

Cairo-Durham Central School District

Professional Development Plan



2018-2019

2018/19 – 2020/21

PROFESSIONAL DEVELOPMENT PLAN

Cairo-Durham Central School District

2018-2021

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I. Composition of the Professional Development Team

Administration:

Anthony Taibi	Superintendent
Doug Morrissey	Director of Pupil Personnel Services
TBD	Director of Curriculum & Instruction
Chris Stein	Elementary Principal
Danielle Czech	ES Assistant Principal
Joseph Witazek	MS/HS Assistant Principal
Nicholas Fitzgerald	High School Principal
Mike Mitchell	Middle School Principal

K-12 Curriculum Coordinators:

Katania Hall	PK/K Curriculum Coordinator
Tamara Farnsworth	1 st Grade Curriculum Coordinator/Teacher
Karen Zindell	2 nd Grade Curriculum Coordinator/Teacher
Lucy Baeckmann	3 rd Grade Curriculum Coordinator/Teacher
Marcie Rath	4 th Grade Curriculum Coordinator/Teacher
Amy Benjamin	5 th Grade Curriculum Coordinator/Teacher
Amanda Gauvin	Elementary Special Ed. Curriculum Coordinator/Teacher
Kathleen Morton	ELA Curriculum Coordinator/ Teacher
Lori Miner	Foreign Language Curriculum Coordinator/ Teacher
Laura Giarrusso	Social Studies Curriculum Coordinator/Teacher
Sean Higgins	Science Curriculum Coordinator/Teacher
Robin Edwards	Math Curriculum Coordinator/Teacher
Heather Maassmann	Occupational Ed. Curriculum Coordinator/Teacher
Nancy Trembacz	Music Curriculum Coordinator/Teacher
Lillian McCabe	Art Curriculum Coordinator/Teacher
Janice Lugo	MS/HS Special Ed. Curriculum Coordinator/Teacher

Coordinators and Other Representatives:

Donna Trunzo	K-8 RtI Coordinator
Jason Reinhard	District Math Specialist
Megan West	District & School Improvement
Justin Karker	CDA Union President/High School Guidance Counselor

II. Cairo-Durham Central School District Vision, Mission, and Theory of Action

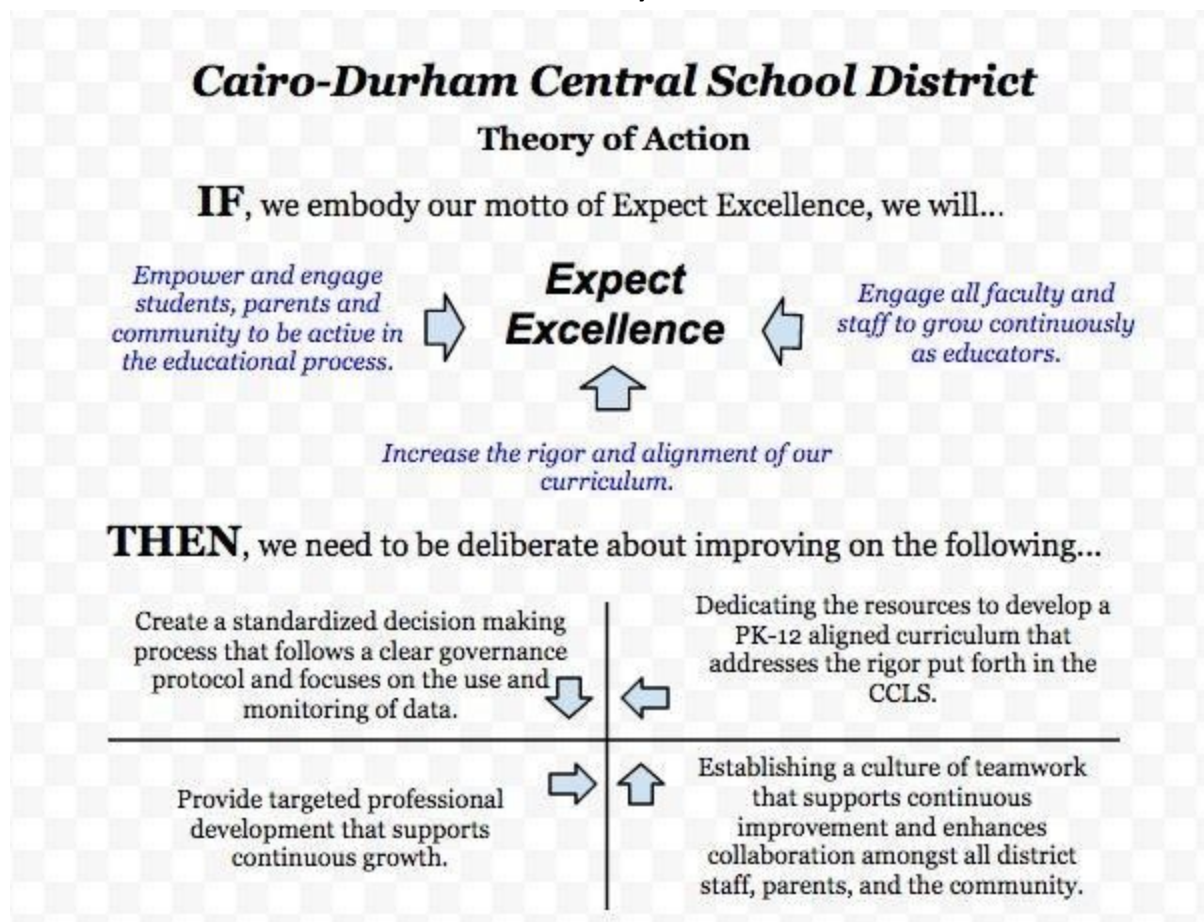
Vision: What We Want to Be

The Cairo-Durham Central School District will provide a collaborative and engaging environment that is committed to the educational excellence of each individual student. By fostering high expectations and creating educational leaders, we will be recognized regionally and across the state as an exemplary school system.

