



# Professional Learning Plan

2021-22

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PROFESSIONAL LEARNING 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 Learning every 5 years. This must include 15% of the hours dedicated to language acquisition. The Professional Learning 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 LEARNING PLANNING TEAM**

The Professional Learning 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 Duanesburg Teachers' Association; appointed by the Board of Education)

**III. NEEDS/DATA ANALYSIS FOR PROFESSIONAL LEARNING PLAN-**

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

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

The following Academic, Personal Growth, and Culture strategic goals and subgoals have been selected based on qualitative and quantitative data gathered during the 20-21 school year. Resources will be prioritized to support the attainment of these goals through

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**Academics: We will increase the number of students participating in challenging coursework and the number of students demonstrating proficiency across curricula.**

Sub Goal
Increase proficiency on 3-5 state tests for all students.
Increase the percentage of students in poverty achieving proficiency on 3-5 state tests.
Improve elementary students' number sense.
Improve continuity in K-2 reading instruction.
Increase proficiency rates in 7-8 math.
Develop a more cohesive middle school program.
Improve students' ability to justify and explain.
Increase the number of students taking Algebra 2.
Improve students' science writing skills.
Improve students' writing about enduring issues.
Improve students' ability to support claims with evidence.

**Personal Learning: We will encourage our students to become well-rounded individuals through engagement in the arts, athletics, extracurricular activities, volunteerism and career Learning. We will support our staff in professional capacity building endeavors.**

Sub Goal
Increase the percentage of high school students who have taken at least two business courses by graduation.
Increase the percentage of high school students who participate in at least two music courses by graduation.
Increase technology capacity of staff.
Align professional Learning with employees' goals and growth needs.

**Culture: We will foster a culture that all district stakeholders believe is safe, welcoming and inclusive.**

Sub Goal
Improve stakeholder perception of wellness: Parent, student, and staff climate surveys will demonstrate 15% improvement in the categories of bullying, mental health, and substance abuse by June 2022.
The district will develop an equity plan based on a comprehensive audit by June 2022.
The district will seek to measure the likelihood of stakeholders recommending our school to outsiders and continually improve this metric.

In addition to these strategic goals, the district also maintains the goal of continually building the professional capacity of its staff. As such, the following goals will be prioritized.

**New Teacher Onboarding and Mentoring:** In accordance with New York State law, the District has developed a [detailed plan for its mentoring program](#). Orientation, mentoring, and site-specific Learning is critical to the success of the district and, as such, the following resources will be provided:

- Mentor coordinators at each building to ensure that the mentoring plan is successfully implemented
- Mentors for all first year teachers
- Mentors for second year teachers as deemed necessary or upon request of teacher
- Orientation for new teachers

**Ongoing Career Learning:** The district's faculty is its most valuable resource. As such, it is committed to developing the capacity of its employees in the following ways:

- Certification for additional areas: The district in partnership with the DTA has agreed to provide tuition reimbursement for educators who seek the attainment of certification in hard to fill areas. This reimbursement requires prior approval from the Superintendent of Schools. Please see [this application form](#).
- Personal Professional Learning Plan: In order to personalize the professional learning of its faculty, the district has created this [Personalized Professional Learning Plan](#). These three-five year plans are to be created during the 21-22 school year by faculty members in partnership with building principals. The elements agreed to by both parties should be considered elements of the district's PL plan and, as such, are eligible for CTLE credit upon successful completion.

#### V. VARIOUS OPTIONS FOR OBTAINING PROFESSIONAL LEARNING

As outlined in NYSED law sect 3006, all provided a CTLE approval number, content of courses, workshops, and other professional Learning 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.

#### **Graduate 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**

Teachers and Administrators certified after February 2004 are required to acquire 100 hours of Professional Learning 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 Learning 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.

The following is a list of options for CTLE credit. By no means is this a comprehensive list. Professional Learning Opportunities occurring during school hours, or requesting district payment, must be submitted to the building principal for approval by administration.

- Faculty Meetings providing professional Learning related to the district goals, or NYS Learning Standards
- Coordinator Meetings providing pre-approved professional Learning tied to pedagogy, content, and curriculum.
- Superintendent's Conference Days
- Curriculum writing or data analysis tied to District Goals
- Action research & study groups
- Presentations at district, regional, state, or national conferences.
- On-line courses
- Collaborating with other teachers to examine case studies of student work and development as part of an approved activity.
- Participating in courses and other learning opportunities delivered from many providers, such as institutions of higher education, teacher centers, BOCES, school districts and independent professional development service providers.
- Coursework linked to the improvement of instructional technique or content knowledge, which may or may not be in pursuit of a teaching or advanced teaching degree.
- Coursework for more advanced certification relevant to your certificate title.
- Participating in school-college teacher development partnerships.
- Serving on CDEP (Comprehensive District Education Plan), DCEP (District Comprehensive Education Plan), CEP (Comprehensive Education Plan), or other school leadership activities or committees.
- Development of Statewide curriculum.

