

PROFESSIONAL DEVELOPMENT PLAN



SHARON SPRINGS CENTRAL SCHOOL
2006 - 2009

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SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT PLAN

DISTRICT NAME: SHARON SPRINGS CENTRAL SCHOOL

BEDS CODE: 541401-04-0001

SUPERINTENDENT: PATTERSON R. GREEN

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YEARS PLAN IS IN EFFECT: SEPTEMBER 2006 – JUNE 2009

COMPOSITION OF PROFESSIONAL DEVELOPMENT TEAM

NUMBER OF BUILDINGS IN DISTRICT: 1

TEAM: K – 12 TEAM

MEMBERS:

PATTERSON GREEN – ACTING SUPERINTENDENT, BUILDING PRINCIPAL

SANDRA QUAY – SPECIAL EDUCATION

DANIEL SWANBERRY – ELEMENTARY TEACHER

MELISSA HOSKINSON – SPECIAL EDUCATION / AIS

BRIAN COX – SECONDARY SOCIAL STUDIES TEACHER/
TEACHERS' ASSOCIATION REPRESENTATIVE

BARBARA HANDY – BUSINESS TEACHER

STACEY ALEXANDER – PUPIL PERSONNEL DIRECTOR

SALLY LAUZON – PTSO PRESIDENT/PARENT

MISSION STATEMENT

The mission of the Professional Development Committee of the Sharon Springs Central School District is to support the members of the educational community as they grow and enrich their professional lives, and to promote excellence in the school learning community.

The mission will be accomplished by:

- Providing professional experiences that allow for continued educational excellence.
- Providing well defined professional development programs that are relevant research-based and include follow-up and support.
- Providing programs that reflect the professional needs of the faculty.
- Providing professional development experiences that are aligned with demonstrated district needs, based on data.

FOREWARD

A committee of teachers, administrators, pupil personnel services, staff and parents of students attending our schools had input into the development of the Professional Development Plan. The plan represents a new direction for Sharon Springs Central School as we are faced with new demands imposed by downsizing and administrative restructuring. However, the District focus of improving student learning and achievement remains the same. This document is a result of input provided by the Climate Advisory Committee, which began to meet in August and currently serves as the Site Based Shared Decision Making Body.

NEEDS ANALYSIS

In analyzing the needs of our students, the Superintendent in conjunction with members of the Professional Growth Committee, an extension of the Climate Advisory Committee, will conduct thorough reviews of the following sources of information about the performance of our students.

Data Sources Include:

- School Report Card information, Data Warehouse and BEDS data
- Attendance Rates
- PD Data (Special Education)
- Tracking of NYS ELA 3-8; Math 3-8
- Tracking of English 11 Regents
- Regents Exam performance
- Performance of free/reduced lunch students
- Teacher, staff, and administrator reflections and recommendations
- Increase student achievement on ELA 3 – 8 and 11 and Math 3 – 8, and Math A and B.
- Increase achievement of Students with Disabilities in regular education classes.

DISTRICT NEEDS ESTABLISHED

- Increase achievement on ELA and Math 3 – 8 and Regents testing.
- Conduct work in curriculum and continue to refine the early literacy program encompassing phonological awareness, phonemic awareness, comprehension, fluency, and vocabulary. Work in the areas of curriculum instruction and assessments will be reflective of the NYS Learning Standards and State Assessments. The exact focus of the work will be determined by areas of weaknesses after conducting analysis of state assessments.
- Implement Problem Solving Activities that require students to use higher order, critical thinking skills and mathematical concepts.
- Diversify the instructional repertoire of the teaching staff including, technology integration, cooperative learning strategies, interdisciplinary approaches when appropriate.
- Increase staff knowledge about developmental characteristics and learning differences of students including; integration of research on cognitive science and brain research into practice, integrate multiple intelligences and learning styles into classroom practice, and understanding of child development/readiness along with best practices for increasing student motivation and engagement.
- Teachers not “Highly Qualified” will use time to prepare for the NYSCATE.
- Promote and expand District Tolerance and Diversity efforts as well as increasing level of Parent and community involvement.
- Promote consistent optimistic climate that cultivates pride, anticipates excellence, demands respect for and values all members and their contribution to the learning community.