Mission Statement: What We Do

The Cairo-Durham Central School District, in partnership with the community, is committed to creating multiple learning pathways that empower all students to maximize the individual potential and become leaders in their local and global communities.

District Theory of Action



III. Professional Development Program Overview

- A. The Cairo-Durham Central School District will provide a collaborative and engaging environment that is committed to the educational excellence of each individual student, staff and faculty member. By fostering high expectations and creating educational leaders, our goal is to improve student learning and to meet district expectations by building skill, increasing knowledge and encouraging professional growth and renewal.

- B. All professional development activities approved through the district will require the completion of a program evaluation form through *My Learning Plan*. This evaluation will be used to gauge effectiveness of the professional development provided and also be utilized to plan future professional development needs.

- C. Professional development will ensure our students progress in an exemplary manner toward graduation and will support District Policy 9701 (Staff Development, District Policy 4200 (Curriculum Development) and Part 100 Regulations.

This plan will be revised on a yearly basis to ensure that the needs of the students, staff, and faculty throughout the district are being addressed effectively.

IV. Determining Professional Development Needs and Evidence of Impact

The Cairo-Durham Central School District utilizes data from multiple sources when determining the professional development needs of the district according to the categories listed below. Upon completion of professional development opportunities, these same sources will be used to determine the evaluation of their impact upon student achievement.

A. School Report Card Data:

- Educator Data
 - Annual Professional Performance Review Ratings
 - State-Provided Growth Ratings
- Assessment Data
 - NYS Public School 3-8 and Regents Assessment Data
- Higher Education Data
 - Teacher and School Leader Certification
- Student Data
 - Public School Enrollment Data
 - Free and Reduced Lunch Data
 - Student Demographic Performance
- School Data
 - Student Attendance Rates
 - Public High School Graduation Rate

B. Implementation and Monitoring of District Goals or Initiatives

The purpose of district-wide goals and initiatives are to set in place systems or programs which provide accurate and consistent data, protocols, and/or program use and expectations for all stakeholders. These such goals and initiatives need to be routinely monitored and reflected upon to ensure their effective implementation and their impact over time within the district.

C. Student Formative Assessment Data

The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. These assessments help faculty recognize where students are struggling and address problems immediately. The formative assessment process guides teachers in making decisions about future instruction. Formative assessments are generally *low stakes*, which means that they have low or no point value.

D. Student Summative Assessment Data

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. Summative assessments are often *high stakes*, which means that they have a high point value.

E. Feedback from Students, Parents, Staff, Faculty and Administrators

- Administrative Leadership
- Human Resources Committee

- Resource Allocation Committee
- Professional Development Committee
- Data Driven Instruction Committee
- Technology Committee
- District Curriculum Development Committee
- Pupil and Personnel Services Committee
- Instructional Practices and Student Achievement Committee
- Student Social and Emotional Health Committee
- Family and Community Engagement Committee
- School Leadership Teams

F. Data Summary

- The following 3 subcomponents of the Danielson framework are considered priorities: Using Questioning and Discussion Techniques (Domain 3B), Engaging Students in Learning (Domain 3C), Using Assessment in Instruction (Domain 3D).
- The overall district performance on NYS Assessments in Grades 3 - 8 indicate that the Cairo-Durham students are performing at a level below the state average.
- Student's with disabilities are achieving at a lower rate compared to their counterparts throughout the state.
- Student's who are economically disadvantaged are performing at a lower rate compared to their counterparts throughout the state.
- Teachers are reporting curriculum deficiencies in relation to it's overall existence, CCLS alignment and vertical alignment.

V. Purpose of Professional Development

All professional development in the Cairo-Durham School District is connected to three structures that guide and inform activities. They are: 1) The overarching district plan that includes goals and Aim High Targets, 2) The school plan that is tailored to specific school and staff learning needs as they relate to the overarching district goals and the instructional program goals for students in that school, and 3) The individual plan set by staff in their Professional Growth and Performance Assessment plans. Instructional staff are encouraged to set at least one of their professional goals to align with school and district goals.

VI. Cairo-Durham Central School District Priority Statement: “Expect Excellence”

Based on the results of our data collection process and discussion among the administrative team, goals and objectives will be set and addressed for each school year. The goals and objectives set by the school district will then become the framework under which all professional development must support during the specified school year.

