

YORK CENTRAL SCHOOL DISTRICT



PROFESSIONAL DEVELOPMENT PLAN 2016-2017

*Adopted by the Board of Education
August 22, 2016*

Input on PD Plan:

- All staff was surveyed and allowed to share input on desired professional development.
- The district's Shared Decision Making Team is used to vet the ideas and assist in the creation of the PD Plan.

Shared Decision Making Team Members (from 2015-2016):

- Daniel Murray – Superintendent of Schools
- Svetlana Stowell – Director of Pupil Personnel Services
- David Sylvester – Middle/High School Principal
- Mary Kate Noble – Elementary Principal
- David Sperino – BOE member
- Alison Guesno – Elementary Teacher
- Valerie Kingsley – School Nurse
- Sally Hirth-Secondary Teacher
- Jill Reynolds – Parent
- Luann DeLaVergne – Parent
- 2 High School Student Representatives

Data Sources

- NYS Testing Data
- NYS District Report Cards
- District Achievement Targets and Quarterly Tracking Data
- STAR Assessment Data

Student Achievement Needs

York Central School strives to ensure that all students are the recipients of a viable and guaranteed curriculum that ensures college and career readiness. All students should graduate with the skills necessary to be contributing, active, involved members of society. Students with disabilities and students living in poverty are currently not as successful as the general population in achieving these goals. Through the implementation of RTI, data-driven decision making, and improving the number of students earning aspirational performance measures, the district strives to improve the achievement level of all students.

Instructors and the Use of Independent Consultants

Professional development opportunities will be made available at the district-level, through our BOCES, and with outside providers to develop and enhance a teacher's performance and improve student learning. Instructors will provide a description of their session that outlines the objectives and target audience (Appendix D). *York Central School District will seek to comply with any regulations regarding outside instructors.*

Assessment of Learning

Multiple measures will be utilized to assess professional development opportunities. One assessment tool will be a survey to determine the extent to which the session objectives were met. (See sample in Appendix E)

Professional Development Standards

The New York State Professional Development Standards serve as a guideline for the professional development plan. The ten standards for high quality professional development are stated below.

1. **Designing Professional Development:** Professional development design is based on data; is derived from experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
2. **Content Knowledge and Quality Teaching:** Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
3. **Research-based Professional Learning:** Professional development is research-based and provided educators with opportunities to analyze, apply and engage in research.
4. **Collaboration:** Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.
5. **Diverse Learning:** Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
6. **Student Learning Environments:** Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
7. **Parent, Family, and Community Engagement:** Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in their children's education.
8. **Data-driven Professional Practice:** 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.
9. **Technology:** Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
10. **Evaluation:** Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Professional Development Needs

- Annual Safety Trainings: Right to Know, Blood Borne Pathogens, Mandated Reporting, and DASA
- Annual Compliance Updates: Title I, Title IX
- Educational Technology
 - Apps Available, Creating Apps, Database of Current Resources
 - MyON Reader
- Curriculum
 - Prioritizing and Unpacking Common Core Learning Standards
 - Developing Curriculum Maps and Units of Study
- Instruction
 - Literacy across the content areas
 - Word Study and Vocabulary Development
 - Using Data to Make Instructional Decisions
 - Continued use of building-level data analysis protocols
 - Helping teachers find and utilize data.
 - Connecting data use to district achievement goals.

Mentor Program

The York Central School District provides a mentoring program to provide support for new teachers in the classroom teaching service. The goal of the program is to ease the transition from teacher preparation to practice, thereby increasing retention of teachers and increasing the skills of new teachers in order to improve student achievement.

A mentoring committee exists with representation from the administration and the York Teachers' Association. A mentoring plan and handbook guides the mentor program and the implementation.

Teaching English to Speakers of Other Languages

The York Central School District complies with all laws and requirements related to the professional development of teachers and teaching assistants who work with students that are speakers of other languages.

