

# Scotia-Glenville Central School District Professional Development Plan 2019-2020



## *Scotia-Glenville Mission Statement*

"The Scotia-Glenville Central School District is committed to providing an environment which allows students to realize their full potential and thus prepares them for life in an ever-changing world. In the tradition of excellence, the Board of Education, administration, staff, parents, and business and community members will continue to ensure that our educational system fulfills the needs of our students."

## Professional Development

### Committee Members

Superintendent Designee	Karen Swain, Assistant Superintendent for Curriculum and Instruction
Elementary Administrator	TBD
Secondary Administrators	Anthony Peconie, Middle School Assistant Principal Susan Vachris, Academic Head for Social Studies and English Nancy Lussier, Director of Fine Arts Kenn Handin, Director of Pupil Personnel Services Megan Johnson, Academic Head for Math and Science
Teachers	Sarah Hopeck, Middle School Colleen Monaco, Glendaal Elementary Christina DarkAngelo-Wood, Parent and High School Chris DeCarlo, Glen-Worden Elementary Duncan Leach, High School Jan Tunison, Lead Teacher for Technology Tracey Resue, Sacandaga Elementary Lisa Coppola, Lincoln Elementary
Teaching Assistant	Pam Stafford, Middle School

This plan reflects a process that Scotia-Glenville uses on an annual basis. It is not a specific plan but rather a framework to guide the committee and the district in the plans for improving student learning, engagement, and achievement.

The Scotia-Glenville Central School District's Professional Development Plan is based on the following tenets:

The plan will:

- be based on an ongoing data driven inquiry cycle.
  - We will collect and analyze data, make decisions based on the data sets, implement activities, and reflect on and analyze the results.
- relate to the district/school goals that are aligned to the New York State Learning Standards.
- be data driven and research based.
- involve teachers in the identification of their professional development needs.
- align with the District's Instructional Technology Plan
- allow for professional development that is continuous and ongoing, and involves follow-up and support for further learning
- ensure the appropriate resources will be allocated to support the professional development goals
  - The expenditures will be evaluated and tracked.

## **New York State Education Department Regulations and Requirements**

Scotia-Glenville Central School District has been approved for the School District Waiver CR Part 154 Professional Development Requirements Specific to English Language Learners. We will continue to apply for the waiver until the ENL population increases to 5% or more of our total population.

See Attachment I for submitted waiver.

New faculty who are not permanently certified will be responsible for engaging in 100 hours of professional development activities over a five-year period. It is the expectation of our district that staff successfully complete approximately 20 hours per year for two reasons:

1. To spread out the experiences of being able to implement the newly-learned material and information.
2. To balance teacher absences due to staff development in order that student learning is not compromised by having substitute teachers too often.

At this time, and without any change to negotiated agreements, this requirement will only affect teachers newly certified and who replace their Initial Certificate with a Professional Certificate. It is the Professional Certificate that requires renewal and the 100 hour requirement. At the same time, level III teaching assistants with new certifications will have to meet a 100 hour staff development requirement over 5 years.

As of 2004, all newly certified teaching staff is required to participate in a mentoring program in their first year of employment. Scotia-Glenville has had a mentoring program in place since September 2004. Newly hired teachers at Scotia-Glenville are assigned a mentor regardless of experience in the profession. Mentors may also be assigned to faculty who, in the judgment of the administration, might benefit from a mentor.

Please see Attachment II for full Scotia-Glenville Mentor Plan.

## **CTLE – STATEMENT OF ASSURANCES**

The superintendent certifies that the professional development plan and course offerings are in compliance with Subpart 80-6 of the Commissioner’s Regulations. The superintendent further certifies that:

- Professional development design is based on data, is derived from the experience, expertise and needs of the recipients, reflects best practices in sustained job embedded learning, and incorporates knowledge of how adults learn.
- Professional development expands all educators’ content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
- 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 to improve 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, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children’s education.
- Professional development uses 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.

**Superintendent Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Needs/Data Analysis/Evaluation

The district will use New York State initiatives such as RTI, Next Generation Learning Standards, and APPR and specific student needs assessments to identify training needs for the current school year. Each professional development activity offered by the district will be evaluated. The review of the evaluations will be used when planning future PD and determining which activities should continue to be offered.

We currently use several tools to collect this data.

These include:

- Needs assessment surveys
- Feedback forms
- Anecdotal evidence
- Presenter/Guest Speaker exit surveys and interviews

The committee will also review multiple data sources which are analyzed annually to determine the focus and content of PD activities.

These include, but are not limited to:

- School Report Cards
- NYS and District assessments (e.g. 3-8 assessments and Regents exams)
- Academic Intervention service and RTI records
- BEDS data
- Program Evaluations
- Graduation and Non-Completer rates
- Student Attendance and Discipline data
- VADIR/DASA reports
- Running Records
- AIMS Web
- I-Ready
- NYSED Level 1 and 2 reports

## Objectives and Strategies

The objective of this plan is to improve the quality of teaching and learning by ensuring that teachers and teaching assistants participate in high quality professional development that is collaborative, continuous and embedded in daily practice. The focus of all activities will be to improve student achievement.