VII. District Professional Development Goals

The district's overarching goal for 2018-19 is to increase instructional performance in the following areas of the Charlotte Danielson Framework For Teaching:

1. Using Questioning and Discussion Techniques (Domain 3B)
2. Engaging Students in Learning (Domain 3C)
3. Using Assessment in Instruction (Domain 3D)

Additionally, the district will provide trainings and professional development related to the below areas of focus:

4. Impact of poverty on student learning and achievement
5. Enhancing the effective use of instructional technology in the classroom to support student engagement and achievement

VIII. 2018-2019 - District Goals/ "Aim High" Targets

1. Culture and Attendance Goals:
 - By June 2019, we will increase average daily attendance percentage to 95% at the elementary level and to 94% at the Middle & High School.
 - By June 2019, we will decrease the chronic absentee rate to: HS <30%, MS <25%, ES <20%
2. By June 2019, we will increase the percentage of students who are reading at or above grade level at each grade level by 4%.
3. By June 2019, we will increase the percentage of students who are passing all courses by 4% as measured at each interim and quarter compared to the previous year.
4. By June 2019, we will have increased our 4 year graduation rate by 1% to 90%.
 - By June 2019, we will increase the percentage of students earning Advanced Regents Diplomas by 10%. (Note: 2018 - Target 24% - Actual 30%, 2019 Target - 33%)
5. By June 2019, we will increase the percentage of students who are achieving proficiency by 4% in grades 3-8 and proficiency and mastery on Regents Exams by 3%.
 - By June 2019, we will have increased by 20% the number of students who move from 1's to 2's, 2's to 3's, and 3's to 4's

IX. Professional Development Planning Activities 2018-2019

District PD Goal	District Goal/ "Aim High" Target	Activity
1, 2, 3, 4	1, 2, 3, 4, 5	Provide Professional Development trainings and workshops during the summer of 2018 focused on increasing teacher effectiveness in all areas of Section VII. District Professional Development Goals. Menu of PD offerings can be located here .
2, 3, 4	2, 3, 4, 5	Continue training staff on the implementation of the district's RtI plan and effective best practices related to Tier 1 and Tier 2 strategies. .
2, 3, 4	2, 3, 4, 5	Provide training on best practices and resources to utilize during the RtI block at the elementary school (K-5) by embedded ELA Questar trainers and the RtI Coordinator.
1, 2, 3, 4, 5	2, 3, 4, 5	Provided continued embedded support in ELA (using Questar ELA trainers and RtI Coordinator) focused on the effective implementation of the Reading and Writing Workshop model following the Lucy Calkins framework.
2, 3, 5	2, 3, 4, 5	Implement iReady professional development as part of an iReady "Re-Launch." Training will focus on the new iReady platform, best practices with iReady to support improved instructional efficacy, and how to best utilize iReady as a progress monitoring tool in both Tier 1 and Tier 2 services. All iReady will align to District Goals and priorities.
1, 2, 3, 4,5	2, 3, 4, 5	Curriculum Coordinators K-12 will continue to facilitate and support work/training with their Departments/Grade Levels to support Next Generation Learning Standards and District goals. Overall the District's teachers will work to refine and enhance Next Generation Learning Standards content and instructional practices that are research-based and effectively promote student achievement and growth. District and building leaders will review agendas, minutes, and work artifacts on an on-going basis. Curriculum Coordinators will facilitate DDI best practices with their Departments/Grade Levels both during Department meetings, Grade-Level meetings, and scheduled Data Analysis early dismissal conference days (3x yearly).
1, 2, 3, 4, 5	2, 3, 4, 5	Questar Trainers (ELA, Math, Science, Social Studies) for staff development will provide professional development to support and develop Next Generation Learning Standards aligned Curriculum Maps K-12, and Next Generation instructional Shifts in lesson development.
1, 2, 3, 4, 5	1, 2, 3, 4, 5	The district-wide PD committee, comprised of representatives from the district shared decision making team and curriculum coordinators groups will monitor and review Professional Development goals in comparison to district data.
2, 3, 4	1, 2, 3, 4, 5	Teachers will receive training and support for the implementation of Datamate; the platform will support enhanced data analysis. Building and District leadership will generate regular reports for dissemination to teachers and Curriculum Coordinators for progress monitoring and goal setting and action planning throughout the school year.

1, 2, 3, 4, 5	1, 2, 3, 4, 5	The PD committee will identify data points, evaluation protocols, and measures for assessing the efficacy of the PD plan. The PD committee will meet monthly to monitor the PD plan and make necessary adjustments for remaining yearly activities.
1, 2, 3, 4, 5	1, 2, 3, 4, 5	The PD committee will communicate and share the findings of regular monitoring with all stakeholders through Department, Grade-Level, and Faculty Meetings throughout the 18-19 school year.
1, 2, 3, 4, 5	1, 2, 3, 4, 5	The PD plan will be communicated and implemented, including a PD calendar of activities to be shared with all staff by the Department of Curriculum and Instruction through the Google Classroom and in My Learning Plan.

X. Cairo-Durham Central School District Standards for Professional Development

(Adapted from the NYS Standards for Professional Development <http://www.highered.nysed.gov/tcert/resteachers/pd.html>)

Effective professional development in the Cairo-Durham Central School District will include the following:

Standard 1: Designing Professional Development

Standard: 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.

Indicators:

- a. Professional development design begins with a needs assessment that is grounded in the analysis of multiple sources of disaggregated teaching and learning data.
- b. Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity.
- c. Professional development design is grounded in the New York State Learning Standards and student learning goals.
- d. The intended beneficiaries of professional development are substantively involved in all aspects of professional development design.
- e. Professional development design addresses the continuum of an educator's experience and level of expertise, and is based on an analysis of individual educator needs; current knowledge and skills; and district, building and educator learning goals.
- f. Professional development formats include, but are not limited to, lesson study, demonstrations, observations, analysis of student work and assessment data, collegial circles, feedback, action research, reflection, and opportunities for collaboration and problem solving.
- g. The format of professional development incorporates technologies to provide more extensive and diverse content, expand access and participation, and create virtual professional learning communities.
- h. Professional development is sustained over time and provides continued support such as follow-up, demonstrations, feedback on mastery of new knowledge and skills, peer coaching and mentoring, and continued opportunities for additional study.

