

# Newfield Central School District Professional Development Plan 2017 - 2019

## **Introduction**

The New York State Education Department has mandated that each public school district in the state have a Professional Development Plan to ensure that all teachers have substantial opportunity for professional development in order that they remain current with the profession and meet the learning needs of students. It is the goal of the Newfield School District to provide professional growth opportunities for its staff. Staff skilled in current best practices provides important assets in helping students meet the New York State Learning Standards.

Professional Development: The acquisition of new knowledge, skills, and attitudes that aid in personal growth and improve the quality of instruction.

## **Purpose**

The purpose of the Professional Development Plan is to:

1. Improve the quality of teaching and learning in order to meet or exceed the capacity for all students to meet the standards set by New York State;
2. Increase systemic support for effective teaching and learning
3. Provide opportunities for all staff members to participate in high quality professional development.

## **Needs Analysis**

Teachers and Administrators will examine the data from NYS Assessments, Regents Exams, and local measures to identify gaps in learning or deficiencies in teaching. In addition, staff will be asked to engage in self-reflection in order to determine professional development needs. Tools such as surveys, Domain 1-4 discussions, or peer sharing may be used to gather information about professional development needs and then shared with the committee.

## **Goals**

The main goals of the Professional Development Plan are to support district and building goals for academic improvement as well as to meet state mandates and contractual obligations.

## **How Professional Development Activities Are Provided**

Professional Development opportunities will be provided on Superintendent's Conference Days, faculty meetings, Professional Learning Communities, in-house workshops, and/or out-of-district workshops as approved by the Superintendent.

## **Expectations for Participation**

Every teacher is expected to complete minimum of 18 hours of professional development which are made available by the District each year. All other staff members are expected to attend

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mandated trainings and are encouraged to attend other professional development opportunities as appropriate and approved by his/her supervisor.

In-house professional development opportunities are available to all staff. Teachers may also receive credit for approved professional development outside the District. Those required to complete 100 hours of Continuing Teacher and Leader Education (CTLE) as prescribed in Commissioner's Regulations Subpart 80-6 are also expected to take advantage of some or all of the additional hours provided by the District through Professional Learning Communities, after-school workshops, etc. as well as approved out-of-district workshops. CTLE credits are given only for professional development in pedagogy, content knowledge, or English Language Learners.

## **Alignment with NYS Standards, Assessments and Student Needs**

Professional Development opportunities to learn about and align curriculum with New York State Learning Standards will be provided. Aligning the curriculum with the New York State Learning Standards will also involve vertical alignment as well as horizontal alignment. Teachers will be encouraged to work across grade levels in each subject area to make sure there are no gaps in student learning. Teachers will also be expected to work within grade level teams and/or departments in order to make sure instruction is consistent and comparable from class to class.

Professional Development topics and activities (non-CTLE) may include:

- Using technology to improve instruction
- The prevention of bullying
- Parent involvement
- Teaching with the challenges of poverty in mind
- Best practices
- Classroom management
- Dealing with difficult people
- Suicide prevention
- Analyzing student data and student work to determine needed changes in the delivery of instruction
- Participating in reviews of class performance data over time to make decisions about one's own professional development, based on student outcomes
- 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.

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- Coursework linked to improvement of instructional technique or content knowledge, which may or may not be in pursuit of a teaching or advanced teaching degree.
- Completing coursework for more advanced certification or certificates in additional areas or in accordance with teaching assignment requirement for extension to certification.
- Engaging in educational research projects
- Curriculum planning and development (this does not include writing lesson or unit plans)
- Participation in study (collegial) circles such as "Critical Friends" activities or Professional Learning Communities, which are structured guided reflection activities focused on student learning
- Delivering professional development (e.g. conducting workshops, job-embedded modeling and coaching, providing pre-service teacher preparation courses)
- Pursuing National Board certification or re-certification (either as candidate or provider of support)
- Developing and presenting a major paper
- Publishing in educational journals

For CTLE credit, the professional development must be in pedagogy, content knowledge, or English Language Learning (ELL).

All in-house professional development and hours earned must be pre-approved by the Superintendent and meet the state's criteria for CTLE in order to receive credit toward the 100 hours of Continuing Teacher and Leader Education. Outside organizations offering professional development must be a state approved CTLE provider in order for a teacher to receive credit toward their 100 hours of professional development.

## **Meeting the Needs of Students with Disabilities**

Professional staff and supplementary school personnel who work with students with disabilities will be encouraged to take advantage of workshops provided by BOCES and other organizations in order to improve their skills and knowledge in meeting the needs of special needs students.

## **Training in School Violence Prevention**

Building administrators and School Safety Team members are expected to maintain current certification/training in CPR, AED, and FEMA. CPR and AED are provided by BOCES. FEMA training is on-line and will be used as a model for school safety planning. Time will be provided during the work day for these trainings. Table top exercises, school safety drills, and other training may be provided as needed.

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School violence prevention and intervention training will be provided to those who have not previously received this required training. Topics will include warning signs, regulations and policies relating to a safe school climate, effective classroom management techniques, effective interventions, and using an effective referral process for students exhibiting violent behavior. Upon request, employees who successfully complete the course will be provided with a certificate of completion.

Dignity for All Students training will be provided to all staff per NYSED regulation.

## **Mentoring Program**

The purpose of the mentoring program will be to provide support for new teachers, both in adjusting to the classroom and to the District culture.

Mentors will be volunteer, tenured teachers who are good role models. Mentors will have knowledge of instruction/learning theory, have the ability to transfer teaching theory into practice, have interpersonal and communication skills, have an understanding of the concept and value of continuous professional development, and have the ability to maintain confidentiality. Information obtained by a mentor through interaction with the new teacher while engaged in the mentoring activities will not be used for evaluating or disciplining the new teacher, unless withholding such information poses a danger to the life, health, or safety of an individual or unless such information indicates that the new teacher has committed an act which raises a reasonable question as to the new teacher's moral character. Mentors will be provided the opportunity for professional development activities in any of these areas.

Mentors will be recommended to the Superintendent of Schools as outlined in the Newfield Central School Teachers' Association contract.

Mentors will be responsible for modeling instruction, observing instruction, assisting with instructional planning, peer coaching, and orienting the new teacher to school culture. Time will be allotted during the New Teacher Orientation prior to the opening of school for new teachers and mentors to meet. Other time during the school year may take place during planning periods and before/after school. The mentor teacher and the appropriate building administrator will plan for release time when the mentor may observe the teacher.

## **Sustainability**

The Professional Development Committee will meet periodically during each year to discuss professional development needs. Superintendent's Conference Days in conjunction with assessment of needs will insure sustainability of effective and on-going professional

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development. Teacher evaluations and observations by administrators will address the effectiveness of professional development in improving instruction and improving student achievement.

## **Accountability**

Teachers with initial and professional certification are responsible to complete 100 hours of professional development every five (5) years as prescribed in Commissioner's Regulations Subpart 80-6. The Superintendent will meet each year with initial certificate holders to discuss their progress toward this requirement. Frontline Education PD (formerly called MLP) will be used to record in-house professional development of staff members each year, including the number of hours and the types of activities. It will be the responsibility of each teacher to ask for certification of their own Continuing Teacher and Leader Education professional development hours after completion. Teachers must maintain these certificates in order to prove they have the required hours to maintain certification. The district is not responsible for keeping track of teacher professional development hours. The district will only provide certificates for courses or workshops taken in that school year.

Participants of district workshops may be surveyed to determine the usefulness of the information provided in those workshops. The Professional Development Team may use the data to assess the effectiveness of the workshops and to make suggestions for professional development opportunities for the following year.

**Evaluation** This plan will be considered successful if the data collected indicates progress has been made toward meeting district and building goals.

## **Professional Development Committee**

The following people participated in the review of the Professional Development Plan in the capacities listed:

Peter Ahart, Elementary Teacher  
Sara Andrews, Middle School Teacher  
Cathy Griggs, Middle School Principal  
Mark Jasinski, Director of Curriculum & Instruction  
Misty Leroux, High School Teacher  
Matthew Ryan, high school principal  
Linda Seaney, School Social Worker  
Dr. Cheryl Thomas, Superintendent  
Vicky Volpicelli, Elementary School Principal