Opportunities available to support the objective of enhanced student achievement include but are not limited to:

- Superintendent's Conference days
- Building and district-wide faculty meetings
- Department meetings
- Content release days
- Grade level meetings
- Distance Learning
- College and/or University collaborations
- Local, regional, state conferences
- District level in-service course offerings
- Mentoring
- Peer Coaching
- User Groups
- Curriculum writing
- Program evaluations
- IT trainings
- Google apps for Education trainings
- Independent consultants brought in by the district
- Workshops and trainings facilitated by professional Development Providers (Pending CTLE approval by NYSED)
  - Scotia-Glenville Central Schools
  - Model Schools
  - NYSED (e.g. Regional scoring training)
  - RBERN
  - DATAG
  - Learning Center Initiatives (LCI)
  - Broome-Delaware-Tioga BOCES
  - Capital Region BOCES

- Cattaraugus-Allegany-Erie-Wyoming BOCES
- Cayuga-Onondaga BOCES
- Champlain Valley Educational Services
- Center for Instruction, Technology, & Innovation (CiTi)
- Delaware-Chenango-Madison-Otsego BOCES
- Dutchess BOCES
- Erie 1 BOCES
- Erie 2 Chautauqua-Carraraugus BOCES
- Franklin-Essex-Hamilton BOCES
- Genesee Valley Educational Partnership
- Hamilton-Fulton-Montgomery BOCES
- Herkimer-Fulton-Hamilton-Otsego BOCES
- Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES
- Madison-Oneida BOCES
- Monroe 1 BOCES
- Monroe 2 BOCES
- Nassau County BOCES
- Oneida-Herkimer-Madison BOCES
- Onondaga-Cortland-Madison BOCES
- Orange-Ulster BOCES
- Orleans-Niagara BOCES
- Otsego Northern Catskills BOCES (ONC)
- Putnum-Northern Westchester BOCES
- Questar III BOCES
- Rockland BOCES
- St. Lawrence-Lewis BOCES
- Schuyler-Steuben-Chemung-Tioga-Allegany BOCES (Greater Southern Tier)
- Eastern Suffolk BOCES
- Western Suffolk BOCES
- Sullivan BOCES
- Tompkins-Seneca-Tioga BOCES
- Ulster BOCES
- Washington-Saratoga-Warren-Hamilton-Essex BOCES
- Wayne-Finger Lakes BOCES
- Southern Westchester BOCES
- Association for Career & Technical Education Administrators
- Association of Mathematics Teachers of NYS
- Business Teachers Association of NYS
- Capital Area School Development Association
- Classical Association of the Empire State
- Consortium for School Networking (COSN)
- International Society for Technology in Education (ISTE)
- Learning Forward NY
- NY Association for Continuing/Community Education



- NY Association of School Psychologists
- NY Library Association/Section of School Librarians
- NY Schools Data Analysis Technical Assistance Group
- NYS Art Teachers Association
- NYS Association for Bilingual Education
- NYS Association for Computers & Technologies in Education
- NYS Association for Health, Physical Education, Recreation, & Dance
- NYS Association of Family and Consumer Science Educators
- NYS Association of Foreign Language Teachers
- NYS Association of Mathematics Supervisors
- NYS Association of School Nurses
- NYS BOCES Arts in Education Network
- NYS Council for the Social Studies
- NYS Council of Administrators for Health, Physical Education, Recreation and Dance
- NYS Council of Administrators of Music Education
- NYS Educational Media/Technology Association
- NYS Dance Education Association
- NYS English Council
- NYS Federation of School Administrators
- NYC Council of Supervisors & Administrators
- NYS Middle School Association
- NYS Reading Association
- NYS School Counselor Association
- NYS School Music Association
- NYS School Social Workers Association
- NYS Science Education Leadership Association
- NYS Teacher Center Network
- NYS Teachers of English to Speakers of Other Languages
- NYS Technology and Engineering Educator's Association
- NYS Theatre Education Association
- NYS United Teachers
- NYS Work Experience Coordinators Association
- School Administrators Association of NYS
- School Library Systems Association of NYS
- Science Teachers Association of NYS
- American Orff Schulwerk Association
- National Council Teachers of English
- National Council for the Social Studies
- New York State Bar Association
- Handle With Care Behavior Management System
- Bureau of Education Research
- Albany Council of Reading Teachers
- American Library Association
- American Association of School Librarians

- Schenectady County Community College
- Hudson Valley Community College
- edWEB.net
- Glazier Clinic
- Consortium of School Networking (COSN)
- Common Sense Media
- Google
- Google for Education
- PBS TeacherLine
- Annenberg U
- ScholasticU
- Library of Congress
- TeachersFirst
- Museum of Innovation and Science <https://www.misci.org/info/info.php>
- MetaMetrics <https://metametricsinc.com/>
- ADOBE
- BER
- Developmental Resources, ACEs
  - 208 Ash Ave, Virginia Beach VA 23452- NBCC approved Continuing Ed Provider (ACEP 5602)
- Yoga for Youth (PE teachers only)
- PESI
- Journal of Literacy Research
- Business and Marketing Educators Association
- Princeton University
- Heinemann
- AIMS Web
- Castle Learning
- National Writing Projects