Standard 2: Content Knowledge and Quality Teaching

Standard: Professional development expands all educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

Indicators:

- a. Professional development includes learning experiences and resources to ensure that educators understand how the subjects they teach address the New York State Learning Standards and the relationships between the subjects they teach and the other subjects in the curriculum.

- b. Professional development provides opportunities for educators to examine, observe, practice, and receive feedback on their use of research-based instructional strategies to improve their students' learning by utilizing methods such as peer review, coaching, mentoring, and modeling.
- c. Professional development provides ongoing opportunities for educators to examine a variety of classroom assessments, practice using them in their classrooms, and analyze the results to 1) understand and report on student achievement based on New York State Learning Standards, 2) identify gaps in student learning, and 3) adjust instruction.
- d. Professional development provides differentiated instructional strategies to meet the needs of diverse learners.
- e. Professional development ensures that educators have the knowledge and skills needed to develop and foster the critical thinking, problem solving, literacy, and technological skills that students need to be successful in the 21st century.
- f. Professional development provides the knowledge, skill, and opportunity for educators to make relevant connections between the subjects they teach and the applications of those subjects.

Standard 3: Research-based Professional Learning

Standard: Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.

Indicators:

- a. Professional development is based on current research in teaching, learning, and leadership.
- b. Effective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making.
- c. Professional development includes ongoing opportunities for educators to read and reflect on current research on topics that are of interest to them and that are consistent with state and local school improvement priorities.
- d. Professional development involves discussion of research design, data collection, and analysis to assist teachers in understanding how to interpret research findings, particularly in areas where there may be competing perspectives and conclusions.
- e. Professional development provides opportunities for educators to collaborate with higher education and other partners in action research to test their own hypotheses and to report the results about the impact of professional development programs or the effectiveness of particular instructional strategies and programs for educators and students.

Standard 4: Collaboration

Standard: 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.

Indicators:

- a. Professional development provides skills that educators need to communicate effectively, to listen to the ideas of others, to exchange and discuss ideas, to work in diverse teams, and to share responsibility for work toward a common goal.
- b. Professional development provides ongoing opportunities for educators to work with colleagues including teachers, principals, teaching assistants, librarians, counselors, social workers, psychologists, higher education faculty, and others critical to student success.
- c. Professional development maximizes the use of technology to broaden the scope of collaboration.

Standard 5: Diverse Learning

Standard: Professional development ensures that educators have the knowledge and skill to meet the diverse needs of all students.

Indicators:

- a. Professional development focuses on developing educators' knowledge of the learning styles, needs, and abilities of their students, as well as the diverse cultural, linguistic, and experiential resources that their students bring to the classroom.
- b. Professional development provides opportunities for educators to develop the knowledge and skills necessary to design and implement differentiated instructional and assessment strategies that utilize diverse student, family and community resources, and that meet diverse student learning needs.
- c. Professional development provides opportunities for educators to examine their practice in setting and maintaining high expectations for all students to enable them to attain high levels of achievement.

Standard 6: Student Learning Environments

Standard: Professional development ensures that educators have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students.

Indicators:

- a. Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement.
- b. Professional development provides opportunities for educators to collaborate with school psychologists and social workers to develop effective strategies for student behavior and classroom management, and to seek creative solutions to conflicts.
- c. Professional development provides opportunities for educators to analyze and use data about student behavior (such as discipline referrals, suspension information, school climate surveys, and social-emotional data) to refine educational practices and promote optimal learning environments.

Standard 7: Parent, Family and Community Engagement

Standard: 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.

Indicators:

- a. Professional development provides opportunities for educators to develop communication and collaboration skills that enable them to build partnerships with parents, guardians, and the community.
- b. Professional development enhances educators' knowledge of varying cultural backgrounds of students, families, and the community, and of how the diversity of these cultural backgrounds can serve as foundations and resources for student learning and success.
- c. Professional development includes opportunities for educators to develop skills and strategies that use technology to strengthen partnerships with parents, families, and the community.

Standard 8: Data-driven Professional Practice

Standard: 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.

Indicators:

- a. Professional development ensures ongoing opportunities for all educators to learn how to analyze and collect multiple sources of student data throughout the year, to monitor student progress and adjust instructional practice.
- b. Professional development provides educators with the opportunity to examine all relevant student data, including Individual Education Plans (IEPs), at the beginning and throughout the academic school year, in order to design effective instruction.
- c. Professional development provides educators with current, high quality data analysis presented in a clear, understandable format, to promote optimal student learning.
- d. Professional development provides opportunities for educators to use results from local, state and national assessments; student work samples and portfolios; school climate, parent, and teacher surveys; and student behavior data to guide their instruction.
- e. Professional development provides ongoing opportunities for educators to use disaggregated student data by race, gender, English language learning, special needs, eligibility for free or reduced price meals, and other factors in order to improve student learning.

Standard 9: Technology

Standard: Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.

Indicators:

- a. Professional development ensures ongoing educator and student technological literacy.
- b. Professional development provides ongoing opportunities for educators to learn about new and emerging technologies useful in professional teaching practice.
- c. Professional development facilitates the ability of educators to apply technologies to create optimal and equitable learning environments.
- d. Professional development promotes technology as a tool to design learning opportunities, to evaluate the effectiveness of instruction, and to monitor student learning.
- e. Professional development encourages educators to engage with students in using available technology as it relates to curricular activities, and to assist students in using technology in innovative ways.
- f. Professional development provides educators with opportunities to learn and use technology for communication and collaboration.
- g. Professional development addresses the legal and ethical uses of technology.

