# *Pembroke Central School District*
# *Professional Development Plan*



*Pembroke Central School District*
*Routes 5 and 77*
*Corfu, NY 14036*
*585-599-4525*
*pembrokecsd.org*

# Pembroke Central School District Professional Development Plan

District Name:      Pembroke Central School District

BEDS Code:      181302040000

Superintendent:      Mr. Matthew Calderón

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Effective:      September 1, 2016 – August 31, 2017

**Administration:**

| | |
|---|---|
| Superintendent: | Matthew Calderón |
| School Accountant: | Linda Greig |
| Director of Technology: | Christie Maisano |
| Jr/Sr High Principal: | Dr Nathan Work |
| Asst. Principal Grades 6-12: | Brandon Ricci |
| Intermediate School Principal: | Norman Foster |
| Primary School Principal: | Lisa Blake |

**Board of Education:**

John A. Cima, President
Tina J. Curtis, Vice President
Arthur Ianni
Thomas C. Schneider, Jr.
Heather L. Wood

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# District Mission, Vision, and Commitment Statements

**District Mission Statement**

In partnership with the community, the PCSD is committed to knowing each individual student's interest, needs and desires in order to prepare all students for graduation, with the knowledge, skills and attitudes necessary to lead productive lives.

**District Vision Statement**

**We Envision …**

**Increased Knowledge** – through academic excellence and continued growth

**Applied Skills** – through challenging academic and extracurricular programs

**Positive Attitudes**– through an atmosphere of mutual respect and an environment that fosters character and pride

**Commitment**

**To fulfill our Commitment to Increased Knowledge:**

We will use research-based motivational, instructional, and assessment strategies to ensure each student achieves at the highest possible level.

We will actively identify student needs and use differentiated instruction to ensure individual success.

We will participate in ongoing professional growth by sharing best practices and working collaboratively with students, staff, parents, and community members.

**To fulfill our Commitment to Applied Skills:**

We will provide students with meaningful learning opportunities and engaging lessons that require higher-level thinking, problem solving, and real-world applications.

We will effectively utilize emerging technology.

We will promote and support extra-curricular activities through ongoing recruitment of students and attendance at student events.

**To fulfill our Commitment to Positive Attitudes:**

We will consistently model respect and integrity through open and honest communication.

We will actively consider different perspectives when making decisions, and we will promote positive relationships by supporting those decisions.

We will maintain high expectations, recognize hard work, and celebrate success on a regular basis in order to promote responsibility, accountability, and pride.

**I. Introduction**
The Pembroke CSD Professional Development Plan is designed to provide ongoing opportunities for faculty, staff and administration to grow as educators within the framework of professional and student performance standards. We intend that this plan describes a vision for adult learning that is collaborative, continuous, embedded in daily practice and focused on student achievement.

The ultimate goal of the Pembroke Central School's Professional Development Plan is to improve student achievement. In addition to this primary goal, the plan aims to increase our knowledge and understanding of best practices, incorporate new and innovative practices, retain new educators, and meet the NYSED requirements for professional development. We strive to strengthen this culture that supports adult learning by providing a framework that affords every educator an opportunity to enrich his/her practice.

The Plan is articulated within and across grade levels and is ongoing and sustained throughout not only the school year but through the summer as well. Annual department and building goals are also designed to address curriculum, instruction, assessment and student motivation, aligning their activities with professional development opportunities provided by the District. This practice engages both teachers and administrators in the planning of professional development, as needs are articulated through the annual goals which can subsequently be addressed in PD planning.

The plan outlines activities which:
- Will expand educators' content knowledge and the knowledge and skills necessary to provide rigorous, developmentally appropriate instructional strategies and assesses student progress;
- Are research-based and provides educators with opportunities to analyze, apply, and engage in research;
- Include the necessary opportunities for professionals to obtain CTLE to meet the English language learner provisions;
- Are designed to ensure that educators:
    1. Have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment;
    2. Have the knowledge and skill to meet the diverse needs of all students;
    3. Have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students;
    4. Have the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education;
    5. Use 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;
    6. Promote technological literacy and facilitate the effective use of all appropriate technology; and
    7. Evaluate using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

The 2016-17 plan reflects input of teachers and administrators throughout the District and Level III Teaching Assistants. Long-Term Substitute teachers are encouraged to participate in all activities.

## II. New York State Education Department Regulations and Requirements

This Professional Development Plan meets the requirements of the 100.2 (dd) Regulations of the State of New York. The purpose of this plan is to improve student learning by providing meaningful, focused, professional development opportunities that are aligned with the Learning Standards of New York State (NYS).

Additionally, public school districts are required to have a professional development plan which describes how it will provide all of its teachers, teaching assistants and long-term substitute teachers with substantial professional development opportunities and how it will provide its professional certificate holders with opportunities to maintain such certificates in good standing based upon successfully completing 100 hours of professional development for teachers and 75 hours for teaching assistants every five years. It is ultimately the teacher's responsibility to monitor their own certificate progress and requirements.

New York State's Professional Development Standards provide a blueprint for high quality professional development for all educators to improve instruction and student achievement. These standards promote and sustain continuous development, growth, and examination of practice. They also provide clearly defined expectations and commitment to change. They are aligned with New York State Learning Standards and are based on an analysis and adaptation of the National Staff Development Council's Standards for Staff Development as well as other national, state, and professional standards.

