

NEWFANE CENTRAL SCHOOL DISTRICT

PROFESSIONAL DEVELOPMENT PLAN

Continuing Teacher and Leader Education (CTLE)

Updated for
2015-2018

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, NY 12234

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TABLE OF CONTENTS

	<u>Page</u>
Professional Development: Introduction	4
Professional Development (CTLE): Expectation for Participation	4
Professional Development (CTLE): Alignment with Standards	4
Professional Development (CTLE): Training in School Violence	4
Professional Development (CTLE): Mission Statement	5
Professional Development (CTLE): Critical Attributes	5
Professional Development (CTLE): Guiding Assumptions	5
NSDC Standards for Staff Development	6
Professional Development (CTLE) Goals	7
Responsibilities for Professional Development (CTLE) Planning/Evaluation	7
Professional Development Mentoring Program	8
CTLE Implementation Plan	12
Approved Providers	13

**Newfane Central School District
Newfane, New York**

**PROFESSIONAL DEVELOPMENT CTLE PLAN
2015-2018**

Introduction

The Professional Development Plan (PDP) is intended to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development in order to remain current with their profession and meet the learning needs of their students. All professional development activities are directly related to student learning needs and aligned with the Common Core State Standards (CCSS) and assessments. These recommendations encompass efforts to align professional growth with the New York State standards and address needs that were identified through data analysis.

Expectation for Participation

All staff members are expected to attend mandated trainings and are encouraged to attend other professional development opportunities (CTLE activities) as appropriate and approved by their supervisors. As prescribed in Commissioner's Regulations 100.2 Part 80, teachers are required to complete 100 hours of professional development (CTLE by NYSED approved providers) every five years. Teachers are expected to take advantage of the opportunities provided by the District through Professional Learning Communities, afterschool workshops, staff development days, and approved out-of-district events.

Alignment with New York State Standards, Assessments and Student Needs

Professional development (CTLE) opportunities that provide information and guidance for implementation of the New York State Standards and Common Core Learning Standards will be provided. Teachers will be encouraged to work within and across grade levels to strive for instructional consistency in all grade levels. Professional staff and supplementary school personnel working with students with special needs and/or English language learners will be encouraged to participate in regional workshops provided by BOCES and other approved providers to improve their skills and knowledge of best practices to meet the needs of all populations.

Training in School Violence Prevention

According to Section 3004 of Education Law, newly certified teachers are required to complete two clock hours of coursework or training in school violence prevention and interventions. This training is available through registered teacher education programs at New York State colleges and universities, Coordinated School Health Network Centers located at certain BOCES and other service providers approved by the State Education Department.

Professional Development: Mission Statement

To develop and support a partnership which provides a positive climate encouraging all people in the

Newfane School and Community to grow toward their highest potential.

Professional Development: Definition

Professional development can be thought of as a complex process that results in long-term, positive change in schools. Such efforts include sharing current research, enhancing instructional strategies, strengthening leadership, and promoting personal growth and development. Professional development experiences that utilize collegiality, collaboration, discovery, and problem-solving enhance the individual strengths within a staff. The focus for professional development is the individual, who when working with others, can provide the best learning environment for students. The process includes planning, risk taking, trial and error, monitoring results, and continued commitment to excellence. Professional development is results-driven, based on constructivism, and focused on systems thinking.

Professional Development: Critical Attributes

- Professional development will be connected to a comprehensive change process focused on improving student learning.
- Professional development will be primarily school based and built into the day-to-day work of teaching.
- Professional development will be continuous and on-going, involving follow-up and support for further learning - including support from sources external to the school that can provide necessary resources and new perspectives.
- Professional development will be organized around collaborative problem-solving.
- Professional development will provide opportunities to gain an understanding of the theory underlying the knowledge and skills being learned.

Professional Development: Guiding Assumptions and Strategies

Professional Development (PD) is an educator-driven, flexible system where educators engage in planning learning experiences over time that result in better learning and life experiences for students and educators.

Principle 1: Child & Youth Centered

The purpose of PD for educators is ultimately to make a difference in the learning and lives of students. Any effective PD system must keep this point in focus and help participants connect their learning to student outcomes.

Principle 2: Educator/Learner Focuses

Effective PD is about educators learning and exploring new ideas they can then apply in their own practice. The educator/learner must be "in charge" of designing their own PD experiences in ways that benefit their own learning, application and reflection.

