Lake Shore Central School District
(Evans-Brant)
Organizational Professional Development Plan
July 1, 2016 - June 30, 2021

Edited November 2017

TABLE OF CONTENTS

Vision

Lake Shore Central School District in partnership with our students, families and school community will cultivate engaging, diverse, and challenging educational opportunities and learning environments to promote life-long learning and achievement in preparation for high school graduation, college and careers.

Introduction

The most effective way to improve the achievement of our students is to improve the quality of teaching. No effort to improve the quality of education for all students, especially the most disadvantaged, can succeed unless it changes the way in which teachers teach and students learn.

Effective professional development makes the connection between subject matter and pedagogy. It expands teachers' repertoire of research-based instructional methods to teach that content and help students master new skills. Such programs create regular opportunities for serious collaborative planning, develop classroom assessment skills, and connect teachers to other professionals within and beyond their schools.

The Lake Shore Central School District's professional development plan is the result of extensive work by a district-wide professional development committee comprised of representatives from every instructional level, inclusive of teachers, administrators, and instructional specialists. The committee has agreed that the following principles should guide professional development in the district:

Professional Development should:

- <u>stimulate and support site-based initiatives.</u> Professional development is likely to have greater impact on practice if it is closely linked to school initiatives to improve practice.

- <u>support teacher initiatives as well as school or district initiatives.</u> These initiatives can promote the professional growth of teaching and may be cost-effective ways to engage more teachers in serious professional development activities.

- <u>be grounded in knowledge about teaching.</u> Good professional development should encompass expectations educators hold for students, child development theory, curriculum content and design, instructional assessment strategies for instilling higher-order competencies, school culture and shared decision-making.

- <u>model effective teaching.</u> Teachers need opportunities to explore, question, and debate in order to integrate new ideas into their repertoires and their classroom practice.

- <u>offer intellectual, social and emotional engagement with ideas, materials and colleagues.</u> If teachers are to teach for deep understanding, they must be intellectually engaged in their disciplines and work regularly with others in their field.

- <u>demonstrate respect for teachers as professionals and as adult learners.</u> Professional development should draw on the expertise of teachers and take differing degrees of teacher experience into account.

- <u>provide for sufficient time and follow-up support for teachers to master new content and strategies and to integrate them into their practice.</u>

- <u>be accessible and inclusive.</u> Professional development should be viewed as an integral part of teachers' work rather than as a privilege.

Professional Development Committee Membership

Name	Title
Melissa Bergler	Administrator
Kathleen Chiavetta	Board of Education Member
Jill Clark	Administrator
Paula Eastman	Administrator
Anthony George	Teacher
Sarah Kauzala	Teacher
Kate Kreinheder	Teacher
Mary Morrison	Teacher
Shannon Muldowney	Teacher
Catherine Musty	Teacher
Jody Schmidle	Teacher
Madonna Sciarrino	Teacher
Christine Starks	Administrator
Mary Steenberg	Administrator
Ronald Tonelli	Teacher
Christopher Walsh	Administrator

New York State Department Regulations and Requirements

This professional development plan is in compliance with Commissioner Regulations 100.2 (dd) that requires each district and BOCES to collaboratively create professional development plans that are reviewed annually. Additionally, professional development activities outlined in this plan provide teachers with the opportunities needed to meet and maintain the Continuing Teacher Leader Education (CTLE) requirements as defined by The Board of Regents in Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders. Certificate holders need to keep records of workshops, trainings and professional development opportunities including participant's name, date of workshop, number of hours, topic and type of activity or program.

Philosophy

Professional development at Lake Shore Central School District is a vital component of our commitment to improving academic success. We are committed to high-quality, research-based professional development to provide ongoing growth for practitioners within our organization, as well as to the assessment of ongoing professional development initiatives. Professional development provided to employees is tailored to the needs of the individual, and building, which progresses across grade levels (PreK-graduation) and when appropriate, is continuous and sustained.