PROFESSIONAL DEVELOPMENT FOR FACULTY

A. Activities:

A range of types of professional development activities will be offered and encouraged to support the attainment of District goals. The following represent current, district-wide initiatives that will be sustained through professional development activities over the next three years:

- Training for curriculum development and dissemination (mapping, scope, review of state ELA assessments to find weaknesses etc...) – Initial focus will be on ELA and secondary Math while teachers in other content area individualize their own professional development plan to their specific instructional needs.
- NYSUT Effective Teaching Coursework
- In-district workshops and Regional BOCES Training
- Regional Statewide Rating Training
- Professional Conferences and on-line learning opportunities
- District Conference Days
- Visitations to other schools and colleagues' classrooms and one-to-one support including demonstration lessons and reflection
- Collaborative planning for instruction and faculty, grade level, department meetings when appropriate
- Development of Individualized Professional Development Plans-will allow the District to differentiate professional development activities.

B. Characteristics:

At the present time, faculty receives a minimum of 35 hours of professional training through District conference days. Faculty also is provided opportunities to attend conferences and turnkey trainings. The District recognizes that the attributes of successful Professional Development include the following characteristics;

- ❖ Sustained and supportive
- ❖ Purposeful/strategic
- ❖ Based upon best practice
- ❖ Related to the teaching/ learning process

- ❖ Staff and district determined
- ❖ Evaluated

C. School Violence Training

Throughout the school year, teachers will complete a two-hour training as mandated through New York State Safe Schools Legislation. Topics addressed might include the warning signs that relate to violence and other troubling behaviors in children; the statutes, regulations and policies relating to a safe climate; effective classroom management techniques; the integration of social problem skill development for students; intervention techniques; scenario training for emergency response; and the school referral process.

D. Professional Development for New Faculty

The professional development for new faculty members is imperative and is being provided through a mentoring program.

New Teachers:

August:

- Meet with new teachers and with assigned mentor at the Schoharie Region Foundation Program, sponsored by Capital Region BOCES.
 - Topics addressed include:
 - Classroom Management
 - Certification Regulations
 - Curricular Issues
- Meet with District Administration
- Tour Facilities
- Introduction to District Mentor Program
- Introduction to District “Redbook” and school policies and procedures
- Welcome Luncheon

Throughout the School Year:

- Complete a needs assessment.
- “Meet” with Mentor at least weekly.

- Maintain log of contacts.
- Observe mentor in classroom at least twice yearly.
- Complete program evaluation in June.

Assessing the Impact of Professional Development on Student Achievement and Teacher Practices

The ultimate measurement and assessment of the impact of staff development is found in the assessment of the achievement of our students (results). Those teachers pursuing individual professional development will provide written summaries of their progress and reflections to the Superintendent.

This allows each teacher to engage in the vital practice of personally reflecting on areas of achievement and success while focusing on areas to improve instruction for the following school year. Thus, both teachers and administrators obtain consistent feedback on instructional practices that are used to monitor and adjust the delivery of instruction, assessment, and evaluation of students.

Statement of Assurances

The Superintendent certifies that:

1. Planning, implementation, and evaluation of the professional development plan were conducted by a professional development team that included teachers, administrators, and parents.
2. The Plan focuses on improving student performance and teacher practice as identified through data analysis.
3. The Plan describes professional development that:
 - a. Is aligned with State content and student performance standards.
 - b. Is articulated within and across grade levels.
 - c. Is continuous and sustained.
 - d. Indicates how classroom instruction and teacher practice will be improved and assessed.
 - e. Indicates how each teacher in the District will participate.
 - f. Reflects congruence between student and teacher needs and District goals and objectives.
4. The Plan indicates an evaluation of the effectiveness of professional development and a mechanism to adjust activities based upon the evaluation.
5. The Plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

Superintendent's Signature

Date

Goal: Increase reading, comprehension and writing skills across the curriculum.