Principle 3: In-depth

Effective PD creates the opportunity for educators to take the time needed to work extensively with new ideas and information. Only such in-depth learning can be adequately integrated into practice in ways that

benefit both educators and students.

Principle 4: Continual

PD never ends. Effective educators pursue learning and growth continually. PD systems should be structured in a fashion so educators can periodically revisit and redesign those PD experiences that support their continued growth.

Principle 5: Context Sensitive

Every educator's professional experiences are unique. PD experiences should be designed in light of the particular educator's students, school, and district in order to be most effective and responsive.

Principle 6: Focused on Group Practice

Educators do not work alone. Increasingly, meeting the needs of children and youth requires groups of educators and others to design together effective learning. PD should promote and provide experiences with this kind of interdependent group learning and purpose.

Principle 7: Research Oriented

The knowledge base of teaching and learning continues to grow and change as a result of the efforts of university-based and field-based educators and community members. Effective PD should draw upon and in turn contribute to this growing knowledge base.

Principle 8: Use of Panel-Validated Self-Assessment

Assessment of the results of PD should be vested with the educator/learner. At appropriate times, the educator collects evidence of the effect of continuing professional development, which is then validated by "friendly critics" representing a broader constituency of professionals and consumers. Effects of PD experiences should be related to student learning, teaching practice, and growth in organizational capacity.

National Staff Development Council (NSDC) Standards for Staff Development

(Revised, 2001)

Context Standards

Staff development that improves the learning of all students:

- Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities)
- Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)
- Requires resources to support adult learning and collaboration. (Resources)

Process Standards

Staff development that improves the learning of all students:

- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)
- Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)

- Prepares educators to apply research to decision making. (Research-Based)
- Uses learning strategies appropriate to the intended goal. (Design)
- Applies knowledge about human learning and change. (Learning)
- Provides educators with the knowledge and skills to collaborate. (Collaboration)

Content Standards

Staff development that improves the learning of all students:

- Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)
- Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)

Professional Development Goal

- 1) Increase student achievement in all curricular areas.

Responsibilities for Professional Development Planning/Evaluation

- The Director of Curriculum, Instruction, and Assessment and Technology should be responsible for coordinating and planning for Superintendent staff development days in consultation with district and building administrators and in accordance with district and building priorities.
- Building principals in consultation with building planning teams should be responsible for planning, implementing and documenting building staff development recommendations outlined in this plan.
- Department staff development plans should be developed by program curriculum facilitators in consultation with members of the departments and should have the approval of building principals and the Director of Curriculum, Instruction, and Assessment and Technology in concert with district priorities.
- Summary goals and evaluations of reports of all scheduled and monitored staff development activities should be prepared as necessary by the Director of Curriculum, Instruction, and Assessment and Technology. The Director of Curriculum, Instruction, and Assessment and Technology shall submit these evaluations to the PDP Committee for review.
- All teachers will enter records of their Professional Development activities through use of the PDP Premiere (online database). This system will maintain records of approved CTLE events attended

and verified on an annual basis.

Professional Development Mentoring Program

Note: this description of the Mentoring Program of the Newfane Central School District is a component of the district's Professional Development Plan (PDP). It is intended to fulfill the requirement of a mentoring program under regulation 8 NYCRR §80.3.4 [b] [2] effective February 2, 2004.

Goal and Purpose: The goal of the Mentor Program is to enhance teacher effectiveness and retain highly qualified teachers by providing an induction program for new teachers. Mentors exist for the purpose of guiding and supporting beginning Newfane teachers as they start their experience in Newfane.

Definitions: A teacher who has no prior teaching experience or receives their initial teaching certificate after February 1, 2004 is eligible for **advanced mentoring** and will be assigned a mentor. A **Mentor** is a tenured teacher with at least five (5) years of teaching experience in the subject area they will be mentoring.

A teacher who is new to the Newfane Central School District, but not necessarily a first year teacher, will receive at least **basic level** mentoring that is specific to programs within the Newfane Central School District and specific to the building that teacher is assigned. A building principal may request that the Superintendent approve **advanced mentoring** for a new hire that is not in their first year of teaching.