**VI. IMPLEMENTATION PLAN**

***Academics: We will increase the number of students participating in challenging coursework and the number of students demonstrating proficiency across curricula.***

Sub Goal	Activities	Timeline	Personnel	Evaluation
Increase proficiency on 3-5 state tests for all students.	Special education curriculum writing on vocabulary instruction  Writing aligned ELA unit assessments  RTI services planning	Summer '21	All ES Special Ed Teachers  All 1-5 Teachers  Stryker, Benjamin, Halberg, Woodrow	

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	New ES math program training		K-5 Teachers	
Increase the percentage of students in poverty achieving proficiency on 3-5 state tests.	Creation of Student Economic Equity Committee in ES	Winter '21	Conover, Committee Members	
Improve elementary students' number sense.	Curriculum writing	Summer '21	All ES Teachers	
Improve continuity in K-2 reading instruction.	Training in Foundations	Summer '21	K-2 Teachers, Benjamin	
Increase proficiency rates in 7-8 math.	Vertical curriculum writing for 6-12 Math	August '21	All Math + McKane	
Develop a more cohesive middle school program.	Curriculum writing for 6th grade Technology, FamCon, and Health.	July '21	Gauthier/Rundblad/Rondeau	
	Vertical curriculum writing for 6-12 SS	July '21	All SS + Danapolis	
	Vertical curriculum writing for 6-12 Math	August '21	All Math + McKane	
	Development of MS schedule for 6th grade	Spring '21	Counseling office	
	Development of STEAM Lab	Summer '21	O&M	
Improve students' ability to justify and explain.	Vertical curriculum writing for 6-12 Math	August '21	All Math + McKane	
Increase the number of students taking Algebra 2.	Attention paid during scheduling	Spring '21	Counseling Office, Marvin	
Improve students' science writing skills.	Curriculum writing	July '21	Gregory/Shedina	
	AP Biology Planning		Jenkins	
	Physics, Env. Sci. curriculum writing		Tenhagen	
Improve students' writing about enduring issues.	Vertical curriculum writing for 6-12 SS		All SS + Danapolis	
Improve students' ability to support claims with evidence.	Vertical curriculum writing for 7-12 ELA	July '21	All ELA 7-12	

***Personal Learning: We will encourage our students to become well-rounded individuals through engagement in the arts, athletics, extracurricular activities, volunteerism and career Learning. We will support our staff in professional capacity building endeavors.***

<b>Sub Goal</b>	<b>Activities</b>	<b>Timeline</b>	<b>Personnel</b>	<b>Evaluation</b>
Increase the percentage of high school students who have taken at least two business courses by graduation.	Scheduling process New courses offered, elective fair, FBLA club, school store	Spring '21	Counseling Office, Marvin	
Increase the percentage of high school students who participate in at least two music courses by graduation.	Scheduling process, moving band and chorus so that there is no conflicts	Spring '21	Counseling Office, Marvin	

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	Hiring additional personnel			
	Investigating new courses			
Increase technology capacity of staff.	SchoolTool workshops for staff			
	Online cert for DL room teachers			
	State tech conference for some key leaders			
Align professional learning with employees' goals and growth needs.	Personalized plans			

**Culture: We will foster a culture that all district stakeholders believe is safe, welcoming and inclusive.**

Sub Goal	Activities	Timeline	Personnel	Evaluation
Improve stakeholder perception of wellness: Parent, student, and staff climate surveys will demonstrate 15% improvement in the categories of bullying, mental health, and substance abuse by June 2022.	PBIS Planning-Secondary	Summer '21	Transportation, Benjamin, Schneible	
	PBIS transportation workshops	Fall '21		
The district will develop an equity plan based on a comprehensive audit by June 2022.	Generation Ready Modules 1-8	21-22 School Year	Generation Ready, EIC, Staff stakeholders	
The district will seek to measure the likelihood of stakeholders recommending our school to outsiders and continually improve this metric.				

**VII. PROFESSIONAL LEARNING 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.
- 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 Learning plan has been conducted by a professional Learning 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 Learning that:
  - Is aligned with state content and student performance standards;
  - Is articulated within and across grade levels;
  - Is continuous and sustained;

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## **DCS Professional Learning Plan 2021-2022**

- 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 2021-22**

James Niedermeier	Superintendent of Schools
Andrea Conover	ES Principal
Jodi Marvin	Jr/Sr HS Principal ES Teacher, ES Humanities Coordinator
Melanie O'Neill	ES Teacher, ES STEM Coordinator
Laura Hopkins	HS Teacher, ELA Coordinator
Chris Herron	HS Teacher, SS Coordinator
Lisa Della Rocca	HS Teacher, Math Coordinator
Melissa Gregory	HS Teacher, Science Coordinator
Shannon Gordon	HS Teacher, Special Ed Coordinator
Cindy Rundblad	HS Teacher, Fine Arts/CTE Coordinator

**Appendix B**      **Approved list of CTLE providers**

- [All providers on NYSED site](#)
- All courses listed on Frontline
- All Capital Region BOCES offerings
- CASDA
- Center for Autism and Related Disabilities
- The College Board- (AP and Pre-AP Professional Learning)
- 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 Conferences 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 \(For teacher record keeping\)](#)**

**[Appendix E CTLE LOG \(Optional For teacher record keeping\)](#)**