

# **DUANESBURG CENTRAL SCHOOL**



## ***PROFESSIONAL DEVELOPMENT PLAN***

**June 2009**

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**PROFESSIONAL DEVELOPMENT PLAN –Updated 2008-2009**

**I. PREFACE**

The Professional Development Plan is a means to provide meaningful educational experiences that allow for continued student academic excellence. The Plan is also a means to support the members of our educational community as they continue to grow and enrich their professional lives.

**II. PROFESSIONAL DEVELOPMENT PLANNING TEAM**

The Professional Development Planning Team is composed of the following members (chairperson or co-chair determined on an annual basis):

- Superintendent or designee
- Parent Representative
- Representative of higher education institution
- Curriculum specialist
- Mentor Program Representative
- Teachers (majority of members must be teachers, nominated by the Duaneburg Teachers' Association; appointed by the Board of Education)

The professional development team will also comprise the core of the Mentor Program Steering committee. The Mentor Program Steering Committee will meet periodically to evaluate the mentor program and to refine or modify it as necessary to ensure its success.

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

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

<ul style="list-style-type: none"> <li>• School Report Card</li> <li>• Standardized Test Scores</li> <li>• Regents Exams</li> <li>• Mastery Level Achievement</li> <li>• 4s and 5s on Advanced Placement Tests</li> <li>• Board of Education Goals</li> <li>• Student Report Card</li> <li>• K-3 Early Literacy Profile</li> <li>• Student and Parent Evaluation</li> <li>• N.Y.S. Assessments in 3<sup>rd</sup> through 8<sup>th</sup> Grade</li> <li>• Out-of-District Placements</li> <li>• Number of In-School and/or Out-of-School Suspensions</li> </ul>	<ul style="list-style-type: none"> <li>• Number of students in need of Academic Intervention Services</li> <li>• Number of Pupils in Need of Supervision (PINS) filed</li> <li>• Number of students identified by the Committee on Special Education</li> <li>• Students in need of a 504 Accommodation Plan</li> <li>• Referrals to Child Study Team or Pupil Service Team</li> <li>• Referrals for Response to Intervention</li> <li>• Number of students failing classes</li> <li>• Teacher surveys</li> <li>• Curriculum surveys</li> <li>• Student Drop-out Rate</li> </ul>
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**IV. PROFESSIONAL DEVELOPMENT GOAL**

Based upon information gathered from the analysis of student needs, and reviewing information from a variety of sources, the following goals and short-term objectives are established:

**Goal:** Provide meaningful educational experiences that allow for continued student academic excellence.

- **Objective #1:** Prioritize the greatest student needs using root cause analysis
- **Objective #2:** Identify strategies to address those needs

**Goal:** Support the members of our educational community as they continue to grow and enrich their professional lives

- **Objective #1:** Provide meaningful professional experiences that allow for continued educational excellence and leads to improved instructional practices.
- **Objective #2:** Enhance the personal and professional development of new teachers as they accrue their 175 hours requirements.

**V. VARIOUS OPTIONS FOR OBTAINING PROFESSIONAL DEVELOPMENT HOURS**

Content of courses, workshops, and other professional development experiences should be directly related to:

- Enhancing subject matter knowledge
- Teacher knowledge, use and application of appropriate teaching techniques
- Broadening and enhancing ability to apply accurate and appropriate assessment methodologies
- Enhancing skills in managing individual students and classrooms

**District Approved:**

Credit Bearing at accredited University or College Credits – each semester hour of credit = 15 clock hours  
District Sponsored In-Services – 15 hours of credit per course

**Local Options, Hours Determined by PD Sub-Committee**

Credit as Indicated for:

- Faculty Meetings (part related to pedagogy, NYS Learning Standards)
- Team Meetings
- On-Line Courses
- Other unique professional development opportunities with pre-approval of the PD Sub-Committee may be requested

BOCES Sponsored Offerings – VISTA, NERIC, SETRC – hour for hour credit for seat time, as determined by the presenter  
Teacher Center Offerings – hour per hour credit for seat time, as determined by the Teacher Center