Standard 10: Evaluation

Standard: Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Indicators:

- a. Resources are provided to plan and conduct ongoing evaluation of professional development.
- b. Professional development evaluation uses multiple measures to assess effectiveness of the knowledge and skill acquired in improving professional practice and student learning (such as the use of new learning in instructional planning, the use of student data for the development and adaptation of teaching strategies, or the enhanced student performance following the application of a different teaching strategy).

- c. development evaluation includes the use of multiple methods and techniques that provide information to ensure ongoing improvements in the quality of the professional development experience (such as participant reactions, surveys, focus groups, interviews, reflective journals, portfolios, or information about student behavior or performance).
- d. Professional development evaluation results are reported to key stakeholder groups in a manner that promotes effective use of the evaluation data for improving both individual educator practice and building- and district-wide professional development plans.

XI. Professional Development Resources and Providers

Sources of professional development include the following:

- Questar III BOCES in-service workshops
- Greater Capital Region Teacher Center
- SDE: Staff Development for Educators
- BER: Bureau of Education and Research
- NYSED/NTI
- DTSDE Institute
- NERIC: Model Schools
- NYS Institutions of Higher Education (IHEs)
- District Sponsored In-Service Opportunities
- Program Presentations
- Outside Educational Expert Presentations
- Out of District Visitations
- Teacher Research Projects
- SUNY - Master Teaching
- SAANYS
- New York State Council Social Studies
- U of Albany School of Education
- Greater Capital Region Teacher Center
- Capital District Writing Project/National Writing Project
- Teacher Centers
- Teachers College Reading and Writing Project
- Institute for Learning (University of Pittsburgh)
- NCTE (Nat'l Council of Teachers of English)
- NCTM (Nat'l Council of Teachers of Mathematics)
- NCSS (National Council of Social Studies Teachers)
- ISTE (International Society for Technology in Education)
- NSF (National Science Foundation)

Professional Development Providers

ACTEA – Association of Career and Technical Educators Administrators

Albany Medical Center

Alexia Rodriguez Thompson, Associate In Bilingual

AMTNYS – Association of Math Teachers of NYS

Andrea Honigsfeld

Andrew Solomon

Andrew Zaffarano, Technology teacher at New Hartford

Angela Di Michele Lalor

Anne Dalton, Esq.

Apple

ASBO

Autism Speaks

Bard College

BlueShield of Northeastern New York

Boston Children’s Hospital

Breakthrough Coach

Buck Institute

Cambell House Psychology

Capital District Developmental Pediatrics

Capital Region BOCES

CASDA

CASSA – Capital Area Science Supervisors Association

CDAMS – Capital Area Math Supervisors Association

Center for Applied Linguistics

Center for Autism and Related Disabilities
Center for Disability
Classbook
College of St. Rose
Columbia-Greene Community College
Columbia University
Cornell University
CTE Technical Assistance Center of NY
Datamate
David Abrams, Education Consultant Rose & Greene Consulting
David Kay
David Nagal
David Peterson, Kensington Representative(s)
Dr. Callen Kostelnik
Dr. Deborah Kundert
Dr. Giselle Martin-Kniep
Dr. Harvey Silver
Dr. Karen Peper
Dr. John More
Dr. Jeffery Arp-Sandel
Dr. Liz Locatelli
Dr. Meir Be Hur of International Renewal Institute
Dr. Phillip Wilder - Elemson University
Dr. Samuel Silverstein
Dr. Steve Birchak
Dr. Zvi Klopott

Dynamic Learning Labs
E-Doctrina
Ed-Vistas
ESSDAK
Excelsior College
Four Winds
Frontier Technology
Google Representative
Gray Castle Cyber Security
Greater Capital Region Teacher Center
Harry Chan
Harvard University
HFM BOCES
Hudson Valley Community College
iReady Trainers and Staff
International Center for Leadership Education
Isabel Burke, Director of The Health Network
International Society for Technology in Education (ISTE)
J'aime Pfeiffer
Jack Baldermann, PLC Associate
James Ball
John Yiegelski
Kelly Gallagher
Leah Mermelstein from Read-Write-Connect, Inc.
Learner- Centered Initiatives
Lee Bordick

Les Loomis
Leslie Preddy
Liz Locatelli, LCI
Maria Dove
Mary Ratzer & Judi Dzikowski
Matt Roe (Apple Mobility Engineer)
McREL
MetriTech, Inc.
Mike Dames of Aha! Process, Inc.
Mike Ford
miSci
Model Schools Conference
Mohawk Valley Community College
MyLearningPlan
Nancy McGuire
NCTM – National Council of Teachers of Mathematics
Nellie J. Brown
Nellie J. Brown and Nona McQuay, Cornell University
New Technology Network
New York Metro Center
NSTA – National Science Teachers Association
NY LEARNS
NYCDOE
NYSASBO
NYSCATE – NYS Association of Computer and Technologies in Education
NYSCOSS