This includes:

- A holder of a professional certificate in the certificate title of English to speakers of other languages (all grades) and a holder of a bilingual extension under section 80-4.3 of this Title with a minimum of 50 percent of the required professional development clock hours for such certificate title in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.
- All other holders of professional certificates in the classroom teaching service, a minimum of 15 percent of the required professional development clock hours in language acquisition addressing the needs of English language learners, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for such English language learners.
- A holder of a level III teaching assistant certificate, a minimum of 15 percent of the required professional development clock hours in language acquisition addressing the needs of English language learners and integrating language and content instruction for such English language learners.

PD Calendar for 2016-17

The District will provide professional development opportunities that help teachers holding professional certificates maintain certification through the completion of 100 hours of professional development every five years in accordance with part 80 of the Commissioner's Regulations. The estimated average number of hours a teacher can expect to complete annually is forty (40). Teachers are expected to keep track of their professional development hours and then submit them to the District Clerk on an annual basis. The District Clerk will submit the hours to the State Education Department.

*District-Wide Professional Development Offerings for 2016-17

Date	Topics	Estimated PD Hours
Summer 2016	Individual Topics Including: Word Study, Improving Academic Vocabulary, RtI Toolkit, Curriculum Mapping-AP Courses, Algebra 1 and 2, Differentiation	Varies
September 6, 2016	<ul style="list-style-type: none"> ● Right To Know – Hazardous Materials and Blood Borne Pathogens ● DASA ● Health and Wellness 	8
October 7, 2016	<ul style="list-style-type: none"> ● Curriculum Mapping (Priority Standards) ● NYLearns ● Word Study 	8
December 22, 2016	<ul style="list-style-type: none"> ● Curriculum / Data Meetings ● PPS Dept. Meeting-Specially Designed Instruction ● 21st Century Learning: myON, Schoology, Apps 	3
January 27, 2017	<ul style="list-style-type: none"> ● Tier One Instruction ● Curriculum Mapping (Priority Standards) ● Regents Scoring ● Purchasing Requisitions 	8
February 17, 2017	<ul style="list-style-type: none"> ● Restorative Practices ● Literacy in the Content Areas 	3
May 26, 2017	<ul style="list-style-type: none"> ● Curriculum / Data Meetings ● Literacy in the Content Areas 	3
Monthly Faculty Meetings	<ul style="list-style-type: none"> ● Topics Vary ● Curriculum Mapping ● Data Analysis 	8

Specific PD Goals

Goal 1: Align curriculum to prioritized New York State Standards for English Language Arts, Mathematics, Social Studies, and Science.

Objective	Strategies	Evaluation/Evidence	Persons Responsible	Timeline
Train teachers on how to prioritize and unpack standards.	Provide trainings on how to prioritize and unpack standards. Use R.E.A.L. criteria and template.	Prioritization and unpacking documents. Curriculum Maps	Director of Curriculum and Instruction	2016-17 School Year
Develop curriculum maps that are aligned to priority standards using NYLearns management system.	Provide training on curriculum mapping and the essential elements. Departments work on maps during release days. Training on NYLearns Management System.	Curriculum Maps	Director of Curriculum and Instruction Teachers Admin. Team	2016-2017 School Year

Goal 2: Ensure that all members of the school community develop the skills, knowledge and strategies to implement curriculum and best instructional practices for continuous school improvement.

Objective	Strategies	Evaluation/Evidence	Persons Responsible	Timeline
Use multiple measures of data to make instructional decisions.	Review district data protocol in faculty meetings. (Appendix A) Review building data protocols. (Appendix B)	District Achievement Goals Quarterly Tracking	Admin. Team Teachers Dept. Coordinators	2016-17 School Year Documents will be used 1-2 times per month.
Promote literacy development K-12 and in all content areas.	Literacy Team Meetings to share literacy strategies and best practices related to specific student needs.	District Achievement Goals Quarterly Tracking	Principals Director of Curriculum and Instruction Teachers	2016-17 1-2 times per month
Provide resources and training to teachers around technology platforms and apps.	“Tech Tuesday” Sessions for teachers to share.	PD Survey	Laptops Coordinator Teachers	Weekly Sessions
Increase usage of myON as an instructional tool.	PD Session on Creating Book Sets and Using myON to Increase Reading Volume	Usage Statistics Teacher Feedback-Survey	Director of Curriculum and Instruction	2016-17 School Year

Goal 3: Promote a positive, productive school community.