We strive to provide professional development in alignment with the New York State Professional Development Standards (http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf):

1. **Designing Professional Development:** 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.

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 provides 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 skills 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.

Organizational Professional Development Goals

Goal 1: In order to improve student achievement, we will establish a school community that identifies, promotes and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

Goal 2: In order to improve student achievement, we will use data to inform instruction.

Goal 3: In order to improve student achievement, we will integrate technology into instruction.

Goal 4: In order to improve student achievement, we will improve communication within the community.

Goal 5: In order to improve student achievement, we will make effective and efficient use of common planning time.

Action Plans

Please see Appendix A for a list of all anticipated workshop topics, trainings, and consultants to be utilized by the district.

Goal 1: In order to improve student achievement, we will establish a school community that identifies, promotes and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

Objective:
Counseling plan reviewed and shared with all stakeholders
Communication Plan (A sheet that includes all the programs that are available to our students)
Increased attendance rate

Essential Questions:
How will student achievement be impacted by explicit communication and fidelity to programming?
How will we support social and emotional development for the school community?

Activities and Strategies:
Review of counseling plan and fidelity to the curriculum
Research-based practices will be explored.
Professional development – what we can know; confidentiality restrictions year to year

Inputs	Evidence	Responsibility	Timeline
Lake Shore Central Counseling Plan Research-based practices RtI Plan and Process	Increased attendance Decreased discipline Improved student performance	School Counselors Building Principal School Counselor Administrator Assistant Superintendent for Instruction	August/September – Confidentiality 101; Trauma-Informed Teaching October/November/December – Rollout of available programs that are available to our children; Rollout of School Counseling Plan; January – August – December Program Review

			Feb/Mar/Apr – Sensitivity Training and the effects of student-teacher relationships May/June – gather feedback on professional development experiences

Goal 2: In order to improve student achievement, we will use data to inform instruction.

Objective: Instruction will be clearly differentiated or individualized based on student needs.			
Essential Questions: How will we target instructional strategies to improve student performance?			
Activities and Strategies: Review data in all subjects from multiple sources Align strategies with student weaknesses			
Inputs	Evidence	Responsibility	Timeline
Data sources: STAR, Data Warehouse Assessment Information, student work, classroom assessments	Students gain automaticity in use of strategies Improved student achievement	Teachers, Data Specialists, Administration	Annually

Goal 3: In order to improve student achievement, we will integrate technology into instruction.

Objective: Technology will enable differentiation of instruction, targeted toward student needs.			
Essential Questions: How will we utilize technology to elevate instruction?			
Activities and Strategies: Share useful strategies amongst the team to ensure consistency for students			
Inputs	Evidence	Responsibility	Timeline
Training in technology tools and instructional uses	Increased use of technology in classrooms Improved student achievement	Technology Integrator, teachers, administration	Annually

Goal 4: In order to improve student achievement, we will improve communication within the community.

Objective: We will use positive, clear language when corresponding with community members; including parents, students, staff.
Essential Questions: How will we use available communication tools to improve student achievement?

Activities and Strategies:
Make use of technology to ease communication via apps, group messages
Make intentional choices with words before sending a written message

Inputs	Evidence	Responsibility	Timeline
Professional development in use of tech tools and communication skills	Improved student achievement
Evidence of an increase in communication	All staff are responsible for their communications	Annually

Goal 5: In order to improve student achievement, we will make effective and efficient use of common planning time.

Objective: Capacity will be increased within the team, department or grade level.
Definition of Capacity: the ability or power to do, experience or understand
Essential Questions: How can we openly discuss concerns and strategies to improve instruction?
Activities and Strategies:
Team building activities

Discussion protocols Facilitation techniques			
Inputs	Evidence	Responsibility	Timeline
Facilitation Tips & Tricks www.seedsforchange.org Data-Driven Dialogue; A Facilitator's Guide to Collaborative Inquiry by Bruce Wellman and Laura Lipton	Meeting notes Increased discussion Discussions involve deeper thoughts regarding instruction	Team leaders, Department Chairpersons	Annually

Provisions for Mentoring Program

The Lake Shore Central School District Mentoring Program is defined by Board of Education policy, as outlined below:

All new teachers at Lake Shore Central School District holding an initial certificate will complete a mentored teaching experience within their first year of employment as a teacher. The purpose of the mentoring program is to provide support for new teachers, retention of teachers, and to increase the skills of new teachers.
The mentoring program shall be developed and implemented consistent with any collective bargaining obligation required by Article 14 of the Civil Service Law (i.e., the Taylor Law); however, Commissioner's Regulation does not impose a collective bargaining obligation that is not required by the Taylor Law.

In accordance with Commissioner's Regulations, the elements of the mentoring program include:

Procedure for Selecting Mentors	The Mentor Steering Committee will select mentors from the professionals who will be in the pool of potential mentors. These potential mentors will have completed the Application for Mentoring. Applicants will have a minimum of 5 years of teaching experience. Their last three Annual Professional Performance Review reports must have included an overall rating of "effective" or "highly effective". Each applicant will list 3 references, committee work and agree to complete the required training.
Role of the Mentors	Mentors will provide interns with guidance to promote understanding of the following: •Lesson planning and record keeping (Planning and Preparation) •Classroom management and communication skills (The Classroom Environment) •Pedagogical skills (Instruction) •NYS Educational Law including APPR requirements •NYS Learning Standards and State assessments •The intricacies of the school and community organization •Professional opportunities and responsibilities
Preparation of Mentors	Assigned mentors will receive professional development throughout the school year. Topics include: •Charlotte Danielson's Framework for Teaching (Planning and Preparation, The Classroom Environment, Instruction and Professional Responsibilities) •Review of guidelines of confidentiality, the MTIP grant process, the use of the Mentoring Log and the importance of goal setting •Cognitive Coaching Skills and Practice and the use of the Mentor Skills Rubric •Review of the MTIP expectations •Common Core professional development as applicable and needed, dependent on previous training

	•Data-Driven Instruction (district review of data, data collection by building, RtI teams, SLO growth-setting process) •Tools and techniques for observing: including evidence-based observation, pre-observation tools and templates for planning with an intern, and data collection during an observation •Best practices for mentoring, including a review of the Mentoring Library •Reflection •Networking
Types of Mentoring Activities	conferencing, observing, joint planning and reflecting
Time Allotted for Mentoring	average of 6 hours per month

Provisions for School Violence Prevention and Intervention Training

Lake Shore Central School District is committed to hiring teachers who have fulfilled the requirements of certification, including participation in workshops covering school violence prevention and intervention. Such workshops 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 or determination of necessity, Lake Shore Central School District will provide refreshers on school violence prevention and intervention. In instructional settings, Lake Shore Central School District will also utilize the interpersonal violence prevention

education package provided by the State Education Department. These materials will be incorporated as part of the health or other related curricula or programs for students in grades K through 12.

Provisions for Teachers Certified in Bilingual and English Language Learner (ELL) Education

Teachers possessing a Professional certificate in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension under section 80-4.3 of this Title must complete their CTLE hours with a minimum of 50 percent 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.

Lake Shore Central School District teachers will utilize the expertise and trainings provided by the Regional Bilingual Education-Resource Network to fulfill these requirements. For all other faculty and staff, Lake Shore Central School District meets* and will apply for an exemption from the professional development requirements in language acquisition for ELLs. *There are fewer than 30 English language learner students enrolled or English language learners make up less than five percent of the Lake Shore Central School District total student population as of such date as established by the commissioner.*

Appendix A
For a current listing, go to http://www.lakeshorecsd.org/Page/3297.

<u>Anticipated Activities to support 100 hours of CTLE for Professional Certificate Holders</u>

List of anticipated workshop topics, trainings, and consultants to be offered and/or utilized during the 2016-2021 school year which will be available across the Lake Shore Central School District where CTLE credit will be awarded. (CTLE credit can only be granted by the District or an NYSED approved provider.)

