

DUANESBURG CENTRAL SCHOOL



PROFESSIONAL DEVELOPMENT PLAN

June 2016

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PROFESSIONAL DEVELOPMENT PLAN

I. PREFACE

The Professional Development Plan is a means to provide meaningful educational experiences that allow for continued student academic excellence. The Plan is also a means to support the members of our educational community as they continue to grow and enrich their professional lives.

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
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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 educational experiences that allow for continued student academic 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 and enrich their professional lives

- **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 175 hours requirements.

V. VARIOUS OPTIONS FOR OBTAINING PROFESSIONAL DEVELOPMENT

Content of courses, workshops, and other professional development experiences should be directly related to:

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

District Approved:

Credit Bearing at accredited University or College
District Sponsored Courses/Offerings

Local Options

- Faculty Meetings (part related to pedagogy, NYS Learning Standards)
 - Team Meetings
 - On-Line Courses
 - Other unique professional development opportunities
- BOCES Sponsored Offerings – VISTA, NERIC, SETRC
Mini-Grant Recipients
DCS Superintendent's Conference Day
Reading Professional Materials
Presentations at District, Regional, State or National Conferences
Participation in Service to the School District through Projects
- Strategic Planning Committees
 - PD Committee
 - Action Research & Study Groups
 - District Level Committee Work
 - Response to Intervention

Additional Local Options

Cooperating Teacher for Student Teacher – Teachers must obtain **prior approval from the building principal** to host a student teacher.

Criteria for Cooperating Teacher:

- 3 years of teaching experience, and tenured in the subject area in which your student teacher is earning their certification
- Well-versed in Professional Teaching Standards and use these standards to guide daily practice and provide feedback to student teacher
- Read and understand the guidelines set by student teacher's university regarding specific roles and responsibilities

Responsibilities:

- Model and provide various strategies for effective instruction and classroom management
- Observe the student teacher to offer regular feedback in regard to instruction and classroom management
- Communicate daily with student teacher addressing areas of strengths and weaknesses
- Offer opportunities for student teacher to participate in non-instructional duties including staff meetings, committee work, parent/teacher conferences, etc.

Professionally Certified Teachers may accrue:

- 8 weeks = 7.5 hours
- 16 weeks = 15 hours

Professional Development activities must be related in some way to courses that you teach at DCS – general principles concerning instruction, learning, and classroom control could be included, as well as content-specific training.

Teachers and Administrators certified after February 2004 are required to acquire 175 hours of Professional Development every 5 years. At the end of each year, these teachers need to meet with their building principal to confirm the professional development hours that have been completed. The certificate holder shall maintain a record of completed Professional Development which includes: the title of the program, the number of hours completed, the sponsor's name and any identifying number, attendance verification, and the date and location of the program. The teacher submits information to the building principal who then passes it on to Central Office Human Resources for submission to Teach On-Line Services. The district recommends using Form A attached in the Appendix.

VI. IMPLEMENTATION PLAN

Goal: Provide meaningful educational experiences that allow for continued student academic growth.

- **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 and enrich their professional lives

- **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 175 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	2014-2017	Completed, ongoing
Dept 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.	2014-2017	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	2014-2017	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	2014-2017	Completed, ongoing
Response to Intervention	Continuing to implement protocols and procedures for Rtl for District K-12;screening student reading levels K-12 with Benchmarks and math K-12; Progress Monitoring - training implementation	Rtl Committee	2014-2017	Ongoing / next year
Differentiated Instruction	Shared training in variety of strategies using faculty meetings, Rtl meetings, and grade level meetings.	Faculty	2014-2017	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	Ongoing / next year

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, and local reporting systems, 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.