Objective	Strategies	Evaluation/Evidence	Persons Responsible	Timeline
Continue developing the whole student and promoting the Golden Knights Way.	<p>Provide PD on physical, social, and emotional wellness. (Appendix C)</p> <p>Provide PD on Restorative Practices.</p> <p>Utilize Second Step in Tier One instruction in grades K-5.</p> <p>Provide PD on the responsive classroom.</p>	<p>Teacher Survey</p> <p>Referrals</p>	<p>Teachers</p> <p>Admin. Team</p> <p>Counselors</p>	<p>2016-2017</p>

YCS RESULTS TEAM
*Triple A Data Meeting
to Improve Student Learning*

Grade Level / Dept:

Date:

Assessment (“What”): How and when will you assess to know whether your actions are working? What will your evidence be (formative and/or summative)?

Analysis (“What does it tell you?”): What data are you looking at? What does the analysis show (gaps, successes)? What changes will you make to bridge learning gaps?

Action (“What now?”): What action have you agreed to take to close the gaps? How will you change your instruction to improve student achievement? What supports or resources do your students need?

YCS Data Protocol

3 As to

Improve Student Learning

Assessment

What evidence will you collect to monitor learning?

Analysis

What does the evidence tell you about student learning?

Action

What will you do with that evidence to improve learning?

Appendix B

Middle/High School Department Meetings and Data Protocol

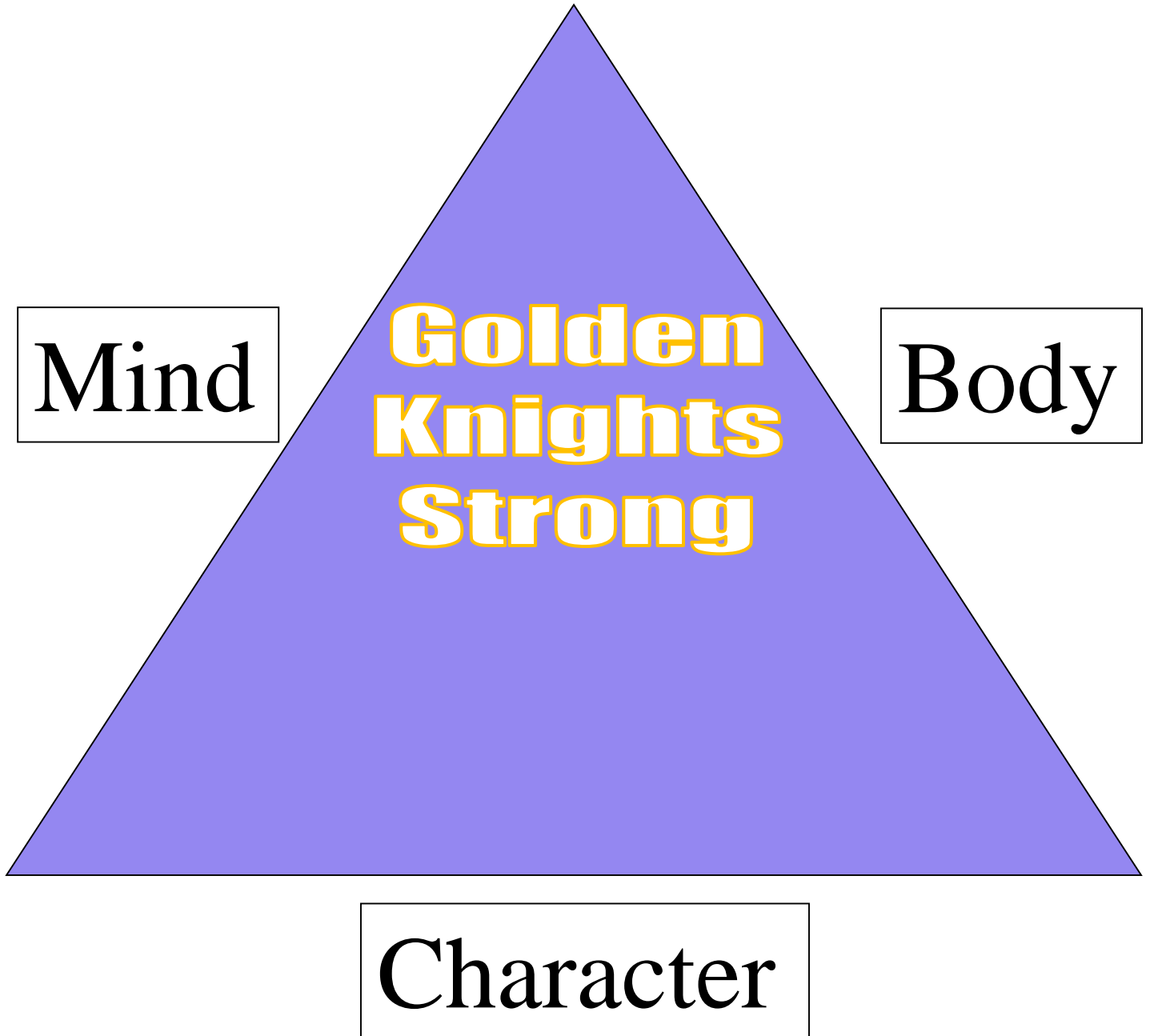
Department		Room	
Note Taker		Facilitator	
Attendees:			
Please Read/do			
Please bring			
Agenda Items			
Topic	Presenter		Allotted Time
Welcome:			
Review:			
Focus Area: Data			
Focus Area: Behavioral/General			
Notes from Department Chairpersons Meeting:			
Reminders:			
Open Discussion/New Business:			
Set Next Meetings Agenda:			
Notes:			
	There will be two dept. meetings per month. One is to be focused on data (3 As protocol). The other monthly meeting will be used for administrative items. The data forms will be used for the monthly dept. coordinators meeting.		

