Laurens Central School District

Professional Development Plan

2016-2021

Professional Development Plan
Table of Contents

District Information

District Name: Laurens Central School District
BEDS Code: 4708-01-04-0000
Superintendent: Romona N. Wenck
Building Principal: William F. Dorritie
Address: 55 Main Street
                     PO Box 301
                     Laurens, NY 13796
Email: rwenck@laurenscs.org
Phone: (607)432-2050
Fax: (607)432-4388
Effective dates: 2016-2020

Introduction

Laurens Central School District is a small, rural school located in Otsego County. The district serves approximately 330 - 350 students from grades K - 12, and hosts a Headstart program for 3 and 4 year old children. Typical of similar districts, the school serves as the "heart throb of the community," providing programs for children and adults alike.

The students attending Laurens Central School have the opportunity to participate in a wide variety of extracurricular activities and to enroll in a large number of elective and college level courses. In an effort to enhance our academic program, students are provided the opportunity to enroll in online and distance learning courses provided by schools and colleges across the state.

The district, as a whole, traditionally meets all AYP requirements, has an attendance rate of over 95% for both students and staff, and far exceeds the state average graduation rate for both regular education and special education students. These goals are accomplished regardless of our poverty level (almost 40% of our families live at or below the poverty level, as calculated by the Federal government, and over 60% of our students qualify for free or reduced price meals).

Mission Statement

Working cooperatively with the home and community, Laurens Central School will create a learning environment conducive to ensuring student success. We will provide opportunities to prepare all students to become active and responsible citizens in a multicultural, democratic society. Laurens Central School will provide the knowledge and skills necessary for successful lifelong learning.

Composition of the Professional Development Team

Number of Buildings in the District: 1 (K - 12)

Team members:

Romona N. Wenck	Superintendent
William F. Dorritie	Building Principal
Lindsey Gifford	Director of Instructional Support Services
Louis Gaglia	Secondary English Teacher
Mary Rokhvadze	Library Media Specialist
Louise Liner	Special Education Teacher
Sheila Geer	Special Education Teacher
Lynette Lyons	Secondary FACS/Health Teacher
Doree Luettger	Elementary Teacher
Marjorie Bailey	Title I Coordinator

Standards and Guiding Principles

At the Laurens Central School District, it is an expectation of our employees to be continuous learners, crafting expertise in whatever role they serve the district. The Professional Development Planning Team for the school references the New York State Professional Development, Teaching and ISLLC Standards to inform decisions and direct the formation of the Professional Development Plan (PDP).

NYS Professional Development Standards

* Professional development design is based on data. It is derived from the experience, expertise and needs of the recipients. It reflects best practices in sustained, job-embedded learning and incorporated knowledge of how adults learn.

* Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.

* Professional development ensures that educators have the knowledge, skill and opportunity to collaborate on improving instruction and student achievement in a respectful and trusting environment.

* Professional development ensures that educators have the knowledge and skill to meet the diverse needs of all students.

* Professional development ensures that educators have the knowledge and skill to create safe, secure, supportive and equitable learning environments for all students.

* 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.

* Professional development used 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.

* Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.

* Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Guiding Principles

The ultimate goal of all efforts in this area is to increase the capacity of teachers to enable and assist all students in the achievement of the school's mission statement, which is the preparation of lifelong learners who are active and responsible citizens in a multicultural, democratic society. Enhanced teaching and learning is the foundation upon which individuals and district should plan the content of all professional development.

Guiding Principles

* Subject matter content of professional development activities/experiences must be clearly connected to student achievement of the NYS Common Core Learning Standards.

* Professional development activities/experiences must be planned using NYS Teacher Standards as they apply within and across all grade levels.

* Professional development activities/experiences must respond to student achievement data, including State and local assessments and State School Report Cards.

* Professional development should be shaped by teacher needs, as evidenced by such data as aggregate results of annual professional performance reviews.

* The professional development planning process must be dynamic, reflecting teacher and student performance benchmarks of increasing rigor as skill levels are attained.

