

# **Proposed Professional Development Plan Northeastern Clinton Central School District 2018-2020**

## **Mission**

Recognizing that our goal is to provide a classroom setting which allows for different student ideas, passions, and learning styles, the district shall establish a professional development plan to improve the quality of teaching and learning by ensuring that teachers, paraprofessionals, and support staff participate in substantial professional development to improve student achievement and to build a collaborative learning community.

## **The Plan**

### **Part A**

Needs Analysis conducted by the Professional Development Team

- ☐ Annual employees survey to assess professional development needs
- ☐ Annual review of student performance data via sharing of New York State Assessment results

### **Part B**

Annual Professional Performance Review: Components of evaluation addressed in the APPR plan (8 NYCCR section 100.2) include but are not limited to the following:

- ☐ Collaborating with others to examine case studies of student work and development as part of an approved activity
- ☐ Participating in sanctioned course and other learning opportunities
- ☐ Curriculum planning and development
- ☐ Professional development activities (district approved)
- ☐ Serving on or participating school leadership
- ☐ Professional responsibilities and collaboration
- ☐ Professional growth

### **Part C**

The Mentor Program will address qualifications, training procedures, activities, and documentation for mentors and mentees aligned with NYS school law.

## Goals

The district has identified school improvement initiatives based on the input from faculty/staff and the Shared Decision Making Team. Those initiatives have been embedded in the development of District Goals. The district goals along with the recommendations from the Professional Development Committee will also drive our professional development plan for a two year period. (See Attachment A) Priority themes for K-12 professional development reflect these goals. Priority themes identified by the PD Team will be targeted for ongoing and sustained professional development. Progress will be evaluated every two years. All annual training required by the state will also be part of this plan.

### Objective

Each priority theme will be outlined according to strategy, people involved, timeline, and performance measures/data source. These are presented in charts A-F accompanying this plan. The themes for the 2018-2020 professional development plan include:

1. Promote Positive School Climate
2. Safety and Security with a focus on Next Generation Learning Standards
3. Curriculum Development
4. Technology Instruction
5. Mentoring

### Process

Every year the board-appointed professional development team will review and update the two year professional development plan. The team will use information from the needs analysis and evaluation of previous year's activities, as well as recommendations from building principals based on teacher annual professional performance reviews. Evaluation is essential to ensure that professional development is continuous and sustained and that training has proven effective in increasing student achievement and the quality of instruction.

### Time Allotments

#### Conference Days

Superintendent's conference days shall be used annually for required training, in-service, or other activities as determined by the professional development team.

#### Early Dismissal/Common Planning Time

Early dismissal days, if scheduled, will allow for required training, promoting school climate, curriculum development, and/or technology training.

#### Professional Learning/Focus Groups

The district will provide ongoing opportunities throughout the school year, 2018-2020, for voluntary group professional study or focus groups. The district may provide coordination, space and materials for such groups to meet.

### Workshops/Conferences

Subject to the approval of the superintendent and the determination that the conference is aligned with systemic district priority themes, each teacher may be allotted funds, as per contract, to attend workshops or conferences. It is expected that informal reports will be provided, verbally or in writing, to the building principal, to strengthen information sharing that will help us build professional learning communities. Teachers will be encouraged to share with their colleagues.

### **Expected Participation**

Teachers, staff, and paraprofessionals will attend all required training and are encouraged to participate in collaborative professional learning. The district will recognize that all stakeholders need to be lifelong learners and need to develop 21<sup>st</sup> century collaborative and workplace skills. These combined expectations will contribute to building a positive school culture.

### **Articulation**

The two year professional development plan will be designed to offer consistency among student needs in general and special education across grades K-12. Every effort will be made by the district to provide follow-up to ensure that professional development is continuous and sustained.

### **Evaluation**

Progress toward goals and priority themes will be evaluated annually. The results of analysis will be shared with the Board of Education. Evaluation tools may include:

- ☐ Electronic or paper surveys of sessions, activities or conferences
- ☐ Teacher verbal and/or written reports to building principal
- ☐ Teacher may choose to share learning or teaching outcomes at faculty meetings
- ☐ NYS School Report card
- ☐ NYS Assessment Data of growth & achievement among subgroups
- ☐ Examination of local school records

## **PROFESSIONAL DEVELOPMENT PRIORITY THEMES 2018- 2020**

### **Theme 1 – Promote Positive School Climate**

Based on the input from faculty/staff and the Shared Decision Making Team, the Northeastern Central School District will address the challenges of poverty and trauma and its impact on student engagement in the school community. The faculty and staff will participate in a Trauma Informed Care Plan and reflect on its message. Strategies will emerge to inform faculty and staff to improve student engagement; recognizing the growing mental health needs the district will continue to partner with outside agencies. The district will continue to seek opportunities to build relationships in and out of school among all stakeholders.

### **Theme 2 - Safety and Security**

The district will update, submit, and review all building safety plans with necessary stakeholders. The district will continue to implement safety recommendations based on the NYS Police School Safety Audit and the completed Active Shooter drill. Information will be disseminated and procedures will be practiced accordingly.

### **Theme 3 - Curriculum Development**

Recognizing the historical success of the balanced literacy model, and acknowledging recent changes in literacy instructional practices the district will commit to continuous improvement of this model K-2. In grades 3-5 literacy will be enhanced by utilizing real literature and best practices. In grades 6-8, they will continue to utilize 100 book challenge and Accelerated Reader to promote independent reading and improve reading skills. In grades 9-12 the district will focus to incorporate best practices in literacy across the content areas. With the adoption of Next Generation Learning Standards the district will integrate the standards into curriculum.