Elementary Instructional Support Team/Monthly RtI and Data Team Meetings Protocol

Student Name		Meeting Date:	
Classroom Teacher		Grade:	

Conditions	Describe the environmental conditions or task demands in place when academic problem is observed		
Problem Descriptions	Describe the actual observable academic behavior with which the student has difficulty. If available, include specifics about student performance, such as rate of work, accuracy, or other relevant information.		
Expected Level of Performance	Calculate a typical or expected performance criterion for this skill or behavior. Typical or expected academic performance can be calculated using a variety of sources, such as benchmark norms, local (classroom norms, or expert opinion.		
Additional Information		Strategies Previously Implemented	
Hypothesis	Develop a statement to explain the academic skill or performance problem(skill deficit, fluency deficit, retention deficit, endurance, generalization deficit, motivation/performance deficit) - Note more than one may apply		

Recommendation/Plan of Action	
(Include intervention strategy, method of measuring progress, and team member(s) to carry out intervention)	
Updates	
(Follow up to IST discussion, update progress and/or recommendations)	



Appendix D

Professional Development Activity Proposal

Activity Name: _____

Description:

Session Objective(s):

(What will participants know, understand, be able to do as a result of this session?)

Target Audience:

Instructor(s):

(Provide your name and a brief summary of your background and experience)

Location:

Date:

Time:

Resources Needed:

(Technology, Speakers, Books, etc.)

Professional Development Exit Ticket

Session Title:

Date:

Instructor:

Objectives:

	Strongly Agree 1	Agree 2	Disagree 3	Strongly Disagree 4
1. The instructor(s) effectively met the stated objectives.				
2. The instructor(s) was well prepared and organized.				
3. The content of the training met my needs.				
4. I will implement what I have learned today in my position.				

I came expecting...	I got...
I learned/valued...	Effective follow-up would include...

Suggestions for upcoming professional development: