Proposed Professional Development Plan
Northeastern Clinton Central School District

Mission

Recognizing that our goal is to provide a classroom setting which allows for different student ideas, passions, and learning styles, the district shall establish a professional development plan to improve the quality of teaching and learning by ensuring that teachers, paraprofessionals, and support staff participate in substantial professional development to improve student achievement and to build a collaborative learning community.

The Plan

Part A

Needs Analysis conducted by the Professional Development Team

- Annual employees survey to assess professional development needs
- Annual review of student performance data via sharing of New York State Assessment results

Part B

Annual Professional Performance Review: Components of evaluation addressed in the APPR plan (8 NYCCR section 100.2) include but are not limited to the following:

- Content knowledge
- Preparation for pedagogical practices
- Meaningful instructional delivery
- Classroom management skills
- Knowledge of student developmental needs
- Assessment aligned with state learning standards
- Collaboration within the learning community
- Reflective practice

Part C

The Mentor Program will address qualifications, training procedures, activities, and documentation for mentors and mentees aligned with NYS school law.

Goals

The district has identified school improvement initiatives based on a need analysis survey. The survey results along with the recommendations from the Professional Development Committee will drive our professional development plan for a three year period. (See Attachment A) Priority themes for K-12 professional development reflect these goals. Priority themes identified by the PD Team will be targeted for ongoing and sustained professional development. Progress will be evaluated annually. All annual training required by the state will also be part of this plan.

Objective

Each priority theme will be outlined according to strategy, people involved, timeline, and performance measures/data source. These are presented in charts A-F accompanying this plan. The themes for the 2010-2013 professional development plan include:

1. Literacy and Teaching Reading and Writing
2. Curriculum Alignment and Mapping Technology for 21st century learners
3. Training faculty and staff in the use of Technology
4. Mentoring
5. Dropout Prevention
6. Training on the integrated special education model

Process

Every three years the board-appointed professional development team will review and update the professional development plan. The team will use information from the needs analysis and evaluation of previous year's activities, as well as recommendations from building principals based on teacher annual professional performance reviews. Evaluation is essential to ensure that professional development is continuous and sustained and that training has proven effective in increasing student achievement and the quality of instruction.

Time Allotments

<u>Conference Days</u>
Superintendent's conference days shall be used annually for required training, in-service, or other activities as determined by the professional development team.

<u>Early Dismissal/Common Planning Time</u>
Early dismissal days will allow for required training, curriculum mapping and alignment, best literacy practices, instructional improvements, collaboration, and building communication networks. Hands-on, teacher-led technology workshops may be offered at this time.

Professional Learning/Focus Groups

The district will provide ongoing opportunities throughout the school year 2010-2011 for voluntary group professional study or focus groups. The district will provide coordination, space and materials for such groups to meet.

Workshops/Conferences

Subject to the approval of the superintendent and the determination that the conference is aligned with systemic district priority themes, each teacher may be allotted funds, as per contract, to attend workshops or conferences. It is expected that informal reports will be provided, verbally or in writing, to the building principal, to strengthen information sharing that will help us build professional learning communities. A written report will be submitted to the Superintendent after each workshop or conference attended.

Expected Participation

Teachers, staff, and paraprofessionals will attend all required training and are encouraged to participate in collaborative professional learning. The district will recognize that all stakeholders need to be lifelong learners and need to develop 21st century collaborative and workplace skills. These combined expectations will contribute to building a positive school culture.

Articulation

The three year professional development plan will be designed to offer consistency among student needs in general and special education across grades K-12. Every effort will be made by the district to provide follow-up to ensure that professional development is continuous and sustained.

Evaluation

Progress toward goals and priority themes will be evaluated annually. The results of analysis will be shared with the Board of Education. Evaluation tools may included

- Electronic or paper surveys of sessions, activities or conferences
- Teacher verbal and/or written reports to building principal
- Teacher may choose to share learning or teaching outcomes at faculty meetings
- NYS School Report card
- NYS Assessment Data of growth & achievement among subgroups
- Examination of local school records

PROFESSIONAL DEVELOPMENT PRIORITY THEMES
2010-2011

Theme 1 - Literacy and Teaching Reading and Writing

Primary teachers will explore materials, instructional strategies, and instructional groupings to instruct all children in meeting the New York State ELA standards for reading, writing, listening, and speaking. They will implement a balanced literacy model (Response to Intervention model) and spend time aligning the K-5 curriculum horizontally and vertically. Intermediate and middle level teachers will implement and continue the 100 Book Challenge program as well as the 6 Traits plus 1 writing process. Core teachers and special educators will collaborate on interdisciplinary project-based units to promote access to general education for low income and students with disabilities. High school teachers will implement and continue to use the Accelerated Reader program. Furthermore, the Wilson Reading Program may be used by trained Wilson staff members to improve the reading level for selected students in the district.