*   Professional development should result in a demonstrated increase in teacher knowledge and understanding, teacher skillfulness, and teacher professional disposition (values).

*   Professional development activities/experiences must be assessed on an ongoing and continuous basis for intended impact. Defensible evaluation tools/methods must be used to determine modifications to planned activities/experiences.

*   Professional development should, to the greatest extent possible, be site-based and connected to daily school experiences.

*   Professional development must enable teachers to deepen and remain current in their knowledge base of content subject matter and instructional strategies.

*   Teacher learning opportunities should be clearly constructed, based on effective teaching research, and involve educators in the design and implementation of such opportunities.

Needs Analysis

Data will be collected and reviewed annually and throughout the school year by our Professional Development Planning Team working together with teachers from all grade levels and subject areas.

Data to be analyzed shall include:

*   NYS Standardized Assessments (3-8 ELA/Math, 4th & 8th grade Science, Regents, RCTs)
*   STAR Assessment data for students in grades K - 3 for both math and ELA
*   PALS ELA Assessment data for students in grades K - 3
*   School Report Card information, Data Warehouse and BEDS data
*   Graduation data: number and percent of graduates, types of diplomas earned, diploma annotations, endorsements, college enrollments, etc.
*   Observations of students: performance, attendance, discipline, health records
*   Information gained from organizations such as: MCAT, ER, OMH, CPS
*   Performance of students qualifying for free/reduced meals
*   APPR data/results, curriculum maps, lesson plans
*   Teacher goals/reflection information for professional development needs
*   Teacher, staff and administration reflections and recommendations

Suggested Activities

The District will not consider, as fulfillment of the Professional Development requirements, activities that are deemed part of routine employment duties.

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

*   Enhancement of teachers' subject-matter knowledge
*   Teacher knowledge, use and application of appropriate teaching techniques
*   Broadening and enhancing teacher abilities to apply more accurate and appropriate assessment methodologies
*   Enhancing teacher skills and developing options for effectively managing individual students and classes in both heterogeneous and homogeneous settings
*   Annual goals for professional development as designed by each teacher
*   Professional development needs identified in each teacher's APPR reflection forms

The following categories of activities are considered acceptable activities and learning opportunities for meeting the needs of the Laurens Central School District to provide for building teacher capacity.

Credit-bearing Courses

*   Courses and other learning opportunities delivered from many providers, such as institutions of higher education, teacher centers, BOCES, school district and independent professional development service providers.
*   Coursework linked to improvement of instructional technique or content knowledge, which may or may not be in pursuit of an advanced degree.
*   Coursework or other professional development activities completed to fulfill requirements for annotations to current certification.
*   Coursework completed for more advanced certification or certificates in additional areas or completed in accordance with teaching assignment requirement for extension to certification.

Teacher Learning Opportunities, focused on improving practice through individual or collaborative activities.

*   Groups of teachers collaborating to examine case studies of student work and development. The purpose of the meeting is to improve instructional practices; there must be appropriate documentation.
*   Participation in regional scoring of State assessments, and assessing student portfolios
*   Creation and assessment of teacher portfolios
*   Mentoring programs (as mentor or mentee) - attached
*   Action research projects (includes online research) Project must relate to classroom instruction, or school/district needs
*   Participation in formal programs of peer coaching or participation in peer review
*   Curriculum planning and development
*   National Board certification activity (either as candidate or provider of support)
*   Sabbaticals (related to content specialty or enhancement of teaching strategies)
*   Participation in reviews of historical class performance data to make decisions about one's own professional development, based on student outcomes
*   Developing or collaborating on the development of new programs and instructional methods
*   Approved school conference days
*   Training in school violence prevention and intervention
*   Participation in professional development opportunities pertaining to students with disabilities

Evaluation

The Professional Development Planning Team will convene yearly to evaluate the effectiveness of the professional development offered during the year. Resources to help the team evaluate will be used, such as Thomas Guskey's book "Evaluating Professional Development (1999). As survey will be written and distributed to staff on a yearly basis sto gather data regarding effectiveness and to determine new needs.