Year 2006-2007

Objectives	Strategies	Activity (ies)	Time Frame	Performance Measure
<p>Increase percentage of students reaching proficiency on ELA (grades 3-8) to 70%</p> <p>Increase percentage of students reaching 90% proficiency on the Regents exams.</p>	<p>Increase reading comprehension skills</p> <p>Increase vocabulary/language skills</p> <p>Increase writing skills (Increase student performance on DBQ's)</p> <p>Develop a cohesive curriculum (grades K-8)</p> <p>Increase use of technological resources</p>	<p>1. Curriculum Mapping (grades K-8) Assist staff to design, use, evaluate and revise curriculum maps. Train and support teacher in effective implementation.</p> <p>2. Curriculum Cross Walk (grades?) Create study groups and building teams to identify how the curriculum can be enhanced to meet all of the standards.</p> <p>3. Attendance at conferences/workshops on the topics of literacy, reading and critical thinking skills. Visitation to other schools and classrooms.</p> <p>4. Develop and utilize oral language activities</p>	<p>1. Ongoing- Conference days and teacher release time</p> <p>2. Ongoing- Teacher release time</p> <p>3. Ongoing</p> <p>4. Ongoing</p>	<p>Test scores on ELA (grades 3-8) Test scores on Terra Nova (2nd grade)</p> <p>Test scores on Regents</p> <p>Survey usage of professional library books</p> <p>Survey usage of on-line resources</p>

<p>Increase early literacy skills in the primary grades.</p>	<p>Identify a common early literacy curriculum</p> <p>Develop assessment portfolio</p>	<p>regularly in the classroom</p> <p>5. Expand professional library. Increase use of professional library</p> <p>6. Utilize web resources to provide teacher instruction material and subscribe to online professional journals</p> <p>Activities 1-6</p> <p>7. Utilize leveled reader library</p>	<p>5. Ongoing</p> <p>6. Ongoing</p>	<p>Test scores on BOEHM</p> <p>Review assessment portfolios</p> <p>Survey of usage of leveled reader library</p>
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Goal: Create an optimistic, safe teaching community that cultivates pride, anticipates excellence and demands respect for all members.

Objectives	Strategies	Activity (ies)	Time Frame	Performance Measure
Support new teachers to increase retention	Continue mentoring program for new teachers	1. Provide release time and support for mentors	1. September-June Approximately once a week	Survey of 1 st year teachers and review content logs Retention rate
Provide training on school violence and intervention	Provide training on school violence and intervention	2. Two hour training with?	2. Conference day	Questionnaire
Increase respect and tolerance in the school setting	Participation in the Anti-Defamation League program	3. Utilize anti-bias curriculum in the classroom on a regular basis	3. Ongoing	Student surveys?

Goal: Increase math skills.

	Increase student proficiency of math facts.			

Goal: Increase reading, comprehension and writing skills across the curriculum.

Year 2006-2007

Objectives	Strategies	Activity (ies)	Time Frame	Performance Measure
<p>Increase percentage of students reaching proficiency on ELA (grades 3-8) to 70%</p> <p>Increase percentage of students reaching 90% proficiency on the Regents exams.</p>	<p>Increase reading comprehension skills</p> <p>Increase vocabulary/language skills</p> <p>Increase writing skills (Increase student performance on DBQ's)</p> <p>Develop a cohesive curriculum (grades K-8)</p>	<p>1. Curriculum Mapping (grades K-8) Assist staff to design, use, evaluate and revise curriculum maps. Train and support teacher in effective implementation.</p> <p>2. Curriculum Cross Walk (grades?) Create study groups and building teams to identify how the curriculum can be enhanced to meet all of the standards.</p>	<p>1. Ongoing-Conference days and teacher release time</p> <p>2. Ongoing-Teacher release time</p>	<p>Test scores on ELA (grades 3-8)</p> <p>Test scores on Terra Nova (2nd grade)</p> <p>Test scores on Regents</p> <p>Survey usage of professional library books</p> <p>Survey usage of on-line resources</p>

	Increase use of technological resources	<p>3. Attendance at conferences/workshops on the topics of literacy, reading and critical thinking skills. Visitation to other schools and classrooms.</p> <p>4. Develop and utilize oral language activities regularly in the classroom</p> <p>5. Expand professional library. Increase use of professional library</p> <p>6. Utilize web resources to provide teacher instruction material and subscribe to online professional journals</p>	<p>3. Ongoing</p> <p>4. Ongoing</p> <p>5. Ongoing</p> <p>6. Ongoing</p>	
Increase early literacy skills in the primary grades.	<p>Identify a common early literacy curriculum</p> <p>Develop assessment portfolio</p>	<p>Activities 1-6</p> <p>7. Utilize leveled reader library</p>		<p>Test scores on BOEHM</p> <p>Review assessment portfolios</p> <p>Survey of usage of leveled reader library</p>

Goal: Create an optimistic, safe teaching community that cultivates pride, anticipates excellence and demands respect for all members.