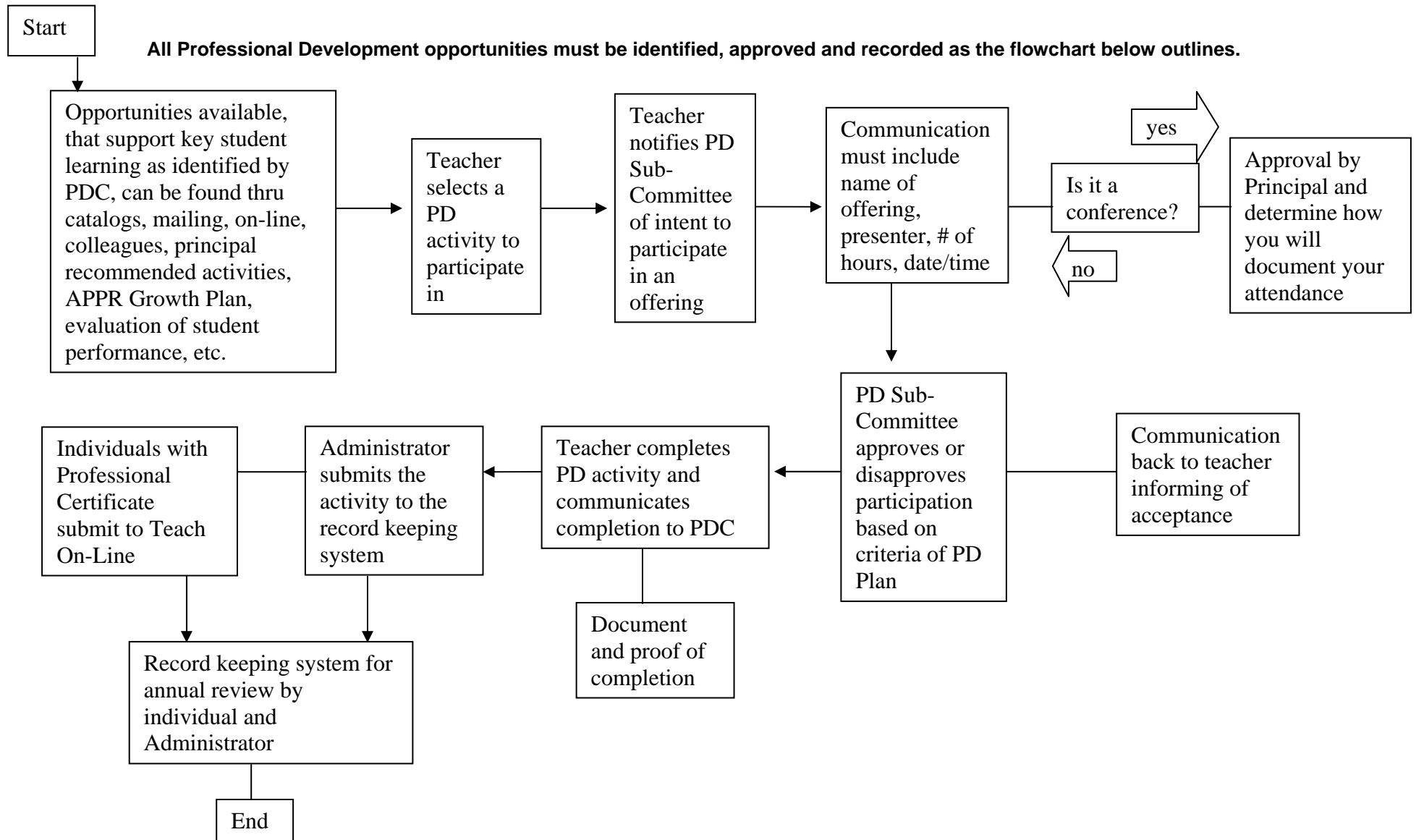
**Additional Local Options, Hours Determined by PDC**

Mini-Grant Recipients – 15 hours of credit per grant  
DCS Superintendent’s Conference Day – that portion of the day that fulfills the Commissioner’s Regulations as determined by the PDC (applies to the Professional Certificate only; Permanently Certified teachers may not use these hours)  
Reading Professional Materials – up to 5 hours/year (unless attached to a course, in which case no additional hours will be given), requires brief written summary to PDC  
Presentations at District, Regional, State or National Conferences – up to 15 hours per event as determined by the Principal  
Unpaid Participation in Service to the School District Through Projects – up to 3 credits in a 5 year time span (for permanently certified teachers)

- Strategic Planning Committees
- PD Committee and Sub-Committee Meetings
- Action Research & Study Groups
- District Level Committee Work
- Child Study Team

**Professional Development activities must be related in some way to courses that you teach at DCS – general principles concerning instruction, learning, and classroom control could be included, as well as content-specific training.**

**Hours will only be approved for activities that are deemed not to be part of routine employment duties.**



Teachers and Administrators certified after February 2004 are required to acquire 175 hours of Professional Development every 5 years. These teachers need to notify the Superintendent's Office of all in-services completed while employed at Duaneburg Central School. The Superintendent's Office is required to report Professional Development hours for employed teachers on their behalf to the Office of Teaching. In addition, the certificate holder shall maintain a record of completed Professional Development which includes: the title of the program, the number of hours completed, the sponsor's name and any identifying number, attendance verification, and the date and location of the program.

## VI. IMPLEMENTATION PLAN

**Goal:** Provide meaningful educational experiences that allow for continued student academic excellence.

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<b>Strategy</b>	<b>Activities</b>	<b>Who</b>	<b>Frame</b>	<b>Evaluation</b>
Provide staff with training in school violence prevention and intervention	Presentation at faculty meetings	PDC, Admin.	2009-2010	
Combined faculty meetings to continue working on K-12 curriculum	Break-out sessions at faculty meetings by department/content	Admin.	2009-2010	
Data-Analysis	Instructing teachers in analyzing data – in small group and large group; training in use of data analysis programs	Admin., BOCES	2009-2010	
Response to Intervention	Forming committee to outline protocols and procedures for Rtl for District K-12; screening student reading levels; purchase Benchmarks and AIMS-Web	Rtl Committee	2009-2010	
Differentiated Instruction	Further training in variety of strategies; classroom visits from our own experts; setting up times to observe fellow teachers	Admin, PDC	2009-2010	

**VII. PROFESSIONAL DEVELOPMENT EVALUATION PROCESS**

The purpose of evaluation is to measure student achievement and professional practices. The evaluation process includes:

- Criteria for evaluation is based upon students achieving at a designated, and expected grade level performance
- Evaluation methods include analysis of standardized tests, regents scores, NYS exams, local exams, K-3 Early Literacy Profile
- Evaluation reporting methods include the New York State School Report Card, and local reporting systems

**VIII. STATEMENT OF ASSURANCES**

The Superintendent certifies that:

- Planning, implementation and evaluation of professional development plan has been 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 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 has provisions to evaluate effectiveness, and a mechanism to adjust activities based upon the evaluation.
- The plan was adopted at a public meeting of the Board of Education.
- On an annual basis the plan will be reviewed and/or updated.