Goals and Objectives

Work in the areas of curriculum, instruction and assessment will be reflective of the NYS Common Core Learning Standards, State Assessments, and STAR and PALS Assessments. The exact focus of the work will be determined by areas of weaknesses after conducting analysis to the data provided by the tools identified in the "Needs Assessment" portion of this document.

Specific attainable objectives shall be as follows:

*   **ELA Data:** Grades 3-8, AIS, Special Education, and Title I teachers will be using the gap analysis information and individual student data to continue working on identifying areas in which improvement is needed. The released questions from the 2016 ELA assessment and data from the STAR and PALS assessments will be reviewed for the purpose of developing strategies to be implemented by teachers to address those same gaps.

*   **Writing Series:** Using the ELA data outlined above, the District will also be focusing on the possibility of incorporating a writing series within our existing program. Most reading series available do not include a focus on writing.

*   **Reading Series:** The District presently utilizes the *Treasures* reading series for grades K - 3. As our 3-8 ELA scores are consistently below our 3-8 math scores, and fact that the District presently uses the *Envision* math program for grades K - 6, we are looking at the possibility of implementing a similar program grades K - 6 with our Reading program. In addition, due to the changes that will be taking place regarding the Common Core Standards, a reading series for grades K - 8, reflective of those changes, will be investigated.

*   **RtI Program Development and Implementation:** The District RtI program will be reviewed for the purpose of better serving students and for making appropriate recommendations, based on data, to the Committee on Special Education.

Professional Development Resources/Approved Providers

NYSED Regulations indicate that any entity providing professional learning opportunities must be an approved sponsor under the new CTLE requirements in order for professional certificate holders to count these opportunities toward their required hours. A list of approved sponsors is posted on the CTLE website.

For the 2016-2017 school year only, if a person or company is providing professional development to our teachers and is listed in this plan, teachers will be allowed to count those opportunities toward their required hours.

The Laurens Central School District utilizes the following professional development providers on a regular basis. See Appendix A for a full list of providers.

*   ONC BOCES Instructional Support Services: Professional Development, School Library Systems, Distance Learning Programs
*   SESIS/ RSE-TASC Specialists
*   South Central Regional Information Center (RIC)
*   Catskill Regional Teacher Center
*   CASSC (Catskill Area School Study Council)
*   NYSED(NYS Education Department)
*   Unions (NYSUT, NYSCOSS)
*   NYSSBA (NYS School Boards Association)
*   Kelberman Institute
*   Public School Works

Expected Participation

Teachers are expected to participate in ongoing professional development focused on the plans' goals and objectives. The District may require specific training based upon APPR (Annual Professional Performance Review) results. Teachers will also be given choices of activities to improve the quality of their teaching and learning to better meet the learning needs of their students. In order of educators to grow professionally and be models of lifelong learning, substantial staff development is essential. Our students depend on it. It is understood that all teacher with professional certificates must complete the required number of hours (100 hours) every five years.

It is the responsibility of the Professional certificate holder to keep a record of all professional development completed during their professional development period, including that provided by the Laurens Central School District. The required documentation shall include:

* Program event/title
* Accrual of program/event hours
* Provider name (must be approved provider)
* Attendance verification/certificate of attendance
* Data and Location of the program/event

Records are to be kept up-to-date, must be kept for eight years and shall be made available to NYSED in the event of an audit.

Mentoring

The District has an established Mentoring Plan in place. Teacher mentors must meet the following requirements:

1. Teacher is tenured in the Laurens Central School District.
2. Teacher is permanently certified by New York State (or)
3. Teacher has obtained Professional Certificate awarded by New York State.
4. Teacher has three or more years of successful teaching experience.