NYSSBA
NYSSILR
NYSTEEA – NYS Technology and Engineering Educators’ Association
NYSUT
NYSED
Olga Nesi
Parent to Parent
Paula Sobol
Pearson
Perkins School for the Blind
Polly Farrington
Proctors
Questar Assessment Inc.
Questar III BOCES
Questar III Component and Non Component Superintendents, School Business Officials, Curriculum and Instruction Coordinators
RBERN
RSE-TASC 1
RSE-TASC 2
Rebecca Ekstrom
Renaissance Learning
Rensselaer County Public Health
Rensselaer Polytechnic Institute (RPI)
Right Reasons Rep
Rubicon Atlas
Russell Sage College

SANNYS
Schenectady County Community College
Shelley Fairbairn and Stephaney Jones-Vo
Siena College
Silver and Strong, Inc.
Southern Regional Education Board (SREB)
STANYS – Science Teachers Association of NYS
Stephen Barkley, Educational Consultant, Author, NYS Learns
SUNY Polytechnic Institute
Teachscape
The Library Girl
Thomas Many, Solution Tree
Thoughtful Classroom
Union College
University at Albany
Wayne Callender - Partners for Learning, Inc.
Washington-Saratoga-Warren-Hamilton-Essex BOCES
Whiteman, Osterman and Hanna LLP
Wildwood

XII. Professional Development In-Service Protocols

An outlined program should be developed and approved prior to the in-service taking place:

District Data Driven Objective (The WHY)

- A. Building Data Driven Objective (The WHY)
- B. Introduction
- C. Activity (HOW)
- D. Closing: Referring specifically back to both the district and building Data Driven Objectives.
- E. Next Steps
- F. In-Service Evaluation (For MyLearningPlan and PD Committee)
- G. Professional Development Program Evaluation Form
- H. Evidence of Impact Statement (Data is to be filled as the impact is proven shown. It could be in one session or over time.)
 - DID IT
WORK?
 - HOW WELL?
 - MOVE ON OR MORE TIME NEEDED?
- I. Administrative approval through My Learning Plan application must be given prior to the in-service being taken.

XIII. Cairo-Durham Central School District – Professional Development Evaluation Form

Training/Presentation:

- Highly Interesting and Informative
- Somewhat interesting and informative
- uninteresting and uninformative

Participant Involvement

- Numerous hands-on activities and chances for involvement
- Some hands-on activities and chances for involvement
- All lecture with no chance for involvement

Questions/Answers

- Numerous opportunities for questions and answers
- Limited opportunities for questions and answers
- No time for questions and answers

What did you learn that you did not know before?

- Strategies that will enhance my effectiveness
- Strategies to help students be more successful
- Use of resources
- How strategies can be applied
- More ways to assess students
- Increase content knowledge
- Reinforce previous learning of knowledge
- Nothing
- Other

Will you be able to use what you learned?

- Yes, I have already applied the content
- Yes, the content was relevant to my position
- Somewhat, I will be able to apply some of the content
- Hopefully, but I have remaining questions and concerns
- No, the content was not relevant

What do you need to further apply what you have learned today?

- Additional workshop-type sessions/refresher
- Focused Time on this topic during my professional learning communities
- Focused time on this topic during collegial circles
- Individual follow-up with a coach or mentor
- New teacher support during years 2 or 3
- Workshop with same presenter
- Time to discuss

- Nothing
- Other

Moving forward, how will you apply new learning in your practice?

- Discuss ideas with coach/mentor/teacher leader/department/colleague
- Collaborate with peers
- Develop a simple action plan including timeline/expectations
- Set clear goals for myself
- Jump in and try something new tomorrow
- Other

Appendix A: Statement of Assurances

The Superintendent certifies that:

- Planning, implementation, and evaluation of the professional development plan were 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 as 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 indicated an evaluation of the effectiveness of the professional development offerings and a mechanism to adjust activities based upon the evaluation
- The plan or the annual update to the plan was adopted at a public meeting by the Board of Education

Signature _____

Anthony Taibi, Cairo-Durham Central School District Superintendent of Schools

Appendix B: Board Policies 4200 and 9701

4200 Curriculum Development

The Cairo-Durham Central School District Board of Education recognizes the fundamental importance of curriculum development and improved instructional practice to the quality of its entire educational program. Responsibility for curriculum development shall reside with the Superintendent of Schools.

References

Educational Law Secs. 1709(3), 1711(2), 1805

Adopted 1/25/07

9701 Staff Development

The Cairo-Durham Central School District Board of Education recognizes the necessity for instructional personnel to keep abreast of the latest practices in their fields in order to maintain and upgrade the District's instructional program. The Board therefore encourages teachers and administrators to attend graduate and undergraduate courses, inservice training programs, professional conferences and other programs that foster professional growth, as well as to initiate independent pursuits that will benefit the staff member's professional expertise.

In addition, the Board commits itself to providing opportunities for professional growth to teachers and administrators to the extent that District resources permit, in accordance with the annual District's professional development plan. Furthermore, the Superintendent of Schools is authorized to require some or all staff members to such professional development programs or to participate in such staff development training as she/he may deem necessary for the welfare of the District. All such requirements shall be consistent with relevant provisions of the Taylor Law and with collective bargaining agreements to which the District is a party.

