

DUANESBURG CENTRAL SCHOOL



PROFESSIONAL DEVELOPMENT PLAN

June 2017-18

TABLE OF CONTENTS

- I. Preface**
- II. Professional Development Planning Team**
- III. Needs/Data Analysis for Professional Development Planning**
- IV. Professional Development Goals**
- V. Various Options for Obtaining Professional Development Hours**
- VI. Implementation Plan**
- VII. Professional Development Evaluation Process**
- VIII. Statement of Assurances**
- IX. Appendices**

PROFESSIONAL DEVELOPMENT PLAN

I. PREFACE

As of July 1, 2016 all professionally certified teachers are required to complete 100 hours of Continuing Teacher and Leader Education (CTLE) professional development every 5 years. This must include 15% of the hours dedicated to language acquisition. The Professional Development Plan provides meaningful educational offerings which support continued student academic growth and excellence. The purpose of the Plan is to support the members of our educational community as they continue to grow, develop, and enrich their professional expertise.

II. PROFESSIONAL DEVELOPMENT PLANNING TEAM

The Professional Development Planning Team may be composed of the following members (chairperson or co-chair determined on an annual basis):

- Superintendent or designee
- Parent Representative
- Representative of higher education institution
- Curriculum Coordinators
- Mentor Program Representative
- Teachers (majority of members must be teachers, nominated by the Duaneburg Teachers' Association; appointed by the Board of Education)

III. NEEDS/DATA ANALYSIS FOR PROFESSIONAL DEVELOPMENT PLAN-

Student needs are reviewed on an annual basis. The offerings of the Professional Development Committee are derived from the following key indicators of student success (to include, but not limited to):

<ul style="list-style-type: none"> · School Report Card · Standardized Test Scores · Regents Exams · Mastery Level Achievement · 4s and 5s on Advanced Placement Tests · Board of Education Goals · Student Report Card · K-8 Fountas & Pinnell and Benchmarks · Student and Parent Evaluation · N.Y.S. Assessments in 3rd through 8th Grade · NWEA Measures of Academic Progress · Student Learning Objectives 	<ul style="list-style-type: none"> · Out-of-District Placements · Number of In-School and/or Out-of-School Suspensions · Number of Pupils in Need of Supervision (PINS) filed · Number of students identified by the Committee on Special Education · Students in need of a 504 Accommodation Plan · Referrals for Response to Intervention · Number of students failing classes · Teacher surveys · Student Drop-out Rate · PBIS Data
---	--

IV. PROFESSIONAL DEVELOPMENT GOAL

Based upon information gathered from the analysis of student needs, and reviewing information from a variety of sources, the following goals and short-term objectives are established:

Goal: Provide meaningful CTLE offerings which support continued student academic growth and excellence.

- **Objective #1:** Prioritize the greatest student needs using data analysis
- **Objective #2:** Identify strategies to address those needs

Goal: Support the members of our educational community as they continue to grow, develop, and enrich their professional expertise.

- **Objective #1:** Provide meaningful professional experiences that will allow for continued educational growth and will lead to improved instructional practices.

- **Objective #2:** Enhance the personal and professional development of new teachers as they accrue their 100 hours requirements.

V. VARIOUS OPTIONS FOR OBTAINING PROFESSIONAL DEVELOPMENT

As outlined in NYSED law sect 3006, all provide a CTLE approval number. Content of courses, workshops, and other professional development experiences should be directly related to:

- District Goals
- Enhancing rigor and subject matter
- Increasing teacher knowledge, use and application of current evidence based teaching techniques
- Broadening and enhancing ability to apply accurate and appropriate assessment methodologies
- Enhancing skills in managing individual students and classrooms
-

Hours Calculation

For credit-bearing university or college courses, each semester-hour of credit shall equal 15 clock hours of CTLE credit, and each quarter-hour of credit shall equal

CTLE Options

District provided CTLE offerings include:

- Faculty Meetings providing professional development related to the district goals, or NYS Learning Standards

Professional Development Opportunities occurring during school hours, or requesting district payment, must be submitted to the PDC for approval. Only approved sponsor providers will be approved. All submitted requests must be 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. Also considered will be training in areas identified as areas needing improvement through the APPR process. Teachers and Administrators certified after February 2004 are required to acquire 100 hours of Professional Development every 5 years, And 30 hours of language Acquisition. At the end of each year, teachers should schedule a time to meet with their building principal to confirm the professional development hours that have been completed. Teachers must keep a copy of all CTLE hours for 8 years. **It is the responsibility of the teacher to maintain a record of**

completed professional development hours which includes: the title of the program, the number of hours completed, the sponsor's name and the CTLE sponsor's number, attendance verification, and the date and location of the program. An example of a record sheet is attached as Appendix C.

VI. **IMPLEMENTATION PLAN**

Goal: Provide meaningful CTLE offerings which support continued student academic growth and excellence

- **Objective #1:** Use data to prioritize the greatest student need.
- **Objective #2:** Identify strategies to address those needs

Goal: Support the members of our educational community as they continue to grow, develop, and enrich their professional expertise.

- **Objective #1:** Provide meaningful professional experiences that will allow for continued educational growth and will lead to improved instructional practices.
- **Objective #2:** Enhance the personal and professional development of new teachers as they accrue their 100 hours requirements.

Strategy	Activities	Who	Frame	Evaluation
Provide staff with training in school violence prevention and intervention & anti-bullying	Presentation at faculty meetings; Positive Behavior Interventions and Supports (PBIS) – opening assembly, continued training for staff	PDC, Admin. PBIS Teams	2014-2018	Completed, ongoing
Coordinator meetings and grade level meetings to continue working on K-12 curriculum	Break-out sessions at faculty meetings by department/content; In-House Trainers provide support in sessions; Superintendent Conference Days	Admin.	2014-2018	Completed, ongoing
Common Core Standards	Align current curriculum to Common Core, specifically K-12 Writing; Attendance at various workshops; Superintendent Conference Days	Admin., BOCES, PDC, Literacy Coach, Data Coach	2014-2018	Completed, ongoing
Data-Analysis/Inquiry Teams	Continued use of data analysis of student assessments at meetings; Analyze data from NWEA Measures of Academic Progress; Initiate use of data for progress monitoring and to drive instruction.	Admin., BOCES, Data Coach	2014-2018	Completed, ongoing
Differentiated Instruction	Shared training in variety of strategies using faculty meetings, Rtl meetings, and grade level meetings.	Faculty	2014-2018	Ongoing / next year
Collaborative Teaching across disciplines & including spec. ed. Infusing 21 st Century Skills into lessons (critical thinking, problem-solving, communication, and collaboration)	Shared training in variety of strategies; Presentation at faculty meetings; K-12 Writing Initiative	Faculty Admin, PDC	2014-2017	Completed

Strategy	Activities	Who	Frame	Evaluation
Higher Order Thinking Skills (HOTS) Higher Order Questioning	Superintendent day workshops and one on one sessions with a BOCES coach to improve rigor in the classroom.	BOCES Coaches, BOCES training, Superintendent Days, APPR	2017-2018	Ongoing

VII. PROFESSIONAL DEVELOPMENT EVALUATION PROCESS

The purpose of evaluation is to measure student achievement and professional practices. The evaluation process includes:

- Evaluation of student achievement as compared to grade level Bench marks;
- Evaluation methods include analysis of standardized tests;
- Evaluation reporting methods include the New York State School Report Card, local reporting systems, and APPR.

VIII. STATEMENT OF ASSURANCES

The Superintendent certifies that:

- Planning, implementation and evaluation of professional development plan has been 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 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 will be improved and assessed;
 - Indicates how each teacher in the district will participate; and
 - Reflects congruence between student and teacher needs and district goals and objectives.
- The plan has provisions to evaluate effectiveness, and a mechanism to adjust activities based upon the evaluation.
- The plan was adopted at a public meeting of the Board of Education.
- On an annual basis the plan will be reviewed and/or updated.

Appendix A List of PD Committee members 2017-18

- Christine Crowley Superintendent of Schools
- Penny Hardenstine Director of Instructional Studies, PDC Chair
- Andrea Conover ES Principal
- Jodi Marvin Jr/Sr. HS Principal
- Lisa Dennison HS Teacher
- Mark Ferreira HS Teacher
- Mary Neitzel ES Teacher
- Melissa Walsh ES Teacher
- Polly Benjamin ES Teacher
- Melanie O'Neill ES teacher
- Stephanie Ferlazzo HS Teacher

Appendix B Approved list of CTLE providers

- All courses listed on My Learning Plan
- All Capital Region BOCES offerings
- CASDA
- Center for Autism and Related Disabilities
- The College Board-(AP and Pre-AP Professional Development)
- Henry Wallace Education Center-NY Fall Trout in the Classroom Teacher Training
- NYS Association of Family and Consumer Science Educators
- NYS Association of Health and Physical Education recreation and Dance
- ELA Coach-(Through BOCES) Lisa Ball
- Math Coach-(Through BOCES) Theresa Billington
- The Teacher Center
- SAANYS
- NYSUT
- NYSAPHERD
- MiSci
- PSEI
- Schenectady County Community College
- WECA
- Google Training
- NYS DEC

Appendix C Conference requests

Request for Conference Attendance Procedure

1. All conference requests need to be submitted in time to go through the process.
2. If there is a conference that requires a fee (except the sub cost), the teacher needs to immediately send an e-mail to the Business Official with details about the conference and cost. **NOTE:** This does not guarantee approval, but starts the process if you are approved.
3. The building principal must sign the form first if he/she supports the request.
4. The form needs to go to the administrator in charge of the PD Committee. **NOTE:** PDC meets the first Thursday of the month.
5. If the PDC supports the request, they will sign off on it with exactly what they recommend to be paid.
6. It then goes to the superintendent for his/her approval.
7. Until and if the teacher gets the signed conference request form back with the superintendent's signature, he/she may not assume they are approved. When approved, he/she may sign up.
8. Teachers must present a brief summary of the conference at their next building faculty meeting as a condition of attendance.

Duanesburg Central School District Request for Conference Attendance

Directions: Please submit a Requisition Form attached to this form, to your building Principal for approval, one month prior to the conference date.

Name: _____

Conference: _____ Location: _____

Name of Organization/Person Providing the CTLE Training: _____ Sponsor ID # _____

Will you be paid or offered any honorarium, stipend, etc. by the trainer/organization to attend? _____ Yes _____ No _____ If

yes, please specify: _____

HS - Please list number of classes you have missed for each period this year:

Period: 1: _____ 2: _____ 3: _____ 4: _____ 5: _____ 6: _____ 7: _____ 8: _____

ES - Please list number of days out of class to date: _____

Date: _____ Cost: _____

How does this conference relate to the mission and goals of DCS?

Principal Signature

Superintendent Signature

Conference Report Form

Directions: Please submit this form to your building Principal after attending your conference.

Name: _____ Conference: _____

Location: _____ Date: _____

Significant ideas, information, and/or procedures discussed at this conference:

Appendix D CTLE Certificate

The University of the State of New York
 THE STATE EDUCATION DEPARTMENT
 Office of Teaching Initiatives
 88 Washington Avenue
 Albany, New York 12254
www.highered.nysed.gov/teart

Completion of Approved Continuing Teacher and Leader Education (CTLE) Hour(s) Certificate

A CTLE must be completed with Approved Sponsors and be reported using this form in addition to any electronic reporting requirements.

Instructions for the Trainee:

Please complete Section I and retain your copies for eight years. It is not necessary to send a copy of this form to the Office of Teaching Initiatives unless it is requested in the event of an audit or for use in obtaining an Initial Reissuance. A separate form must be completed for each training.

Instructions for the Approved CTLE Sponsor:

Please complete Sections II and III. These sections must be completed by the Approved CTLE Sponsor authorized individual. Sponsors must verify that the trainee completed the activity, the title, date(s) and number of hours awarded. Records must be retained for a period of eight years. You may use an alternative form or format, however that alternative must capture the same information that is requested on this form.

Section I			
First Name:		Last Name:	
Date of Birth:		Middle Initial:	
Last 4 Digits of the Social Security Number:			
Section II			
Name of Vendor:			
Street Address:		City:	State:
Zip Code:			
CTLE Activity Title: _____ <small>(Qualification/subject/grade level, etc.)</small>			
Select One or More Areas of Activity: _____ Pedagogy _____ Content _____ English Language Learning _____			
CTLE Date(s): From: _____ to: _____		Number of hours awarded: _____	
<small>(mm/yy)</small>		<small>(mm/yy)</small>	
Section III			
I certify that the individual listed in Section I completed the CTLE cited above pursuant to Subpart 80.6 of the Regulations of the Commissioner of Education.			
Approved Sponsor Name: _____			
Print Name of Authorized Certifying Officer: _____			
Signature of Authorized Certifying Officer: _____			
Approved Provider Identification Number: _____		Date: _____	
Email: _____		Phone #: _____	

(Rev. 06/2016)