Theme 2 - Curriculum Alignment and Mapping

Northeastern Clinton Central School has partnered with CVES in the area of curriculum mapping. Specifically, the district contracted with Rubicon Atlas to provide an interactive on-line database for our curriculum maps. This technology allows teachers to interact and share information with colleagues, administration, and parents. Through embedded staff development with small groups of teachers the district has helped organize, communicate, and disseminate curriculum for input onto Rubicon Atlas. The middle school is currently completing the second year in a three year journey to fully implement curriculum maps. Currently the two elementary buildings and high school are in year one of the mapping process. Curriculum maps should be considered "living and breathing" documents and the district is committed to ongoing professional development with CVES.

Theme 3 - Technology

Teachers will continue to develop 21st century technology skills to support teaching and learning. Professional development in technology will be achieved through a model of teacher leadership where staff voluntarily shares their expertise in a cooperative, hands-on learning environment. A previous district-wide technology survey indicated interest in the following areas: Smart Board technology, web page design, electronic grade book, intermediate and advanced PowerPoint, intermediate and advanced EXCEL, beginner and intermediate ACCESS, digital cameras and scanners, newsletter publication, and others. In addition ongoing training will be available for Cleartrack (AIS and IEPs), Rubicon Atlas (Curriculum Mapping program), Data Mentor (NERIC on-line data base for state test analysis of state assessments)

Theme 4 – Continue to provide orientation of new/faculty & staff and mentoring for new Teachers

Holders of the Initial and Conditional Initial certificate must receive mentoring in their first year of teaching or school building leadership service in a public school district. An exception to this requirement applies to certificate holders who have at least two years of

teaching or educational leadership service, respectively, prior to receiving the Initial or Conditional Initial certificate; they may be exempt from this requirement.
The purpose of the mentoring requirement is to provide beginning educators in teaching or school building leadership service with support in order to gain skillfulness and more easily make the transition to one's first professional experience under an Initial certificate. Satisfaction of a mentored experience is one of the requirements individuals must meet in order to qualify for the Professional certificate. In addition the district provides mentoring to teachers in their second year of teaching.

The mentor should expect to assist the mentee in the following:

- Learning building procedures
- Promoting new and innovative practice through co-planning and co-teaching
- Developing sound classroom management strategies
- Developing effective parent communication strategies
- Completing Report cards
- Implementing home-school communication strategies
- Preparing for open house and parent-teacher conferences
- Provide opportunities for observation of effective teachers

Theme 5 - Dropout Prevention

At the elementary level exploration and implementation into Positive Behavioral and Intervention Strategies (PBIS) is occurring. PBIS is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior. This approach will allow all students, including the at-risk students, to make strong connections with the school community. School-wide PBIS is a systems approach that emphasizes prevention and instruction on social skills to both reduce problem behavior and improve academic performance.

At the middle school level the staff will continue to focus on the at risk population by providing students opportunities to stay connected to school through school counselors and resource agencies outside of school.

The district is starting a pre-CV-TECH program to give the "at risk" students more opportunities for "real-world" learning so that students can see the connection between school and employment opportunities. Furthermore, the more immediate goal of the program is to make "at-risk" students successful at NCCS making them eligible to attend CV-TECH the 11th grade year.

Theme 6 - Training on the integrated special education model

Teachers in the district will receive training and support in the integrated teaching model. The process will focus on effective and appropriate co-teaching in the classroom, collaboration in differentiated lesson design, and effective planning by both teachers. In particular, training should help teacher and co-teacher develop effective communication in reference to daily, weekly, and monthly teaching schedules.

Professional Development for New Teachers Holding Professional Certificates

In accordance with the commissioner's regulations (8 NYCRR sections 80-3.6) professional development plans must describe how the school district will provide opportunities to help teachers holding professional certificates maintain certification through the completion of 175 hours of professional development every five years. Options include but not limited to:

- Faculty meetings
- Superintendent's Day activities
- Teacher Center
- Workshops
- SAVE Legislation
- Curriculum mapping and alignment
- Mentor training
- RTI Response to Intervention
- NYS Learning Standards related to the content areas
- Differentiated Instruction
- ELA/Math assessments grades 3-8
- 100 Book Challenge
- Accelerated Reader
- Balanced Literacy
- Technology
- Professional Development offered by NCCS Literacy Coach

<u>Documentation</u>

Individuals needing to meet these requirements are responsible for maintaining a district log of their professional development hours. This form is available at the beginning of each year from the building principals. At the end of the school year, it is the individual's responsibility to submit the completed log to the building principal, who will sign it and forward to the district clerk.

Goal 1 – **Implement Literacy/Teaching Reading & Writing Strategies**

Strategy The District will:	Implemented		Timeframe	Performance Measures/ Data Source
	By	For		
A. Provide in-service training for all teacher/staff/para-professionals on (RTI) Response to Intervention Model	CVES, NCCS faculty & SETRC	K-8 faculty & staff	Ongoing through 2010-2011 school year	Full implementation of RTI to reduce the number of CSE referrals at grades K-8
B. Provide training for the implementation & continuation of the 100 Book Challenge Program	NCCS faculty	K-8 faculty & staff from AIS, ELA & Special Education	Ongoing through 2010-2011 school year	Full implementation of the 100 Book Challenge to improve ELA state test scores
C. Wilson Reading Program	Trained and approved Wilson Reading staff	K-12 selected faculty	Ongoing each school year	Full implementation of the Wilson Reading Program will improve reading comprehension and fluency etc…

Goal 2 – Curriculum Alignment and Mapping

Strategy The District will:	Implemented		Timeframe	Performance Measures/ Data Source
	By	For		
A. Provide training for all teachers in curriculum mapping	CVES (trained staff) and NCCS trained staff	All K-12 teachers	2010 -2011 school year	Curriculum audits (internal and by CVES) to determine gaps and overlaps
B. Provide training on Rubicon Atlas (on-line curriculum mapping program) for teacher to input curriculum	CVES (trained staff) and NCCS trained Staff.	All K-12 teachers	2010-2011 school year	Aligned Curriculum Improved New York State test scores
C. Provide training for teachers to collaborate with other teachers to review curriculum maps; use of Data Mentor to help with test analysis and modifications of curriculum	NCCS faculty	All K-12 teachers	2010-2011 school year	Improved New York State test scores

Goal 3 –Train faculty & staff in the use of Technology

Strategy The District will:	Implemented		Timeframe	Performance Measures/ Data Source
	By	For		
A. The District will increase building capacity in Technology & Collaborative skills by offering opportunities for teacher leaders to share expertise as instructions of hands-on workshops	Teachers of NCCS K-12 faculty	NCCS faculty, staff, administration & community members	1 ½ hour sessions offered during Staff Development Days and/or after school sessions from 3:00 p.m. – 4:30 p.m.	• Participant rate • Teacher anecdotal reports to building principals • Completion of classroom technology project • Technology surveys/evaluations
B. Recruit teacher leaders for teacher training	Present NCCS faculty leaders	All parties interested in receiving the technology training	Beginning 2010- 2011 school year	• Evaluate faculty leaders' completed survey results

Goal 4 – Continue to provide orientation of new/faculty & staff and mentoring for new teachers
** (See pg. 263-264 in School Law 30th Edition)

Strategy The District will:	Implemented		Timeframe	Performance Measures/ Data Source
	By	For		
A. New faculty/staff orientation	NCCS District personnel	New faculty & staff	Through the 2010 -2011 school year	Participant evaluation and/or survey
B. Recruit teachers for teacher mentor program	CVES, NCCS faculty leaders	Mentors	Ongoing as needed throughout the 2010-2011 school year	
C. Implement the Training Program to Mentors/New Teachers	Mentors & Mentees	Mentors & Mentees	Through the 2010-2011 school year	Mentor/Mentee evaluation

Goal 5 – Dropout Prevention

Strategy The District will:	Implemented		Timeframe	Performance Measures/ Data Source
	By	For		
A. Implement building wide PBIS model in both elementary buildings	Elementary faculty and staff	Elementary faculty, staff, and students	Through 2010-2011 school year	PBIS committee evaluation (team meetings)
B. Provide access to resources for staff to identify "at-risk" students and to assist these potential dropouts	Middle School faculty, staff, and outside agencies	"At-risk" students and families	Through 2010-2011 school year	Evaluation by faculty and staff and outside agencies
C. Provide a school schedule with common planning times as well as training to allow teachers and counselors to support and differentiate instruction for the "at-risk" population	High School faculty and counselors	"At-risk" students	Through 2010-2011 school year	Discipline records of "at-risk" students; survey of "at-risk" students; meetings with staff judging the effectiveness of the program

Goal 6 – Training for the Integrated Special Education Model

Strategy The District will:	Implemented		Timeframe	Performance Measures/ Data Source
	By	For		
A. Training in "Best Practices" for regular ed. And special ed. Teachers working in the integrated Teaching Model	District staff and outside consultants	Regular ed. And special ed. Teachers	Through the 2010-2011 school year	Student performance and survey of teachers