References

Educational Law Sec. 3604(8) 8

NYCRR 100.2(dd)

Civil Service Law Sec. 209-a(1)

Policy 8422, Use of Private Vehicles on School Business

Adopted 12/14/06

Appendix C: Part 100 Regulations: Professional Development

1. Requirement.

i. By September 1, 2000, and annually by September 1st of each school year thereafter, each school district and board of cooperative educational services (BOCES) shall adopt a professional development plan that meets the content requirements prescribed in paragraph (2) of this subdivision. The purpose of the plan shall be to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development in order that they remain current with their profession and meet the learning needs of their students. The plan shall also ensure that holders of level III teaching assistants certificates and that substitute teachers who work on a long-term basis, as defined in section 80-5.4 of this Title, are provided the opportunity to participate in the professional development program of the district or BOCES.

ii. Such professional development plan may be a part of a comprehensive education plan of the district or BOCES, provided that the professional development plan meets all of the requirements of this subdivision, including the requirements related to collaboration with the professional development team in the development of the plan as prescribed in paragraph (3) of this subdivision, or may be a free-standing plan of the district or BOCES.

iii. A school district or BOCES shall include as part of its professional development plan a description of the professional development activities provided to all professional staff and supplementary school personnel who work with students with disabilities to assure that they have the skills and knowledge necessary to meet the needs of students with disabilities.

2. Content of the plan. The professional development plan shall be structured in a format consistent with commissioner's guidelines and shall include:

i. a needs analysis, and goals, objectives, strategies, activities and evaluation standards for professional development in the school district or BOCES.

ii. a description of:

a. how the school districts or BOCES provide all teachers they employ substantial professional development opportunities directly related to student learning needs as identified in the school district or BOCES report card and other sources as determined by the school district or

BOCES. For plans covering the time period, February 2, 2004 and thereafter, each school district or BOCES shall describe in its plan how it will provide teachers it employs holding a professional certificate with opportunities to maintain such certificates in good standing based upon successfully completing professional development every five years as prescribed in Part 80 of this Title;

- b. teachers' expected participation in professional development, including but not limited to an estimate of the average number of hours each teacher is expected to participate in professional development in the school year covered by the plan;
- c. the alignment of professional development with New York standards and assessments, student needs, including but not limited to linguistic, cultural diversity and special needs, and teacher capacities;
- d. the articulation of professional development across grade levels;
- e. the efforts made to ensure that professional development is continuous and sustained and that the methods and approaches for delivering professional development have been shown to be effective; and
- f. the manner in which the school district or BOCES will measure the impact of professional development on student achievement and teachers' practices.

iii. provision for the training of employees holding a teaching certificate or license in the classroom teaching service, school service, or administrative and supervisory service in school violence prevention and intervention. Each such employee shall be required to complete at least one training course in school violence prevention and intervention, which shall consist of at least two clock hours of training that includes but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations, and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior. Upon request of the employee who successfully completes such training course, the school district or board of cooperative educational services shall provide the employee with a certificate of completion attesting to the completion of the two clock hours of training in school violence prevention and intervention; and

iv. for plans covering the time period, February 2, 2004 and thereafter, provision for a mentoring program.

- a. The purpose of the mentoring program shall be to provide support for new teachers in the classroom teaching service in order to ease the transition from teacher preparation to practice, thereby increasing retention of teachers in the public schools, and to increase the skills of new teachers in order to improve student achievement in accordance with the State learning standards.
- b. The professional development plan shall describe how the school district or BOCES will provide a mentoring program for teachers in the classroom teaching service who must participate in a mentoring program to meet the teaching experience requirement for the professional certificate, as prescribed in section 80-3.4 of this Title.
- c. The mentoring program shall be developed and implemented consistent with any collective bargaining obligation required by article 14 of the Civil Service Law, provided that nothing herein shall be construed to impose a collective bargaining obligation that is not required by article 14 of the Civil Service Law.
- d. The information obtained by a mentor through interaction with the new teacher while engaged in the mentoring activities of the program shall 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, including but not limited to students and staff of the school; or unless such information indicates that the new teacher has been convicted of a crime, or has committed an act which raises a reasonable question as to the new teacher's moral character; or unless the school district or BOCES has entered into an agreement, negotiated pursuant to article 14 of the Civil Service Law whose terms are in effect, that provides that the information obtained by the mentor through interaction with the new teacher while engaged in the mentoring activities of the program may be used for evaluating or disciplining the new teacher.
- e. The professional development plan shall describe the following elements of the mentoring program:

the procedure for selecting mentors, which shall be published and made available to staff of the school district or BOCES and upon request to members of the public;

the role of mentors, which shall include but not be limited to providing guidance and support to the new teacher;

the preparation of mentors, which may include but shall not be limited to the study of the theory of adult learning, the theory of teacher development, the elements of a mentoring relationship, peer coaching techniques, and time management methodology;

types of mentoring activities, which may include but shall not be limited to modeling instruction for the new teacher, observing instruction, instructional planning with the new teacher, peer coaching, team coaching, and orienting the new teacher to the school culture; and

time allotted for mentoring, which may include but shall not be limited to scheduling common planning sessions, releasing the mentor and the new teacher from a portion of their instructional and/or non instructional duties, and providing time for mentoring during superintendent's conference days, before and after the school day, and during summer orientation sessions.

3. Development and adoption of the plan.

i. The requirement in this subparagraph shall be applicable to all BOCES and school districts, except the City School District of the City of New York. The requirements of subparagraph (ii) of this paragraph shall be applicable to the City School District of the City of New York.

a. The plan shall be developed through collaboration with a professional development team. The team members shall be designated for appointment in the manner prescribed in this clause, except as prescribed in clause (b) of this subparagraph. The board of education or BOCES shall appoint the members of the team, a majority of which shall be teachers, which shall include the superintendent of schools or his or her designee in the case of school districts or the district superintendent or his or her designee in the case of BOCES; school administrators upon designation by the administrators' collective bargaining organization; teachers upon designation by the teachers' collective bargaining organization; at least one parent upon designation by the established parent groups in the district or in their absence, by the superintendent in the case of a school district or district superintendent in the case of a BOCES; and one or more curriculum specialists, meaning a teacher or administrator whose primary job responsibility involves the

development or evaluation of curricula, upon designation by the district or teachers' collective bargaining organization or both. In addition, the team shall include at least one representative of a higher education institution, provided that the board of education or BOCES determines that a qualified candidate is available to serve after conducting a reasonable search. The team may include other individuals, such as representatives of professional development organizations or the community at large. In school districts or BOCES in which teachers or administrators are not represented by a collective bargaining organization, teachers or administrators shall be designated by their peers in a manner prescribed by the board of education or BOCES.

- b. Notwithstanding the requirements of clause (a) of this subparagraph, members of the professional development team employed in or representing a school under registration review, pursuant to subdivision (p) of this section, including but not limited to teachers, administrators, curriculum specialists and parents, shall not be designated for appointment as prescribed in clause (a) of this subparagraph, but shall instead be recommended by the superintendent of the school district for appointment by the board of education.
- c. The board of education or BOCES shall permit the professional development team a period of at least 180 days to develop its recommended professional development plan and shall convene such team on or before October 1st, except that for the 1999-2000 school year, such team shall be convened by October 8, 1999.
- d. Such team shall submit to the board of education or to the BOCES a recommended professional development plan by a date specified by the board of education or BOCES. The board of education or BOCES may accept or reject the recommendations of the team in whole or part. Components of the plan not approved by the board of education or BOCES shall be returned to the team for further consideration. Any subsequent modification in the professional development team's recommendation to the board of education or BOCES shall be presented to the board of education or BOCES on or before June 1st, and the board of education or BOCES shall act on the plan by June 30th. The final determination on the content of the professional development plan shall be the determination of the board of education or BOCES.
- e. The professional development plan shall be adopted by the board of education or BOCES at a public meeting. Each year, the board of

education or BOCES shall evaluate the effectiveness of the plan. The board of education or BOCES may adopt a multi-year plan or an annual plan, provided that in the case of a multi-year plan the professional development team shall be required to review the plan on an annual basis, and submit to the board of education or BOCES recommended revisions, if necessary. The board of education or BOCES shall determine whether to approve the recommended revisions.

4. Professional development plan.

i. Each year, the superintendent of a school district, the district superintendent of a BOCES, and in the case of the City School District of the City of New York, the Chancellor, shall be required to certify to the commissioner, in a form and on a timetable prescribed by the commissioner, that:

- a. the requirements of this subdivision to have a professional development plan for the succeeding school year have been met; and
- b. the school district or BOCES has complied with the professional development plan applicable to the current school year.
- c. The commissioner may request a copy of the professional development plan for review and may recommend changes to the plan to meet the learning needs of the students in the school district or BOCES.

ii. Professional development. School districts and BOCES shall report to the department in a form and a timetable prescribed by the department, information concerning the completion of professional development for regularly employed certificate holders, who are subject to the professional development requirement prescribed in section 80-3.6 of this Title. Prior to reporting such information to the department, the school district or BOCES shall be required to consult with the certificate holder to verify the accuracy of the information. For purposes of this reporting requirement, regularly employed certificate holders shall mean certificate holders who are employed by the school district or BOCES in a position requiring teaching certification for 90 days or more in the July 1st through June 30th professional development year, prescribed in section 80-3.6 of this Title. In the case of the City School District of the City of New York, the 90 days or more of employment shall include the combined number of days employed in a position requiring teaching certification at any of its components, including but not limited to community school districts, high school

divisions, special education divisions, and the Chancellor's district, in the professional development year. In computing the number of days employed, a day of employment shall include a day actually worked in whole or in part or a day not actually worked by a day paid.

5. Recordkeeping requirements.

i. School districts and BOCES shall be required to maintain a record of professional development successfully completed by certificate holders, who are subject to the professional development requirement prescribed in section 80-3.6 of this Title, and who take professional development offered by the school district or BOCES or by entities on behalf of the school district or BOCES. Such record shall include: the name of the professional certificate holder, his or her teacher certification identification number, the title of the program, the number of hours completed, and the date and location of the program. Such record shall be retained by the school district or BOCES for at least seven years from the date of completion of the professional development by the professional certificate holder and shall be available for review by the department.

ii. School districts and BOCES shall maintain documentation of the implementation of the mentoring program described in the professional development plan. Such documentation shall include for each individual receiving mentoring pursuant to the mentoring program: the name of that individual, his or her teacher certificate identification number, the type of mentoring activity, the number of clock hours successfully completed in the mentoring activity, and the name and the teacher certificate identification number of the individual who provided the mentoring. Such record shall be maintained by the school district or BOCES for at least seven years from the date of completion of the mentoring activity and shall be available for review by the department.

iii. Notwithstanding the requirements of this subdivision, participation in professional development outside the regular school day or regularly scheduled working days of the school year shall be volitional for teachers, unless otherwise agreed upon as a term or condition of employment pursuant to collective bargaining under article 14 of the Civil Service Law.

Variance. A variance shall be granted from a requirement of this subdivision, upon a finding by the commissioner that a school district or BOCES has executed prior to October 7, 1999 an agreement negotiated pursuant to article 14 of the Civil Service Law, whose terms continue in effect and are inconsistent with such requirement.