Performance Criteria: The new teacher and mentor will work together towards demonstrating proficiency in the following four areas, in accordance with Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson:

A. Planning and Preparation:

- Demonstrating Knowledge of Content and Pedagogical
- Demonstrating Knowledge of Students
- Selecting Instructional Goals
- Demonstrating Knowledge of Resources
- Designing Coherent Instruction
- Assessing Student Learning

B. Classroom Environment:

- Creating an Environment of Respect and Rapport
- Establishing a Culture for Learning
- Managing Classroom Procedures
- Managing Student Behaviors
- Organizing Physical Space

C. Instruction:

- Communicating Clearly and Accurately
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Providing Feedback to Students
- Demonstrating Flexibility and Responsiveness

D. Professional Responsibilities:

- Reflecting on Teaching
- Maintaining Accurate Records
- Communicating with Families
- Contributing to the School and District
- Growing and Developing Professionally
- Showing Professionalism

Mentor Selection: A committee comprising of two (2) members appointed by the Superintendent and two (2) members appointed by the President of the NTA forms the committee for selecting mentors. This committee will make a recommendation to the Superintendent as to the best-qualified candidates to be mentors. If the committee cannot reach a majority agreement, the issue will be forwarded to the Superintendent and NTA President who will review the matter and work toward an acceptable resolution.

Training:

1. Mentors may receive 7 hours of training. They are paid for the training at the rate identified as the summer rate for curriculum facilitators or as professional development if the training takes place outside of the regular school day. The training of the mentors includes the following topics:
 - ◆ Needs of new teachers- based on research and anecdotal testimony
 - ◆ Adult learning theory
 - ◆ Essential Elements of Instruction
 - ◆ Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson
 - ◆ The new teacher/peer mentor relationship
 - ◆ The observation process
 - ◆ The new teacher's portfolio
 - ◆ Cooperative learning
 - ◆ Differentiated instruction
 - ◆ Integrating technology into instruction
 - ◆ Time management and organizational techniques
 - ◆ Best practices for instruction and classroom management
2. New teachers receive up to three (3) days of training in late August in the form of a New Teacher Orientation Program. This program will include all teachers in their first year of service to the Newfane Central School District including those defined as "new teachers" in this document. Teachers hired late and who are unable to attend this 3-day program will receive one (1) day of training as soon as possible after appointment. The Director of Curriculum, Instruction, and Assessment and Technology and/or the building principal will conduct the training.
3. New teachers participating in the mentoring program are required to attend, during the school year, eight (8) one-hour new teacher meetings with building and district administrators. All teachers in their first year of service to the Newfane Central School District are invited to these meetings. There are two primary goals for these meetings: one is to provide support for the new teachers on a regular, timely basis. The second goal is to provide professional development that is especially appropriate for

new teachers. Topics for these meetings include: school and student safety, differentiated instruction, cooperative learning, advice on building quality relationships with parents, classroom management, and integrating technology into the curriculum.

Ratio of Coach to Teacher: The ratio of mentor to new teacher is either 1:1 or 1:2.

Stipend for the Mentor: The stipend is in accordance with the NTA Memorandum of Agreement

Contact and Release Time: New teachers and mentors must log a minimum of ninety (90) hours of contact time. The mentor shall be allowed five class periods of coverage (6-12) for the purpose of direct observation of the mentee. At grades Pre-K through 5, mentors will be allowed the equivalent of 225 minutes per year for direct observation. The days shall be arranged in advance with the building principal. Mentees should be provided the opportunity to observe other teachers instruction. At grade levels 6-12, Mentees shall be allowed up to ten (10) class periods of coverage arranged in advance with the building principal. At grade levels Pre-K – 5, the Mentee shall be allowed 450 minutes during the year for observation of other teachers. Again, this release time will be arranged in advance with the building principal.

Mentor and New Teacher Activities: The new teacher and their mentor engage in activities that support the goal of the program. Specifically, enhancing teacher effectiveness towards the ultimate end of improving student achievement. These activities include:

- ◆ Observation of each other teaching
- ◆ Observation of other teachers
- ◆ Attending profession meetings or conferences
- ◆ Collaborative lesson planning
- ◆ Discussion of organizational and record keeping techniques
- ◆ Improving classroom management strategies
- ◆ Making parental communication more effective
- ◆ Expanding the new teacher's repertoire of instructional skills

Program Evaluation: The Mentor Program is evaluated by the PDP Committee, mentors and new teachers at the conclusion of each school year. The PDP committee bases its evaluation on confidential surveys distributed to each mentor and new teacher as well as input from the Newfane Administration.

The New Teacher Portfolio

The new teacher and his/her principal meet at least four (4) times each year to review the portfolio. The completion of the portfolio is the responsibility of the new teacher. The mentor may assist the new teacher with constructing the portfolio, but the accountability for the contents and their accuracy lies with the new teacher.

