they believe, think, and communicate make a significant difference in increasing student achievement.
- They are primary architects of embedded professional development through the development of the School Improvement Plan (SIP) as well as each Program Improvement Plan (PIP).
- The most powerful professional learning happens between teachers and is put to immediate use with students in classrooms.
- Coaching and well-functioning collaborative teams are powerful tools to accomplish ongoing, meaningful professional learning.
- Personal Learning Communities (PLC) are collaborative teams focused on continuous improvement, guided by a shared mission, vision, values, and goals; they function as communities of practice to improve instruction and student outcomes through data-driven inquiry, with strong leadership aligned to schoolwide priorities.
- Workshops, courses, conferences, and other outside resources are additional supports to ongoing professional learning.
- Measuring, receiving feedback, and assessing professional learning is essential to its design, delivery, and ongoing adjustment, in order to be most responsive to staff and student learning.
- Budgeting at both the district and building level is required to create and sustain ongoing, powerful professional learning.

Professional Learning: Definition

- High levels of student achievement require well-trained staff with high expectations for students and a passion for providing every student with a caring and supportive learning environment. High standards of professional conduct are also required. Professional learning is a critical component of the overall strategy to encourage and reinforce these professional expectations.
- The Office of Professional Learning provides leadership, assistance, and support for the ongoing professional growth required to impact student learning by:
 - surrounding teachers and administrators with structures of support that encourage ongoing professional learning, innovation, action research, and the collegial sharing of new ideas and best practices.
 - engaging teachers and administrators in professional learning that is standards-focused, intellectually rigorous, part of their daily work, and continuous.
 - supporting principals and teachers to use a variety of data to determine the focus of their professional learning.

- deepening teachers' repertoire of research-based instructional skills and strategies, content knowledge, Next Generation Learning Standards (NGLS), and knowledge of resources.
- supporting the work of small teams of teachers using the School Based Inquiry (SBI) process, who meet regularly to look at student data including student work, plan lessons, and assist in progress monitoring and problem solving.
- providing teachers with the classroom assessment skills that allow them to regularly monitor gains in student learning resulting from improved classroom practices.
- connecting teachers to teachers within and beyond their schools and to outside sources of knowledge and skill.

Professional Learning: Critical Attributes

- Designed to positively impact student learning
- Job-embedded
- Job-specific
- High-quality
- Stimulus for continuous improvement for all professionals, fostering support for APPR
- Research-based
- Evaluated for impact on student achievement

Professional Learning: Foundational Structures

Student Learning

- Student learning informs all the work of school learning teams, school leadership teams, and District leadership teams. The District Mission, Vision, and Priorities are based on meeting the learning needs of our students. The ongoing development of our teachers and leaders is critical to ensure that these learning needs are met.

School Learning Teams

- Regular meeting times for self-managing, leader-supported teams to prepare and improve instruction are a primary vehicle for ongoing professional learning. Everyone involved learns by doing work that is critical to student success.
- School learning teams could be composed of colleagues who teach the same course, grade level, etc. It is suggested they meet regularly to create instructional plans and identify strategies on the basis of results – from their analysis of student work and data analysis (item analysis to action plan). These learning teams set measurable, time-bound improvement goals and target areas of greatest need. Their goals are directly linked to the School Improvement Plan (SIP).
- Leaders equip and support teams at every level to solve problems and generate the “small wins” that mark and promote continuous improvement. This level of teamwork is a core value as stated in the Rush-Henrietta Vision.

The competencies/skills required:

- Knowledge of effective team structures and protocols
- Collaboration skills (clarity, committed listening, dialogue, making requests, securing promises, etc.)

- Full knowledge of curriculum maps
- Ability to develop common formative assessments
- Use of ongoing, formative assessment to inform instruction
- Looking at Student Work (LASW) structures and protocols
- Data Analysis using the School Based Inquiry (SBI) process for progress monitoring
- Thorough knowledge of the Danielson Rubrics

Instructional Leadership Team (ILT)

- The primary work of each ILT is to move from being “instructional leaders” to “learning leaders.” This requires leaders to increase time spent with teams of teachers as they focus on student success as measured by ongoing, formative assessments and using these assessments to inform their instruction.
- ILT member(s) meet on a regular basis to ask the questions:
 - To what extent are students learning the intended outcomes of each course?
 - What steps can I, as the leader, take to give both students and teachers the time and support they need to improve learning?
 - Leaders equip and support teams at every level to solve problems and generate the “small wins” that mark and promote continuous improvement. This level of teamwork is a core value as stated in the Rush-Henrietta Vision.

Leadership competencies/skills required:

- Understanding that effective teamwork is essential to success
- Knowledge of effective team structures and protocols
- Collaboration leadership skills (clarity, committed listening, dialogue, making requests, securing promises, etc.)
- Full knowledge of curriculum maps
- Working understanding of formative assessment processes
- Looking at Student Work (LASW) structures and protocols
- Data Analysis for progress monitoring

District Leadership Teams

District leadership provides:

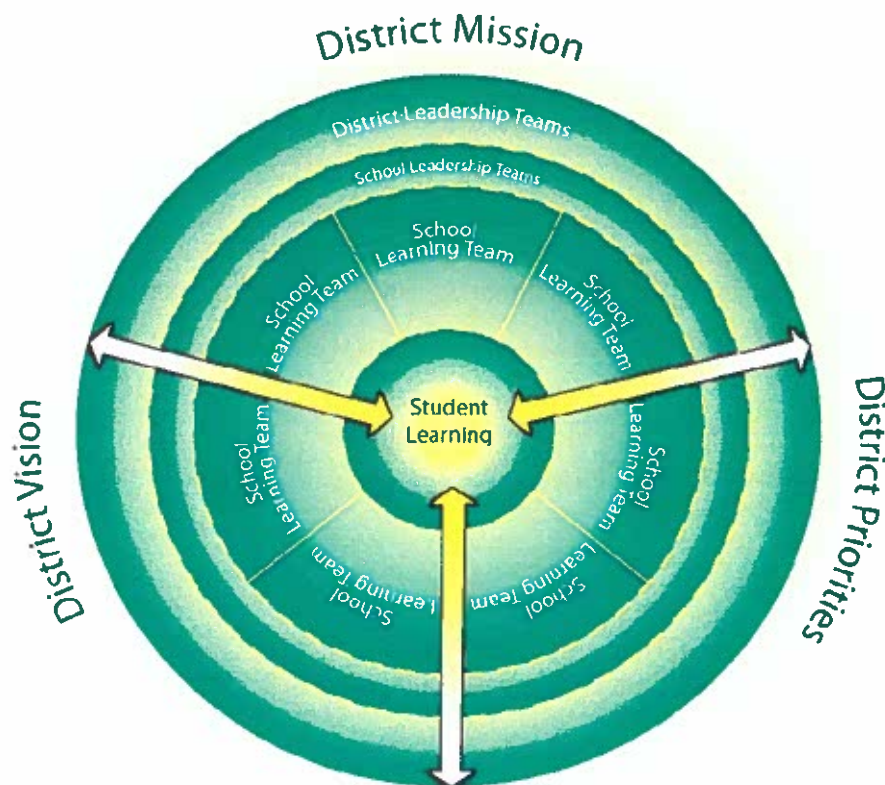
- Direction, guidance, and support in partnership with school leaders and school learning teams
- Program articulation and monitoring of programs and processes
- Curriculum map development
- Professional learning programs and support

Leadership competencies/skills include:

- Knowledge of effective team structures and protocols
- Collaboration leadership skills (clarity, committed listening, dialogue, making requests, securing promises, etc.)
- Full knowledge of curriculum maps, district policies and procedures
- Working understanding of formative assessment processes
- Looking at Student Work (LASW) structures and protocols
- Data Analysis for progress monitoring

In order to sustain and support team-based, assessment driven instructional improvement, Leadership Development sessions will focus on:

- Using the same skills and strategies we are asking instructionally focused teams of teachers to use
- Exploring specific behaviors and strategies that are being used to “lead the learning” and obtaining feedback from colleagues
- Solving problems (avoiding dependency, acting as thinking partners to one another, using collaborative leadership skills)
- Clarifying concepts essential to team-based, continuous improvement
- Sharing short term results, celebrating successes
- Focusing and shaping teams so that high levels of student learning results



Professional Learning: Meeting NYS Requirements

100 Hour Professional Learning Requirement Continuing Teacher & Leader Education (CTLE)

Under the State Education Department's new requirements for Continuing Teacher and Leader Education (CTLE) hours, teachers and teaching assistants holding a professional certificate are required to complete 100 hours of professional learning over 5 years to maintain their certification. Professional learning hours are tracked and self-reported by certificate holders. Verification of hours are submitted to the state for the following items:

- ☐ One-hour college credit (SUNY and other approved schools = 15 hours)
 - ☐ 3 credit course = 45 hours
- ☐ National Board Certification (during 5 year period)
- ☐ Superintendent's Conference Days (specific activities in the educator's content area, pedagogy, or language acquisition for English Language Learners)
- ☐ Fellowship
- ☐ Other acceptable clock hour activities:
 - ☐ Curriculum writing
 - ☐ Scoring state assessments
 - ☐ Hosting a student teacher:
Educators acting as a mentor to a teacher candidate may credit up to 25 hours of such time towards CTLE requirement in each registration period.
 - ☐ Mentoring/Collegial Coaching:
In accordance with the CTLE Regulations (2019), educators acting as a mentor to a new classroom teacher enrolled in a mentoring program may receive credit of up to 30 hours of such time towards their CTLE requirement in each 5-year registration period.
 - ☐ Study groups
 - ☐ Workshops
 - ☐ Teacher Center Action Research
 - ☐ Department/Grade Level/Faculty professional learning sessions (specific activities)
 - ☐ In/out of district conference
 - ☐ Teachers: Instructional Coaching/ESL Consultation
 - ☐ TA's: Working with Instructional Specialists/ESL Consultation

The content of the Rush-Henrietta Central School District's professional learning plan is being supported in part by Boards of Cooperative Education Services (BOCES), Regional Bilingual Education Resource Network (RBERN), Regional Special Education Technical Assistance and Support Center (RSE-TASC), Teacher Centers and their NYSED approved vendors.

Professional Learning Requirements Specific to English Language Learners (ELLs)

In accordance with CTLE Regulations (2019), during the educator's registration period they must also complete a minimum of 15% of their CTLE hours in language Acquisition, unless the BOCES or District

has a waiver. Anyone who holds an English to Speakers of Other Languages professional or a Bilingual Extension must complete a minimum of 50% of their CTLE hours in language acquisition. CTLE Regulations (2019) educators who hold a Teaching Assistant Level 3 certificate are also required to complete CTLE hours.

Throughout the year, professional learning activities applicable to ELLs are offered to teachers and administrators in order to meet the needs of our ELLs. These opportunities include online learning classes, study groups, and workshops. Additionally, throughout the year, staff members participate in seminars which are offered in district or through Monroe BOCES #1 and BOCES #2 and turn-key these seminars for members of the district. Professional learning topics will include: review of the changes to Commissioner's Regulations Part 154, co-teaching, differentiating instruction for ELLs with disabilities; language difference vs. language disability; understanding linguistic, cultural, and academic differences among ELL students and research based literacy, instructional strategies, tiered levels of interventions, and mental wellness of ELLS

CTLE Recording Keeping and Documentation Requirements

Educators must maintain personal records of completed continuing teacher and education leader (CTLE), including:

- The title of the activities;
- Total number of hours completed;
- Number of hours completed in content, pedagogy, language acquisition addressing the needs of English language learners;
- Approved CTLE sponsor's name and number;
- Educators' identifying information listed on the activities;
- Attendance verification; and
- Date and location of the activities.

Educators will be responsible for keeping track of their accumulated CTLE hours via the self-reporting system in eDoctrina. The Office of Professional Learning will provide access to CTLE certificates for all appropriate in-district provided professional learning opportunities. (A sample professional learning certificate can be found in Appendix D.) Educators should obtain a certificate from outside CTLE sponsors upon completion of approved professional learning activities. Such records must be retained for at least three years from the end of the registration period in which the CTLE was completed and be available for review by the NYS Department of Education upon request.

CTLE Sponsor Documentation

The district will maintain records of the CTLE awarded for eight years and will provide educators with either:

- A district-specific CTLE completion form *OR*
- Access to generate a CTLE certificate with the information requested on the CTLE completion form

Objectives and Strategies:

A. Objective: Provide professional learning opportunities at all stages of the profession.

Strategies:

1. Provide an induction program for new teachers and new administrators, including the Mentoring (Collegial Coaching) Program.
2. Provide orientation and training in required district instructional programs.
3. Support the ongoing work of small teams of teachers who meet regularly to analyze their students' data, determine instructional strategies, plan lessons, look at student work, and assist in ongoing problem solving.
4. Provide embedded, "just in time" professional learning for teachers and paraprofessionals.
5. Offer leadership opportunities for teachers through facilitation training, coaching cycles, School Based Inquiry training, study groups, action research, mentor training, as well as asynchronous self-directed online opportunities .

B. Objective: Provide professional learning programs based on professional learning research, theory, and best educational practices. (Appendix A, NYS PD Standards)

Strategies:

1. Use the NYS Next Generation Standards for Professional Learning to develop a common knowledge base for all staff in standards based teaching and learning..
2. Disseminate current research and professional information on best practices.
3. Provide embedded, "just in time" professional learning for teachers and paraprofessionals.
4. Provide professional learning to teachers on the Next Generation Learning Standards, School Based Inquiry, Data Driven Instruction, and the Teacher Evaluation System.
5. Maintain professional libraries, including professional articles, webinars and videos.

C. Objective: Provide opportunities that promote best teaching practices and improve student learning.

Strategies:

1. Provide support from instructional coaches by participating in coaching cycles.
2. Provide opportunities to meet and learn in collaborative groups (ex. department or grade level meetings, faculty meetings, collaborative group time).
3. Provide learning opportunities aligned with and implied by School Improvement Plans, Program (Department) Improvement Plans and including Danielson's Teaching Frameworks, and Next Generation Learning Standards.
4. Provide teachers with the opportunity to participate in professional learning as part of their daily work. Teachers work with building level instructional coaches, peer coaches, and colleagues. Professional learning is at the core of all faculty meetings and department/grade level meetings.

D. Objective: Establish professional learning that supports leadership development for administrators and teacher leaders.

Strategies:

1. Provide ongoing support for instructional coaches and teacher leaders.
2. Develop understanding of effective team structures and protocols.
3. Develop leaders' skills around collaboration, evidence-based observations, differentiated instruction, common formative assessment process, data analysis, Looking at Student Work structures and protocols, and providing effective feedback.
4. Provide new administrators with orientation and induction sessions throughout their first year.

E. Objective: Provide instructional and collegial support to new teachers and new administrators through the Rush-Henrietta Mentoring (Collegial Coaching) Program.

Strategies:

1. Tenured, permanently certified teachers who wish to be a Collegial Coach may apply to the Collegial Coaching Committee. Qualities of a Collegial Coach will include: ability to articulate and model good teaching practices; ability to demonstrate strong content knowledge; outstanding interpersonal skills; ability to make a time commitment to meet the needs of the new teacher(s); willingness to keep confidences; and a positive attitude toward the district, school, colleagues, and students. Every effort will be made for assignments to be in the same subject/grade level.
2. The role of the Collegial Coach is: to provide instructional and personal support for the new teacher; facilitate the growth and development of the new teacher; and share ideas, problem solve, promote reflective practice, and model collegiality.
3. Collegial Coaches participate in training for one day in August and a minimum of three training and meetings during the school year. Topics include, but will not be limited to: instructional planning; adult learning theory; observing instruction and peer coaching; Frameworks of Teaching; and reflective practice.
4. Collegial Coaching activities include, but will not be limited to: developing instructional plans; peer observations; role-playing of parent conferences; peer coaching; assisting with administrative requirements; examining student work together; and engaging the new teacher in reflective conversations.
5. Collegial Coaches meet with their new teacher(s) a minimum of one time per week on a scheduled basis. Collegial Coaches conduct three peer observations of the new teacher and give him/her feedback, review professional learning offerings with the new teacher, and are generally available as needed. Teachers are given release time when needed to conduct observations. New teachers are also given the opportunity to observe their Collegial Coach as well as other staff members. Collegial Coaches submit a monthly log to the Office of Professional Learning that will be a record of weekly meetings, peer observations, and the topics, concerns, questions, and goals that have been the focus of their meetings.
6. New administrators will be provided a mentor for their first year with Rush Henrietta. Modeled after the teachers' Collegial Coaching program, mentors will attend a mandatory training session prior to the start of the school year, schedule face-to-face meetings, and conduct observations of their new administrator. New administrators and mentors will meet for collegial roundtable discussions each quarter.

F. Objective: 100% of staff will meet the State requirement for school violence prevention and intervention, child abuse, and Dignity for All Students Act (DASA) training.

Strategies:

1. A district-wide safety team representing all stakeholders meets annually to review and recommend necessary refinements to the following district documents: code of conduct, attendance policy, and district-wide safety plans.
2. At least annually the Director of Student Safety meets with each school's Building Emergency Response Team to review a menu of crisis situations, drill each scenario, and update and revise the Emergency Plans as needed. The school's team and administration will train the school's staff on each of the various situations and scenarios.
3. Each building principal ensures that annual updates are presented to students, parents, and staff regarding behavioral expectations in alignment with SEL initiatives, the PBIS Framework, and Restorative Practices.

Evaluation of Professional Learning Programs:

Professional Learning Evaluation

Professional learning that positively impacts the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact. The design of any professional learning program or activity begins with answering the questions: *How does this program/activity relate to our vision?* and *What impact do we want to make on our students?* The evaluation of the professional learning program or activity asks: *What evidence do I have to support whether the intended impact on students has been made?*

Professional development will be evaluated through these means on an ongoing basis:

Five Levels of Professional Learning Evaluation		
<i>Evaluation Level</i>	<i>What Kinds of Questions Are Addressed?</i>	<i>How Will Information Be Gathered?</i>
Student Learning Outcomes	What was the impact on students? Did it affect student performance or achievement? Did it influence students' physical or emotional well-being? Are students more confident as learners? Is student attendance improving? Are dropouts decreasing?	Reviews of student work and data Questionnaires Structured interviews/conversations with teachers, administrators, students, parents
Participants' Use of New Knowledge and Skills	Did participants effectively apply the new knowledge and skills?	Questionnaires Structured interviews/conversations with participants and their supervisors Participant reflections Formal and informal observations
Organization Support and Change	Was implementation advocated, facilitated, and supported? Was the support public and overt? Were problems addressed quickly and efficiently?	District and school records Minutes from meetings Questionnaires Structured

	Were sufficient resources made available? Were successes recognized and shared? What was the impact on the organization? Did it affect the organization's climate and procedures?	interviews/conversations with participants and district or school administrators
Participants' Learning	Did participants acquire the intended knowledge and skills?	Paper-and-pencil instruments Demonstrations Participants' reflections (oral and/or written)
Participants' Reactions	Did they like it? Was their time well spent? Did the material make sense? Will it be useful? Was the leader knowledgeable and helpful? Were the refreshments fresh and tasty? Was the room the right temperature? Were the chairs comfortable?	Questionnaires administered at the end of the session <i>Evaluating Professional Development By: Thomas Guskey (see Appendix B)</i>

Needs Analysis

The following quantitative and qualitative information sources were analyzed to determine the focus and content of the Professional Learning Plan for 2025-2026.

Sources
Student Achievement Measures <ul style="list-style-type: none"> • NYS Assessments • District-based common assessments • iReady • AimsWebb • Student grades • Classroom formative assessments • Graduation rates
ESSA Data (Disaggregated): <ul style="list-style-type: none"> • Ethnicity • Gender • Students with disabilities • Social economic status • English Language Learners
NYSED BEDS Data
Instructional Council
University of Rochester Comprehensive Needs Assessment (2018-2021)
Equity and Inclusion stakeholders Steering Committee Recommendations to the BOE (2021)
Equity and Inclusion Advisory Council

Special Education Parent Advisory Council

School Improvement Plans (SIPs)

Program improvement Plans (PIPs)

District Priorities and Plans of Work

New Staff Surveys

- New Teacher Orientation (NTO)
- New Teacher Induction Series (NTI)

Professional Learning Preferences Staff Survey (2024)

Mental Health Surveys

- Staff, families, students
- DESSA (new 24-25)

Monroe County Youth Risk Behavior Survey (YBRS)

Data from Capstone Projects

Yearly Satisfaction Surveys

- Students and families (final year for student survey)
- Onboard of DESSA

Social Emotional Learning (SEL) Building Leadership Team

- Mid year and end of year rubric/self-assessment

Feedback from observations based on the Danielson rubric

Instructional Leadership Teams at Building

School Improvement Plan Walkthrough Data

Program Evaluation Reports

- ICoT (2021)
- Math AIS (2022)
- Restorative Practices (2024)

Professional Learning Needs Assessment Report (Spring 2024)

Ongoing Input Collected from Staff

- Voluntary District-Wide Surveys
- Faculty and Program/Department Surveys
- PLC Surveys

**PROFESSIONAL LEARNING FOCUS
2025-2026**

Goals	Priorities	Professional Learning Focus Topics
<p>Goal 1: Excellence for Every Student Rush-Henrietta will sustain and further develop its culture of academic distinction by championing the potential within every student. We will elevate instructional excellence and each students' educational journey, by focusing our efforts on the science of reading, instructional best practices, expanding access to advanced coursework and narrowing achievement gaps to empower all students to reach new heights of achievement and proactively bridge educational divides</p>	<p>1.1 Foster Professional Growth and Collaboration: Enhance district-wide professional growth opportunities by equipping educators with advanced instructional strategies and fostering a culture of collaboration. Focus on integrating professional learning and innovative teaching methodologies to improve educational excellence including the achievement of high student achievement levels, cultivation of student critical thinking, and the fostering of inclusive and equitable learning environments.</p> <p>1.2 Cultivate Engaging and Adaptive Learning Environment: A holistic approach to education that is culturally engaging, academically and intellectually challenging, and adapts to the diverse learning styles and interests of our students. Integrate critical thinking and problem-solving into</p>	<p>Professional Learning Communities (PLCs) for Building and District Leaders [1.1]</p> <ul style="list-style-type: none"> • Principals • Assistant Principals • Program Directors <p>Leadership Learning Lab (L3): Aspiring Leaders Program [1.1]</p> <p>GLEAM Framework [1.1, 1.2, 1.3]</p> <p>Frontline Professional Learning Platform (PLP) [1.1]</p> <p>eDoctrina [1.1, 1.2, 1.3]</p> <ul style="list-style-type: none"> • Observation & Evaluation • Curriculum & Assessments • Generating Reports • Data Analysis <p>Alignment to the NYSED CR-S Framework [1.1, 1.2, 1.3]</p> <ul style="list-style-type: none"> • High Expectations & Rigorous Instruction for All • Inclusive Curriculum & Assessment Practices • Ongoing Professional Learning & Support • NYU Culturally Responsive District Assessment and CRSE training <p>Best Instructional Practices [1.1, 1.2, 1.3]</p> <ul style="list-style-type: none"> • GLEAM • Culturally Affirming

	<p>all aspects of the curriculum and assessments and create ever evolving systems for actively incorporating student voices in shaping their learning experiences.</p> <p>1.3 Promote Access and Inclusion for Each Student: Comprehensive programs tailored to meet the needs of each learner and ensure each student has access to the same high-quality educational opportunities including support systems. Dismantle systems of biases to eliminate educational inequities.</p>	<p>Pedagogies</p> <ul style="list-style-type: none"> • Differentiated, Targeted Instruction • Instructional Practices to Best Support ELLs • Technology Integration • Literacy Across Content Areas: Increased Rigor • Effective Co-Teaching Strategies • Integration of SEL <p>Culturally Responsive Assessment Practices [1.1, 1.2, 1.3]</p> <ul style="list-style-type: none"> • Mindset • Revision and Retake Options • Performance Based • Feedback & Reflection • Assessment & Depth of Knowledge (DoK) • Embedded Tasks • PD from updated CRSE assessment tool <p>Language Essentials for Teachers of Reading and Spelling (LETRS) [1.1, 1.2]</p> <p>Eureka Math² [1.1, 1.2]</p> <p>Amplify/CKLA [1.1, 1.2]</p> <p>iReady [1.1, 1.2, 1.3]</p> <p>Implementation of NYS Next Generation Learning Standards [1.1, 1.2, 1.3]</p> <p>Restorative Practices Continuum</p> <ul style="list-style-type: none"> • Academic Circles [1.1, 1.2, 1.3] <p>Instructional Leadership Teams (ILT) [1.1, 1.2, 1.3]</p>
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		<ul style="list-style-type: none"> ● Program Development ● Protocols ● Best Practices ● Impact <p>Multi-Tiered Systems of Academic Support (MTSS) [1.1, 1.2,1.3]</p>
<p>Goal 2: Preparing Students for the Pathways to Tomorrow</p> <p>Rush-Henrietta will be a driving force for workforce development and a cornerstone for community growth. We are committed to forging and nurturing strategic partnerships with local businesses and industry leaders to create accessible, relevant, and enriching pathways that lead students from high-quality Career and Technical Education (CTE) experiences to postsecondary success. Through next-generation experiential learning and cutting-edge facilities, we will prepare students to thrive in their academic pursuits and careers, extending well beyond their K-12 journey.</p>	<p>2.1: Enhance Workforce Alignment and Readiness: A robust workforce readiness strategy that aligns with local industry demands including expanding work-based learning opportunities, integrating employability skills into the curriculum, and fostering direct partnerships with local businesses and non-profit organizations.</p> <p>2.2: Strengthen Career Counseling and Post-Secondary Planning: Comprehensive career counseling that actively assists students in identifying their interests and strengths, exploring viable career paths, articulating their progress toward their plan and developing personalized post-secondary plans.</p> <p>2.3: Sustain Lifelong Learning and Adaptability: Understanding and integrating lifelong learning skills within the educational experience, helping students</p>	<p>Information and Communication Technology (ICT) [2.1]</p> <ul style="list-style-type: none"> ● NYS Computer Science and Digital Fluency Learning Standards ● Use of Artificial Intelligence (AI) in instruction and planning ● Instruction of proper use of AI by students <p>Naviance [2.2, 2.3]</p> <ul style="list-style-type: none"> ● Pathways to Graduation ● Parent Summit on understanding pathways, graduation, etc.

	to navigate and adapt to the evolving workforce through critical thinking, problem-solving, and adaptability skills through targeted courses, internships, and extracurricular experiences.	
<p>Goal 3: A Foundation to Flourish for all Students</p> <p>Rush-Henrietta will cultivate a vibrant educational landscape where every student's engagement is ignited and positive behavior is naturally fostered. We commit to creating a nurturing and inclusive atmosphere that embraces the unique developmental journey of each individual. By elevating student voices and leadership, we will honor the diverse needs of our learners, providing affirming experiences that resonate with their stages of growth. Our environment will not only support but also celebrate every member of our school community, ensuring a foundation where all can flourish.</p>	<p>3.1: Prioritize Mental Health: Provide access to mental health professionals and support systems both internally and externally, focusing on proactive well-being research-based strategies and resources for crisis intervention for students and staff.</p> <p>3.2: Promote Inclusive Learning Opportunities: Inclusive learning environments that respect and embrace the voices and perspective of each student in addition to accommodating their needs, including those with disabilities and language barriers, ensuring that each student has the opportunity to thrive academically and socially.</p> <p>3.3: Instill a Positive School Culture: A school culture that recognizes and explicitly teaches positive behavior,</p>	<p>Problem of Practice- Supporting the Mental Health needs of our students and engaging families [3.1]</p> <p>Data Dashboard - Data Visualization tool to triangulate our data and support our problem solving around students, programs, and trends [3.2]</p> <p>Multi-Tiered Systems of Social-Emotional and Behavior Support (MTSS) [3.2]</p> <ul style="list-style-type: none"> • Teaming Practices • Multi-Tiered Interventions • DESSA data analysis and strategies <p>SEL Competencies: Building-wide implementation of SEL Practices</p> <p>Embedding SEL in the classroom [3.3]</p> <p>Restorative Practices Continuum [3.3]</p> <ul style="list-style-type: none"> • Community Building • Restorative Discipline • Mediation and Peer Mediation <p>Trauma Informed Care [3.3]</p> <p>URMC Clinics [3.1]</p> <ul style="list-style-type: none"> • Parent workshops/resources <p>November/January Professional</p>

	<p>encourages student involvement in school activities, and provides leadership opportunities which instill leadership qualities. Effectively address issues through student management practices to ensure a safe, welcoming and affirming environment for all students with the goal of reducing future issues from recurring.</p>	<p>Learning Days for Non Certified Staff [3.1, 3.2, 3.3]</p> <p>English as a New Language (ENL) [3.2]</p> <ul style="list-style-type: none"> • Referral Process and Eligibility criteria using MTSS • Refugee Culture • Developing and Implementing IEP's for ELLs <p>Specially Designed Instruction (SDI) (within the various service delivery models of the Continuum) [3.2]</p> <p>Expansion of Continuum of Services [3.2]</p> <p>FBA Development Process [3.2, 3.3]</p> <p>Effective IEP Writing/Development [3.2]</p> <p>Quality Transition Planning Aligned to Indicator 13 [3.2]</p> <p>Effective Co-teaching Models [3.2]</p> <p>Therapeutic Crisis Intervention for Schools (TCIS) [3.1, 3.2, 3.3]</p> <p>Referral Process and Eligibility Criteria for IEPs and 504s [3.1, 3.2]</p> <p>Annual Goals: [3.1, 3.2]</p> <ul style="list-style-type: none"> • Writing • Progress Monitoring <p>Integrated Co-Teach (ICoT) Services [3.1, 3.2, 3.3]</p>
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Goal 4: A Cohesive and Inclusive Community and Culture

Rush-Henrietta is dedicated to fostering a cohesive and welcoming community, where open communication serves as the foundation for unity. We champion pride, empathy, and cooperation as the cornerstones of our culture. Our commitment is to actively listen and integrate the diverse voices of our students, staff, parents, and community members, ensuring that everyone is part of our district's collective story. Through consistent and transparent dialogue, we will cultivate a shared vision that reflects our communal values and aspirations. Together, in the spirit of collaboration, we will continue our journey of growth, embracing a narrative that unites us and drives our district toward a flourishing future.

4.1: Develop Comprehensive Cultural Competence: Cultural competence, empathy, and global awareness are

developed across all grade levels, ensuring students are not only exposed to but actively engage with diverse cultures, perspectives, and community resources.

4.2: Strengthen an Inclusive and Safe School Climate: Policies and

practices that promote inclusivity, respect, and safety for each student, particularly focusing on creating environments where students can express their identities, learn about different cultures, and engage in respectful dialogue about differences.

4.3: Ensure Student and Staff Voice and Diverse Representation: Students and staff are involved in decision-making to ensure representation of diverse groups in school leadership roles, curriculum content, and teaching staff, thereby affirming that all students and staff see themselves reflected and valued in RHCS.

4.4 Prioritize Family and Community Active Partnership in the

Alignment to the NYSED CR-S Framework [4.1, 4.2, 4.3]

- Welcoming & Affirming Environment
- Implementing and Utilizing the Walkthrough Tool

Defining and Practicing Cultural Competence [4.1]

Safe Zone Training- Supporting our LGBTQIA+ Students, Colleagues and Families [4.1, 4.2, 4.3]

Behavioral Threat Assessment Management [4.2]

Equity and Inclusion Community Professional Learning Series [4.3, 4.4]

- NYU Turn-key CRSE training to build cultural competence, align to GLEAM, and district assessment tool

	<p>Learning Process: Families and communities are essential collaborators in their child's educational development, empowered with the knowledge and skills to support their child's learning journey and well-being and encouraged to participate within it.</p>	
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APPENDICES

APPENDIX A

New York State Attributes of Effective Professional Development & Professional Development Standards

- **Effective professional development fosters a culture of continuous improvement for all engaged in the learning endeavor.** Practices address the needs of professionals throughout their careers and embrace other stakeholders as participants in learning. Activities are evaluated both for effectiveness and impact on student learning.
- **Effective professional development is that which improves the learning of all students, including those with different educational needs, learning styles, and incremental abilities, and those from diverse cultural and linguistic backgrounds.**
- **Professional development is most effective when there are clear research-based expectations for what teachers should know and be able to do to support student learning.** These expectations are reflected in the New York State Code of Ethics for Educators, district Professional Development Plans, Annual Professional Performance Reviews, and Commissioner's Regulations related to teacher preparation and certification. They are also enumerated and reflected in collective bargaining agreements, job descriptions and assignments, performance appraisal systems, systems of rewards and incentives for teachers, and in the design and content of teacher professional development.
- **Professional development is most effective when it takes place in professional learning communities.** These learning communities might take various forms, but they are all characterized by ongoing learning. They encourage individual and collaborative exploration, practice, and reflection. They foster collegiality and problem solving, and they emphasize continuous improvement in classrooms and schools.
- **Professional development is most effective when there is collaborative leadership and shared responsibility for improving teaching and learning.** Collaborative leadership for professional development recognizes that the pursuit of excellence is never-ending and embraces the individual and collective goals and talents of teachers, paraprofessionals, parents, school administrators, school boards, district and state staff, institutions of higher education, unions, and other stakeholders.
- **Professional development is most effective when it is job embedded, directly relevant to classroom practice, provided over time, and when it provides opportunity for practice of new strategies, time to reflect on changes, and time to integrate new learning into the teaching practice.**
- **Professional development is most effective when adequate resources are provided.** Resources include money, people, and time. Resources necessarily come from a variety of sources, and must be sufficiently sustained over time to insure the full impact of professional development. Resources are adequate when they ensure that all educators can study, practice, reflect, receive feedback on practice, and implement knowledge and skills necessary to be effective with their students and others.

The Ten Standards for High Quality Professional Development

- 1. 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.
- 2. 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.
- 3. Research-based Professional Learning:** Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research.
- 4. Collaboration:** Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.
- 5. Diverse Learning:** Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
- 6. Student Learning Environments:** Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
- 7. 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.
- 8. Data-driven Professional Practice:** Professional development uses disaggregated student data 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.
- 9. Technology:** Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
- 10. Evaluation:** Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.



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Office of Teaching Initiatives
Albany, NY 12234
www.highered.nysed.gov/tcert/



APPENDIX B

FIVE LEVELS OF PROFESSIONAL LEARNING EVALUATION				
Evaluation Level	What Questions Are Addressed?	How Will Information be Gathered?	What Is Measured or Assessed?	How Will Information be Used?
1. Participants' Reactions	<ul style="list-style-type: none"> Did they like it? Was their time well spent? Did the material make sense? Will it be useful? Was the leader knowledgeable and helpful? Were the refreshments fresh and tasty? Was the room the right temperature? Were the chairs comfortable? 	<ul style="list-style-type: none"> Questionnaires administered at the end of the session 	<ul style="list-style-type: none"> Initial satisfaction with the experience 	<ul style="list-style-type: none"> To improve program design and delivery
2. Participants' Learning	<ul style="list-style-type: none"> Did participants acquire the intended knowledge and skills? 	<ul style="list-style-type: none"> Paper-and-pencil instruments Simulations Demonstrations Participant reflections (oral and/or written) Participant portfolios 	<ul style="list-style-type: none"> New knowledge and skills of participants 	<ul style="list-style-type: none"> To improve program content, format, and organization
3. Organization Support and Change	<ul style="list-style-type: none"> What was the impact on the organization? Did it affect organizational climate and procedures? Was implementation advocated, facilitated, and supported? Was the support public and overt? Were problems addressed quickly and efficiently? Were sufficient resources made available? 	<ul style="list-style-type: none"> District and school records Minutes from follow-up meetings Questionnaires Structured interviews with participants and district or school administrators Participant portfolios 	<ul style="list-style-type: none"> The organization's advocacy, support, accommodation, facilitation, and recognition 	<ul style="list-style-type: none"> To document and improve organizational support To inform future change efforts
4. Participants' Use of New Knowledge and Skills	<ul style="list-style-type: none"> Did participants effectively apply the new knowledge and skills? 	<ul style="list-style-type: none"> Questionnaires Structured interviews with participants and their supervisors Participant reflections (oral and/or written) Participant portfolios Direct observations Video or audio tapes 	<ul style="list-style-type: none"> Degree and quality of implementation 	<ul style="list-style-type: none"> To document and improve the implementation of program content
5. Student Learning and Outcomes	<ul style="list-style-type: none"> What was the impact on students? Did it affect student performance or achievement? Did it influence students' physical or emotional well-being? Are students more confident as learners? Is student attendance improving? Are dropouts decreasing? 	<ul style="list-style-type: none"> Student records Questionnaires Structured interviews with students, parents, teachers, and/or administrators Participant portfolios 	<ul style="list-style-type: none"> Student Learning Outcomes: <ul style="list-style-type: none"> Cognitive (Performance & Achievement) Affective (Attitudes & Dispositions) Psychomotor (Skills & Behaviors) 	<ul style="list-style-type: none"> To focus and improve all aspects of program design, implementation, and follow-up To demonstrate the overall impact of professional learning

APPENDIX C

Instructional Technology Professional Learning Model

District Vision: Five Year Instructional Plan

District technology learning goals:

- A student **empowered** learning environment will be established in all classrooms
- Teachers will have timely access to data to inform instruction and monitor student progress
- 21st century skills and literacy will be integrated in district curriculum

Professional Learning Goal

To ensure that teachers have the knowledge and skills necessary to meet the District technology learning goals.

