

DUANESBURG CENTRAL SCHOOL



PROFESSIONAL DEVELOPMENT PLAN

June 2020-21

Draft 5/28/2020

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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 Duquesne 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:

- A. **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
- B. **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 hour requirements

V. **VARIOUS OPTIONS FOR OBTAINING PROFESSIONAL DEVELOPMENT**

As outlined in NYSED law sect 3006, all provided 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

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 10 clock hours of CTLE credit. For all other approved continuing teacher and leader education courses, one CTLE credit hour shall constitute a minimum of 60 minutes of instruction/education.

Hours Calculation

College

- ½ hour of credit=15 clock hours of CTLE
- ¼ hour of credit=10 hours of CTLE

Other approved CTLE courses

- 60 minutes=1 clock hour

CTLE Options

District provided CTLE offerings include:

- **Faculty Meetings** providing professional development related to the district goals, or NYS Learning Standards
- **Coordinator Meetings** providing pre-approved professional development tied to pedagogy, content, and curriculum.
- **Superintendent's Conference Days**

Out of District CTLE Offerings (Pre-approved accompanied by a CTLE approved number) may include:

- On-line courses
- BOCES sponsored offerings
- Presentations at district, regional, state, or national conferences.
- Action research & study groups

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**. The committee recommends that teachers print and retain all CTLE hours. 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 needs.
- **Objective #2:** Identify strategies to address those need

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 hour requirements.

Strategy	Activities	Who	Frame	Evaluation
Increase the use of Technology for Instruction specifically those resources needed to provide remote instruction, and flipped classrooms..	Support training for staff on vetted instructional Applications. Provide in house training on the use of technology for instruction, imbed keyboarding into the curriculum. Provide workshops, online trainings, resources, etc to support staff as they provide instruction remotely using the Google Classroom and other Google platforms.	Administration, In house trainings, Instructional coaches, BOCES, CASDA	2020-2021	Ongoing
Social Emotional Training and support for staff, faculty, and students.	Support and training for teachers, staff, students prior to returning to school during the COVID 19 pandemic on how to deal with the stress and anxiety of returning to the classroom environment. Support for students, teachers, and staff as they return to school following COVID 19 pandemic. Ongoing support for students, teachers, and staff in school during the COVID 19 pandemic.	School Counselors, Mental Health Providers, Coordinators, Speakers, Administration	2018-2021	Ongoing

Updated for 2018-19

	Faculty meetings, speakers, online resources.			
Next Generation Standards	Professional development, in conjunction with the regional planning, to complete Phase II: Building Capacity. Continuing on NYS Next Generation Learning Standards; two-day assessments measuring the 2011 P-12 Learning Standards. Align current curriculum to the Next Generation Standards, specifically literacy and math Regional Curriculum Development Days Attendance at various workshops; Superintendent Conference Days	Administration, BOCES, PDC, Math Coach, Data Coach	2018-2021	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. Develop 3-8 Comprehensive Assessments Align Math Benchmark Assessments	Administration, BOCES, Data Coach	2014-2021	Completed, ongoing
Differentiated Instruction	Shared training in a variety of strategies using faculty meetings, RtI meetings, and grade level meetings.	Faculty	2014-2021	Ongoing / next year
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,	2017-2019	Ongoing
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 NYS Troopers	2014-2021	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	Administration BOCES	2014-2021	Completed, 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 Benchmarks;
- Evaluation methods include analysis of standardized tests;
- Evaluation reporting methods include the New York State School Report Card, local reporting systems, and APPR.

Updated for 2018-19

- Evaluation methods consistent with regionally aligned/designed assessments of the Next Gen Standards

VIII. STATEMENT OF ASSURANCES

The Superintendent certifies that:

- Planning, implementation and evaluation of the 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 2019-20

- | | |
|-----------------------|--|
| • James Neidermeir | 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 |
| • Melissa Walsh | ES Teacher |
| • Polly Benjamin | ES Teacher |
| • Melanie O'Neill | ES Teacher |
| • Laura Hopkins | Jr./Sr. HS Teacher |
| • Kelly Ferris | ES Teacher |
| • Margaret Rivenburg | ES Teacher |
| • Yvonne Keller-Baker | HS Librarian |

Appendix B Approved list of CTLE providers

- All courses listed on Frontline
- All Capital Region BOCES offerings
- CASDA

Updated for 2018-19

- 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
- Math Coaches-(Through BOCES)
- The Teacher Center
- SAANYS
- NYSUT
- NYSAPHERD
- MiSci
- PSEI
- Schenectady County Community College
- WECA
- Google Training
- NYS DEC
- LINCS ELL-U Courses
- Model Schools
- Utica National

Appendix C- REQUEST FOR CONFERENCE ATTENDANCE PROCEDURE

1. All out of district conference requests should be completed on Frontline.
 - a. The Out of District Conference Request Form is located within the Forms icon.
 - b. If the conference has a fee, the Requisition Form found under Forms must also be completed.
2. An email request will then be sent to the building principal who will approve or deny the request.
3. If approved, the request will be forwarded to the Administrator who chairs the PDC.
4. If approved at this level, and if there is a fee for the conference, the request is forwarded to the Assistant Superintendent for Business, who will forward it to the Superintendent if approved.
5. If there is no fee, the approved request is forwarded to the Superintendent.
6. The final approval/denial will come from the Superintendent.
7. An email will be sent when the request has been approved or denied.
8. When approved the faculty member may register the PD.
9. The expectation for teachers attending Out of District PD is for them to turnkey what they learned for the appropriate colleagues.

Appendix D Completion of Approved CTLE Form (For teacher record keeping, Non-Frontline offered PD)

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

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 licensure. 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 Venue:			
Street Address:		City:	State: Zip Code:
CTLE Activity Title: _____ (activity title/subject/grade level, etc.)			
Select One or More Areas of Activity: _____ Pedagogy _____ Content _____ English Language Learning			
CTLE Date(s): from _____ to _____		Number of hours awarded: _____	
_____ (mm) (dd) (year)		_____ (mm) (dd) (year)	
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)

Appendix E CTLE LOG (Optional For teacher record keeping)

Continuing Teacher and Leader Education (CTLE) Individual Record

Directions: This form is provided for use by individuals holding either a Professional Conditional or a Teaching Assistant Level II certificate. This document will assist CTLE certificate holders with maintaining records of CTLE activities in accordance with certification regulations.

1. Document activities in the table below.
2. Keep "Certificate of Completion" forms and/or other documentation with this record. Documentation must be retained for 8 years.
3. DO NOT submit this form or other CTLE documentation to the Office of Teaching Initiatives, unless it is requested. At the end of your registration period, you will be asked to check to see if you are meeting or not having met CTLE requirements. This document will assist you with making the proper determination.

Name: _____ DOCS: _____ LES: 4 of 29C

Certificate Title(s): _____

 Title of Program Approved CTLE Type Code Sponsor Status Date Institution Content/ Pedagogy / Cook
 Language Acquisition Hours

Title of Program	Approved CTLE Type Code	Sponsor	Status	Date	Institution	Content/ Pedagogy / Cook Language Acquisition	Hours

Begin (or Registration) Period (See your TEACH Profile to find the date of your Registration Period). Begin Date: _____ End Date: _____

*Sponsor Categories: 1 - Public School; 2 - BOCES; 3 - Teacher Center; 4 - College/University; 5 - Other NYSTC-Approved Sponsor

DO NOT SUBMIT THIS FORM. PLEASE KEEP FOR YOUR OWN RECORDS.

Office of Teaching Initiatives Web site: www.futuresites.gov/ctle/ E-Mail: CTLE@nyed.gov