The New Teacher Portfolio shall consist of the following items:

- 1) Teacher Background Information – a resume, or written summary of education and prior work

experience.

- 2) Information Sheets – student/parent handouts or notices including, but limited to:
 - a. Classroom Rules
 - b. Course Descriptions
 - c. Grading Policies
 - d. Announcements sent home to parents
 - e. Materials used at Open House
- 3) A Sample Daily Lesson Plan – The new teacher will submit one (1) lesson plan used in each of the four marking periods. They may be written in the format used for a regular administrative observation, or in a comparable format.
- 4) A Sample Unit Plan – A copy of the new teacher's plan for an entire unit. It should include an indication of the progression of daily objectives, and the activities used in each daily lesson. The evaluative tool(s) used in the unit should also be included.
- 5) Samples of Student Work – Two (2) sets of student work in all, one (1) set by December and one (1) set by May. The samples should demonstrate active student participation and learning. A project assignment or an in-class activity that spans several days are good candidates to fulfill this requirement. The new teacher should submit the task given to students, 3-5 examples of student work, and the scoring rubric used. The new teacher shall identify the NYS Learning Standard (down to the Core Curriculum).
- 6) Evidence of Students' Academic Growth – The new teacher shall include student work that shows a class or group of students have improved in a particular academic area or skill. For example, to show improvement in student writing skills the new teacher can submit student-writing samples from September and May. A math teacher could show improvement in problem solving skills in the same way. To demonstrate skills acquired over a shorter time period the new teacher could submit the results of a pre-test and, after a unit has been completed, the results of a post-test. Correspondence to the NYS Learning Standards should be indicated.
- 7) A self-assessment completed by the new teacher using the Danielson "Framework for Teaching". Prepared twice a year, in December and in May.
- 8) Professional goals prepared by the new teacher that are formed in September and reflected on in June.
- 9) A written reflection prepared by the new teacher, no more than two (2) pages in length. prepared in June.

CTLE Implementation Plan

District Goal	Target Areas	CTLE Professional Development	Timeline	Evaluation	Funding Source(s)
Increase student achievement in all curricular areas.	Data analysis Assessment Practices Instructional practices Effective use of technology to increase student engagement Curricular refinement	Working with curriculum facilitators in each content area Horizontal and vertical analysis of instruction practices and assessment outcomes Professional Learning Communities – book chats with ON BOCES Teacher Center Instructional technology support (Erie One BOCES) and attendance at ON BOCES workshops Summer ELA and math CTLE institutes	Throughout the 2016-2017 school year	Post conference surveys Informal and formal observations Student performance data including NYS School Report Card, Regents, 3-8 Assessments, STAR Professional Development survey Review of PDP Premiere to determine amount of offerings	Title II General Approved Local Budget

Name of providers to be included in Newfane Central School District Professional Development CTLE Plan

Provider	Contact	Description
Orleans Niagara BOCES	mlfisher@onboces.org jtoepfer@onboces.org	Staff specialists at ON BOCES who provide PD for our district as a component district.
Erie One BOCES	sgraser@e1b.org	Staff specialists who implement PD in the areas of science, social studies, math and ELA and other course areas including special education and ELL instruction.
Orleans Niagara Teacher Center	cberman@onboces.org	Provides PD and technology training in multiple focus areas including student behavior interventions, poverty awareness, student engagement and book chats (PLCs).
AccessMathematics	dgerspach@sweethomeschools.org	Consultant specialists in math aligned to the Common Core for grades K-12
RSE-TASC	dvigrass@onboces.org	Consultant with expertise in instructional strategies that engage the brain.
Teq	markgeorge@teq.com	Provides in district and online PD for educators seeking to learn how to use Smart software suite for greater student engagement.
Writers Workshop, Amy VanDerWater	amy@amylv.com	Consultant who provides support for teachers specific to Writer's Workshop for students in grades K-5 including instructional practices, curriculum writing, assessment building aligned with Common Core.
Therapeutic Crisis Intervention (TCI)	eas20@cornell.edu	A comprehensive turnkey program utilizing our trained faculty to provide PD in the area of crisis interventions including proactive ways to build positive relationships as a primary way to avoid crisis situations.
NYSAHPERD	ccorsi@nysahperd.org	Provides support for PE and Health teachers with ways to update curriculum and instructional practices to increase student engagement and improve outcomes.