### **Theme 4 - Technology**

Teachers will continue to develop 21<sup>st</sup> century technology skills to support teaching and learning. Professional development in technology will be achieved through hands-on learning workshops. Smart Board technology, web page design, student management system (Schooltool), Google Apps, EXCEL, and others. In addition ongoing training will be available for Cleartrack (AIS/RTI and IEPs) and I Ready.

### **Theme 5 – Continue to provide annual orientation for new faculty/staff and mentoring for new teachers**

Holders of the Initial and Professional certificates must receive mentoring in their first year of teaching or school building leadership service in a public school district. An exception to this requirement applies to certificate holders who have at least two years of teaching or educational leadership service, respectively, prior to receiving the Initial and Professional certificates; they may be exempt from this requirement.

The purpose of the mentoring requirement is to provide beginning educators in teaching or school building leadership service with support in order to gain skillfulness and more easily

make the transition to one's first professional experience under an Initial Certificate. In addition, the district provides mentoring to teachers in their second year of teaching.

The mentor should expect to assist the mentee in the following:

- Learning building procedures
- Promoting new and innovative practice through co-planning and co-teaching
- Developing sound classroom management strategies
- Developing effective parent communication strategies
- Completing report cards
- Implementing home-school communication strategies
- Preparing for open house and parent-teacher conferences
- Provide opportunities for observation of effective teachers

## **Professional Development for New Teachers Holding Professional Certificates**

In accordance with the commissioner's regulations (8 NYCRR sections 80-3.6) professional development plans must describe how the school district will provide opportunities to help teachers holding professional certificates maintain certification through the completion of 100 hours of professional development every five years. Options include but not limited to:

- Professional Learning Community
- Superintendent's Day Activities
- Teacher Center
- Workshops
- SAVE
- Curriculum Alignment
- Mentor Training
- RTI Response to Intervention
- Common Core Objectives
- Differentiated Instruction
- ELA/Math Assessments Grades 3-8
- Balanced Literacy
- Technology

### Documentation

Individuals required to meet certification requirements are responsible for maintaining a district log of their professional development hours. This form is available on the district web page at:

[https://www.nccscougar.org/site/handlers/filedownload.ashx?moduleinstanceid=69&dataid=349&FileName=ctle%20certificate%20of%20completion%20form\\_march\\_20\\_2017.pdf](https://www.nccscougar.org/site/handlers/filedownload.ashx?moduleinstanceid=69&dataid=349&FileName=ctle%20certificate%20of%20completion%20form_march_20_2017.pdf)

At the end of the school year, it is the individual's responsibility to submit the completed log to the building principal, who will sign and return it to the teacher for their record keeping.

**Theme 1 & 2 - Promote a positive school climate, to ensure a safe and secure school environment**

Strategy The District will:	Implemented		Timeframe	Performance Measures/ Data Source
	By	For		
A. Provide in-service training for all teacher/staff/para-professionals on the experience and impact of Trauma and Poverty on K-12 education	NCCS faculty & staff and outside providers	K-12 faculty & staff	Ongoing through 2018-2020 school years	Periodic surveys of teachers, staff, & students related to implementation of positive support strategies
B. Faculty and Staff will update the District Safety Plan and Building Safety Plans as required.	District Safety Committee and Building Principals	K-12 Students, Faculty & Staff	Ongoing through 2018-2020	Full implementation of the updated and in process District Safety Plan. Documentation of district safety implementation
C. To improve mental health in the school and community	NCCS faculty and staff and outside providers	K-12 faculty, staff, students, and families	Ongoing through 2018-2020	Data provided by a number of sources including outside service agencies within district

**Theme 3 - Curriculum Development**

Strategy The District will:	Implemented		Timeframe	Performance Measures/ Data Source
	By	For		
A. Continue to review best practices in literacy instruction	Contracted outside consultant and in-house professionals	All K-12 teachers	2018-2020 school years	Analysis of annual district ELA assessments.

**Theme 4 - Technology Instruction**

Strategy The District will:	Implemented		Timeframe	Performance Measures/ Data Source
	By	For		
A. The District will provide training in technology for appropriate programs	NERIC and Technology Instruction	NCCS faculty, staff and administration	Ongoing through 2018-2020	Technology surveys and evaluations. Technology coordinator will provide documentation of growth

**Theme 5 - Continue to provide orientation of new faculty staff and mentoring for new teachers**

Strategy The District will:	Implemented		Timeframe	Performance Measures/ Data Source
	By	For		
A. New faculty/staff orientation	NCCS District personnel	New faculty & staff	Through the 2018-2020 school years	Participant evaluation and/or survey
B. Recruit teachers for teacher mentor program	NCCS faculty leaders	Mentors	Ongoing as needed throughout the 2018-2020 school years	N/A
C. Implement the Training Program to Mentors/New Teachers	Mentors & Mentees	Mentors & Mentees	Through the 2018-2020 school years	Mentor/Mentee evaluation



Northeastern Clinton Central School District Professional Development Providers 2018-2020

Northeastern Clinton Central School District	Behavioral Health Services North (BHSN)
Clinton-Essex-Warren-Washington BOCES	Clinton County Department of Social Services
North Eastern Regional Information Center (NERIC)	NYS Education Department
Capital Region BOCES	NYS English Council
NYS Council of School Superintendents (NYSCOSS)	SchoolTool
NYS School Board Association (NYSSBA)	SUNY Plattsburgh
Clinton Community College	New York State Police – Troop B
School Administration Association of NYS (SANNYS)	Harris Beach Law Firm
Clinton County Sheriff's Department	North Country Teacher Resource Center
NYS Association for Health and Physical Education	Beekmantown Central School District
NYS Art Council	Eric Jensen – Teaching with Poverty in Mind
DASA	Hudson Headwaters
Center for Autism and Related Disabilities	Champlain Valley Family Center
Stern Center	Child Care Coordinating Council of The North Country