- Jim Van Allen, Michael Ford, Dwight Carter; Positive Culture
- Seneca Nation of Indians; Cultural Diversity
- Robyn Starr; Mentoring and Danielson Framework for Teaching
- Lake Shore Central School District staff; content based on instructional data
- Lake Shore Central School District staff; Mentor Intern Program
- Erie 2 BOCES; content based on regional data, NYSED guidelines, Comprehensive School Health, DASA
- Approved NYS Institutions of Higher Education; student teachers, field internships, graduate coursework
- Credit bearing university or college courses
- Teacher Centers
- Crisis Services
- Chautauqua Tapestry
- Utica National; Safe Schools
- Professional Organizations
- Writing Process; Angela Stockman
- Harris Beach
- Other CTLE Approved Vendors for outside workshops with pre-approval
- Additional activities will be updated with the current listing at http://www.lakeshorecsd.org/Page/3297.

Appendix B

Activities to support the Lake Shore Central Requirement of 9 hours in Professional Development

All LSCTA members have a contractual requirement of nine hours of professional development each year. Those that complete more than nine hours before June 1 in a given school year may carry over up to nine hours to be credited to the following school year. Remember, professional development hours for the contractual obligation can only be credited for activities outside of the workday.

The following chart can serve as a guide to help teachers meet the requirements as applicable to them.

Activities	Definitions	Methods of Availability	Form Needed/ Approvals
Conferences	Participation in local, state and national conferences with prior approval and pending budget allocations.	After school Weekends July and August	*Conference Request *Proof of attendance and report
Delivering professional development	An example includes conducting workshops at the Teacher Resource Center, BOCES or LSCSD	Outside of the school day After school Weekends July and August	Course Approval
Grade level, interdisciplinary, or subject area teamwork	This work is focused on NYSED standards and curriculum alignment.	After school Weekends July and August	Curriculum Project
New Teacher Induction	Training is provided for teachers new to Lake Shore.	August	Sign in sheet

Lake Shore Central School District (Evans-Brant) Organizational Professional Development Plan 2016-2021

Activities	Definitions	Methods of Availability	Form Needed/ Approvals
Service on a committee	This would include approved District and School Committees.	After school Weekends July and August	Sign in sheet
Service on statewide, regional and local committees and organizations as presenter or officer	This would include, but is not limited to, Statewide curriculum and item writing.	After school Weekends July and August	As per Supervisor
Staff Development	Participation in professional development activities (9 hours per school year). Maximum of 9 hours may be carried over.	Offerings during Summer/Fall and Winter/Spring catalogs.	Sign in sheet
Workshops	Workshops are provided by the District, through BOCES, by local districts, and other reputable educational organizations.	After school Weekends July and August	*All programs MUST BE PRE-APPROVED by the District *Proof of Attendance
Assessment Scoring and/or Training	Teachers who score NYS assessments	Required by NYSED before scoring exams After school July and August	As approved by Administrator
Workshops/Attendance at tours, learning sessions and presentations	Provided by the District, by local districts, and other reputable educational organizations	After school Weekends Summer Website	*Must be PRE APPROVED by the District *Proof of attendance or evidence of completion (summary/report/ reflection)

Activities	Definitions	Methods of Availability	Form Needed/ Approvals
Community Communication	Communications with families in order to improve student achievement (Phone calls/logs Emails Newsletter Website development Learning stations at parent nights Use of Apps for communication)	After school Weekends Summer	*Must be PRE APPROVED by the District *Evidence of completion (summary/report/ reflection/logs)

In the event that the District requires participation in mandated training with courses through Utica National or another vendor, any LSCTA member who completes this training prior to the designated Superintendent's Conference Day, according to the instructions, shall receive the equivalent of undesignated time on such Superintendent's Conference Day as indicated in the Safe Schools letter.