Objectives	Strategies	Activity (ies)	Time Frame	Performance Measure
Support new teachers to increase retention	Continue mentoring program for new teachers	1.Provide release time and support for mentors	1.September-June Approximately once a week	Survey of 1 st year teachers and review content logs Retention rate
Provide training on school violence and intervention	Provide training on school violence and intervention	2.Two hour training with?	2.Conference day	Questionnaire
Increase respect and tolerance in the school setting	Provide support and training for building social skills development programs	3.Utilize anti-bias curriculum in the classroom on a regular basis Utilize Peer Mediation program Utilize PPST collaboration	3.Ongoing	Student surveys? Teacher surveys? Documentation of student and teachers using social skill services

Goal: Increase parent and community involvement.

Objectives	Strategies	Activities	Time Frame	Performance Measure
<p>Increase communication with parents</p> <p>Increase number of parents attending parent programs</p> <p>Increase parent/community participation in school activities.</p>	<p>Establish e-mail communication with the majority of parents with e-mail access</p> <p>Utilize teacher web pages as a means to communicate with parents</p> <p>Increase publicity for parent programs</p> <p>Publicize school events at community businesses</p>	<p>1. Increase amount of information about school events provided parents through website, weekly newsletters</p> <p>2. Identify specific classroom activities, such as experiment and reading programs, that parents can be invited to participate in</p> <p>3. Expand membership of Parent Involvement Committee and PTSO</p> <p>4. Increase number of parent/community events by 50%</p> <p>5. Increase field trips and classroom activities that involve local businesses.</p>	<p>September -June</p>	<p>1. Review of newsletters</p> <p>2. Actual counts</p> <p>3. Actual counts</p> <p>4. Actual counts</p> <p>5. Actual counts</p>

Goal: Increase best practices in instruction to meet individual student needs.

Objectives	Strategies	Activities	Time Frame	Performance Measure
Increase opportunities for all professional staff to learn to apply best practices	Increase professional knowledge in the areas of learning differences, learning styles, differentiated instruction and best practices.	Attendance at in-services, conferences/workshops designed to meeting individual student learning needs through differentiated instruction. Action research Visitation to other schools and classrooms.	September -June	Test scores and grades Test results and grades for students with disabilities and students receiving AIS support

Goal: Increase math, problem solving and critical thinking skills

Objectives	Strategies	Activities	Time Frame	Performance Measure
Increase percentage of students reaching proficiency on ELA (grades 3-8) to 70% Increase percentage of students reaching 90% proficiency on the Regents exams.	Increase student proficiency of math facts. Increase the use of techniques that engage students in higher order thinking Increase study skills by assisting staff to design, use and evaluate uniform graphic organizers for curricula	1. Complete math facts drills/exercises for grades K-8 to increase fluency of math facts. 2. Curriculum Mapping (grades K-8) Assist staff to design, use, evaluate and revise curriculum maps. Train and support teacher in effective implementation. 3. Curriculum Cross Walk (grades?)	1. Ongoing in the classroom 2. Conference days and teacher release time 3. Ongoing-Teacher release time	Test scores on Math Exam (grades 3-8) Test scores on Terra Nova (2nd grade) Test scores on Regents Survey usage of on-line resources

		<p>Create study groups and building teams to identify how the curriculum can be enhanced to meet all of the standards.</p> <p>4. Identify a common math curriculum (grades K-8)</p> <p>5. Attendance at conferences/workshops on the topics of math instruction and critical thinking skills. Visitation to other schools and classrooms.</p> <p>6. Utilize web resources to provide teacher instruction material and subscribe to online professional journals</p>	<p>4. Ongoing</p> <p>5. Ongoing</p> <p>6. Ongoing</p>	
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