Individuals interested in applying to be a mentor must complete the District Mentor Application Form and must be recommended by the Laurens Teacher Association President, and approved by the Superintendent and Board of Education. Prior to being appointed as a mentor each applicant must have demonstrated an ability to provide expertise and ongoing support for professional growth appropriate to enhance the skills and effectiveness of teachers new to the district. Qualifications shall include:

* Ability to model effective teaching strategies
* Ability to work in a collaborative manner
* Ability to maintain confidentiality
* Ability to manage time effectively
* Knowledge of effective instructional strategies that are appropriate for the assignment
* Knowledge of district rules, policies, practices and district culture
* Demonstrated Skills in the areas of:
  -Professional competence
  -Effective verbal and nonverbal communication
  -Interpersonal skills of caring, kindness and understanding

The Roles and Responsibilities are outlined as follows:
* Mentors must agree to:
  -Attend training as required/provided by the ONC BOCES
  -Provide expertise and ongoing support
  -Visit new teacher's classroom and provide feedback
  -Document mentoring experience as outlined in district plan
  -Attend all new teacher orientation programs offered by the district or BOCES.
  -Establish bi-weekly meetings with the new teacher. (minimum requirement)
  Mentors and new teachers can meet more often if needed.
  -Maintain a contact log documenting time spent and issues discussed.
  -Arrange classroom visitations for both the new teacher and mentor
  for the purpose of sharing various instructional methods and techniques.

Maintenance of Professional Development Records for Teachers
and for Continuing Teacher Leader Education Certificate Holders

The District will maintain records of all professional development opportunities provided to the faculty and staff. All teachers and individuals with CLTE certificates will be required to maintain documentation of their own professional development hours as required by CTLE regulations. In addition, the District will commit to providing workshops and trainings for school violence prevention as provided by our BOCES and required by SED.

Appendix A: Additional Providers of Professional Development
* Any and all NYS accredited on-line course or program
* Any and all NYS accredited Institution of higher learning, public or private
  (ie: SUNY Oneonta, Cortland, Potsdam, Binghamton, Albany, St. Rose, Sage, etc.)
* Any and all NYS BOCES provided training
* Any and all CTLE approved on-line courses and webinars
* NYTEACH
* NYSAHPERD (NYS Association for Health, Physical Education, Recreation, and Dance)
* NYSPHSAA (NYS Public High School Athletic Association)
* NYSED (NYS Education Department)
* NYSAFLT (New York State Association of Foreign Language Teachers)
* COSN (Consortium for School Networking)
* ASCD/NYASCD (Association for Supervision and Curriculum Development)
* NYSCATE (NYS Association for Computers and Technologies in Education)
* NYLA (New York Library Association)
* NYSEC (NYS English Council)
* NYSASBO (NYS Association of School Business Officials)
* ISTE (International Society for Technology Education)
* American Association of School Librarians
* NCTE (National Council of Teacher of English)
* NCTM (National Council of Teachers of Math)
* NYSCSS (NYS Council of Social Studies)
* Institute for Educational Development, Medina, WA
* NYMEA (New York Marine Educator Association)
* NSTA (National Science teachers Association)
* NOAA (National Oceanic Atmospheric Administration)
* NMEA   (National Marine Educators Association)
* COSEE   (Consortium of Ocean Science Research)
* ARCUS   (Arctic Research Consortium of the United States)
* ACS   (American Chemical Society)
* Buzz/OHM Learning Network
* DATAG (Data and Technical Assistance Group)
* BER (Bureau of Education Research)
* CASDA (Programs based on Research through Albany University)
* Otsego County STEM Council
* Otsego County Chamber of Commerce professional development opportunities
* CORE
* NYSSCA (NYS School Counselors Association)
* ASCA (American School Counseling Association)
* NYSSSWA (NYS School Social Association)
* OCMEA (Otsego County Music Educators Association)
* NYSSMA (New York State School Music Association)
* NYSBDA (New York State Band Director's Association)
* NAfME (National Association for Music Education)
* MTNA (Music Teachers National Association)
* ITG (International Trumpet Guild)

* ACTFL
* NECTFL
* FLACS
* Renaissance Learning
* Solution Tree
* Marzano - Learning Sciences, Learning and the Brain
* Educon
* Achieve the Core
* Schoology