Building Level Structure

1. **Library Media Specialist** (LMS) serves as the technology teacher leader (technology coach)
2. Each school will create a **technology support team** (principal, LMS, tech TA, exemplary technology-using teachers representing grade levels or course teams consisting of 8-12 members)
 - LMS will serve as the team facilitator
3. The **Technology Integration Specialist** (TOSA) will train LMS, and entire support team for short periods of time
 - Create experts on each application within the support team

Building Level Support

1. The technology support team will survey staff on their learning needs (using a specific technology skill based and best practices survey)
 - Pre-assessment
 - Have formative and post surveys as well to chart growth
2. The technology support team will use the results of the staff survey to create a well-defined menu of PD options, for teachers to choose from, including:
 - Embedded PD (technology support team)
 - Workshops
 - Study Groups
 - Classroom Based Learning Labs (Model Classrooms, Peer Learning Labs, Student Centered Learning Labs)
 - Online learning resources and Web based resources (YouTube videos, articles, webinars, blogs, use of Intranet)

Personalized Learning Network

Teachers decide what they need to learn, based on the goals of the District, and then create their own goals, tasks, and methods to learn. A starting point for creating a Personal Learning Network (PLN) can be a teacher or administrator asking “what problem do I want to solve?” In addition to workshops, study groups, data based discussions with colleagues, and working with instructional/tech coaches; leverage the power of technology to network, connect, confer and follow local, regional, national, and international colleagues and experts.

A way to get started in thinking about personalized learning: Just enough, just in time, just for me.

APPENDIX D



The Rush-Henrietta Central School District

2034 Lehigh Station Road, Henrietta, NY 14467

Certifies that

<<FIRST NAME>> <<LAST NAME>>

<<Email>>

Participated in the following Professional Learning

<<WORKSHOP>>

<<Date>>

Total hours attended: <<Total Hours>>

Area(s) of activity: <<Activity>>

Dominic Piacentini

Director of Professional Learning & Program Evaluation

dpacentini@rhnet.org 585-359-5019

Approved Sponsor Name: Casey van Harsel

NYSED Approved Provider Identification Number: 3



Venue: Rush Heretta Central School, Elmsford
Address: 2334 Wagh Station Road, Elmsford, NY 10467
Approved Sponsor Name: Rush Heretta Central School District
Approved Sponsor Identification Number: 2

First Name	Last Name
John	Doe
Jane	Smith
Michael	Johnson
Emily	Williams
David	Brown
Sarah	Miller
James	Wilson
Alice	Moore
Robert	Taylor
Olivia	Anderson
William	Thomas
Isabella	Clark
Benjamin	White
Mia	Green
Ethan	Black
Ava	Gray
Noah	Red
Charlotte	Blue
Liam	Orange
Amelia	Purple
Lucas	Pink
Sophia	Yellow
Mason	Green
Evelyn	Blue
Logan	Orange
Harper	Purple
Sebastian	Pink
Penelope	Yellow
Carter	Green
Chloe	Blue
Wyatt	Orange
Madison	Purple
Grayson	Pink
Lillian	Yellow
Jack	Green
Scarlett	Blue
Levi	Orange
Grace	Purple
Matthew	Pink
Kennedy	Yellow
Nathan	Green
Madelyn	Blue
Christopher	Orange
Elizabeth	Purple
Andrew	Pink
Savannah	Yellow
Joshua	Green
Abigail	Blue
Isaac	Orange
Brooklyn	Purple
Elijah	Pink
Victoria	Yellow
Samuel	Green
Madeline	Blue
Benjamin	Orange
Chloe	Purple
Lucas	Pink
Sophia	Yellow
Mason	Green
Evelyn	Blue
Logan	Orange
Harper	Purple
Sebastian	Pink
Penelope	Yellow
Carter	Green
Chloe	Blue
Wyatt	Orange
Madison	Purple
Grayson	Pink
Lillian	Yellow
Jack	Green
Scarlett	Blue
Levi	Orange
Grace	Purple
Matthew	Pink
Kennedy	Yellow
Nathan	Green
Madelyn	Blue
Christopher	Orange
Elizabeth	Purple
Andrew	Pink
Savannah	Yellow
Joshua	Green
Abigail	Blue
Isaac	Orange
Brooklyn	Purple
Elijah	Pink
Victoria	Yellow
Samuel	Green
Madeline	Blue
Benjamin	Orange
Chloe	Purple
Lucas	Pink
Sophia	Yellow
Mason	Green
Evelyn	Blue
Logan	Orange
Harper	Purple
Sebastian	Pink
Penelope	Yellow
Carter	Green
Chloe	Blue
Wyatt	Orange
Madison	Purple
Grayson	Pink
Lillian	Yellow
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Scarlett	Blue
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Grace	Purple
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Kennedy	Yellow
Nathan	Green
Madelyn	Blue
Christopher	Orange
Elizabeth	Purple
Andrew	Pink
Savannah	Yellow
Joshua	Green
Abigail	Blue
Isaac	Orange
Brooklyn	Purple
Elijah	Pink
Victoria	Yellow
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Madeline	Blue
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Sophia	Yellow
Mason	Green
Evelyn	Blue
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Scarlett	Blue
Levi	Orange
Grace	Purple
Matthew	Pink
Kennedy	Yellow
Nathan	Green
Madelyn	Blue
Christopher	Orange
Elizabeth	Purple
Andrew	Pink
Savannah	Yellow
Joshua	Green
Abigail	Blue
Isaac	Orange
Brooklyn	Purple
Elijah	Pink
Victoria	Yellow
Samuel	Green
Madeline	Blue
Benjamin	Orange
Chloe	Purple
Lucas	Pink
Sophia	Yellow
Mason	Green
Evelyn	Blue
Logan	Orange
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Madison	Purple
Grayson	Pink
Lillian	Yellow
Jack	Green
Scarlett	Blue
Levi	Orange
Grace	Purple
Matthew	Pink
Kennedy	Yellow
Nathan	Green
Madelyn	Blue
Christopher	Orange
Elizabeth	Purple

Date of Birth: _____ Teacher ID number: _____

[illegible]

Print Name of Administrator: _____ Date: _____

Total hours: 8

Signature of Administrator

Certifying Officer:

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