The New York State Professional Development Standards are based on fundamental knowledge about contextual factors from converging research about effective professional development and its ultimate impact on student learning. According to New York State, attributes of effective professional development include the following:

- Effective professional development fosters a culture of continuous improvement for all engaged in the learning endeavor.
  - Practices address the needs of professionals throughout their careers and embrace other stakeholders as participants in learning.
  - Activities are evaluated both for effectiveness and impact on student learning.
- Effective professional development is that which improves the learning of all students, including those with different educational needs, learning styles, and incremental abilities, and those from diverse cultural and linguistic backgrounds.
- Professional development is most effective when there are clear research-based expectations for what teachers should know and be able to do to support student learning.
  - These expectations are reflected in the New York State Code of Ethics for Educators, district Professional Development Plans, Annual Professional Performance Reviews, and Commissioner's Regulations related to teacher preparation and certification.
  - They are also enumerated and reflected in collective bargaining agreements, job descriptions and assignments, performance appraisal systems, systems of rewards and incentives for teachers, and in the design and content of teacher professional development.

- Professional development is most effective when it takes place in professional learning communities.
  - These learning communities might take various forms, but they are all characterized by ongoing learning.
  - They encourage individual and collaborative exploration, practice, and reflection.
  - They foster collegiality and problem solving, and they emphasize continuous improvement in classrooms and schools.
- Professional development is most effective when there is collaborative leadership and shared responsibility for improving teaching and learning.
  - Collaborative leadership for professional development recognizes that the pursuit of excellence is never ending and embraces the individual and collective goals and talents of teachers, paraprofessionals, parents, school administrators, school boards, district and state staff, institutions of higher education, unions, and other stakeholders.
- Professional development is most effective when it is job embedded, directly relevant to classroom practice, provided over time, and when it provides opportunity for practice of new strategies, time to reflect on changes, and time to integrate new learning into the teaching practice.
- Professional development is most effective when adequate resources are provided.
  - Resources include money, people, and time.
  - Resources necessarily come from a variety of sources, and must be sufficiently sustained over time to insure the full impact of professional development.
  - Resources are adequate when they ensure that all educators can study, practice, reflect, receive feedback on practice, and implement knowledge and skills necessary to be effective with their students and others.

The Ten Standards for High Quality Professional Development determined by New York State include:
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 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 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.

## III. Philosophy

The purpose of the Pembroke Central School District's professional development plan is to improve the quality of teaching and learning; designed to build skills and capacities for improvement through comprehensive and ongoing learning. We believe that sound and practical professional development programs are positive links to establishing effective instructional practices that will enhance the knowledge of curriculum content, design and delivery.

Our approach to professional development is to make certain that all educators have the best possible skills, content knowledge, and preparation for teaching. The needs of learners demand innovative, progressive, and cutting-edge instruction. We seek to create a system that is sustainable, feasible, and responsive to current student and teacher needs. As such, professional development at Pembroke Central Schools will:
- reflect a commitment to ongoing and continuous professional development that is based on the analyses of multiple sources of data
- include sufficient time and follow up support provided to staff to master new content and strategies
- ensure that content focuses on what students need to know and be able to do
- support the implementation of best practices as evidenced by research
- provide both a focus on instructional repertoire and content-specific skills ensuring a deeper understanding of academic disciplines and specific pedagogical approaches
- impart opportunities to explore, question, and debate in order to integrate new ideas into classroom practice

- maintain a differentiated and developmental approach to meet individual and district needs relating to the teaching and learning process
- involve teachers in the identification of what they need to learn and in the development of the learning experiences in which they will be involved

## IV. Needs Assessment

As part of the ongoing professional development planning cycle, the Pembroke Central School District reviews multiple sources. The following items are analyzed annually to determine the focus and content of the professional development plan:

**Student Data**
- School Report Card
- NYS and District Assessments (e.g., 3-8 testing and Regents exams)
- Disaggregated Student Achievement Data
- Report Cards
- VADIR Reports
- DASA Reports
- Student Attendance and Discipline reports
- Graduation and Drop-out Rates
- Special Education Data
- NYS Common Core Learning Standards
- College Acceptance data
       Academic Intervention Services Record
- Elementary Benchmark Reading Assessment
- Star Reading and Math
- SAT/ACT Data
- Title I Data

**Surveys**
- Professional Development Needs Assessment Survey
- Professional Development Evaluation/Feedback Surveys
- Lighthouse Teams WIGS survey

**Additional Data Sources**
- BEDS Data
- Longitudinal Student Performance Data
- Teacher Attendance, Retention, and Turnover Rates
- Professional Performance Reviews and Observations/Evaluations
- Program Evaluations
- SED Regulations and Mandates
- Mentor Program Evaluations

**V. Professional Development Plan Objectives:**
The professional development plan in the Pembroke CSD is designed to meet the following primary objectives:

1. **Curriculum**
   1.1 Ensure guaranteed and viable curriculum across grades K-12
   1.2 Ensure curricular and instructional continuity between the three schools
   1.3 Continued revision and alignment of curriculum to NYS Standards and NYS Assessments
2. **Instruction**
   2.1 Utilize a variety of research-based instructional strategies
3. **Technology Integration**
   3.1 STEM
   3.2 Star Reading and Math
   3.3 IXL
   3.4 Accelerated Reader and Math
   3.5 Online tools
4. **Character Education**
   4.1 Leader in Me implementation with all staff
   4.1 Continue to implement the Leader In Me with students across all grade levels
5. **Mentoring**
   5.1 Mentor training for all non-tenured teachers
6. **Professional Responsibilities**
   6.1 Technology initiatives
   6.2 Board policy mandated trainings
   6.3 Job specific responsibilities

All professional development initiatives and activities reflect these commitments. The District's philosophy is that of sustained professional development, with trainings that, year after year, reinforce the objectives and goals of the district.

**VI. Professional Development Opportunities:**
Professional development opportunities are provided both during and after school hours. Each department in the District participates in the following professional development activities:

1. <u>**Leader in Me**</u>**-7 Habits Trainings via Franklin Covey**
   - 3 days over the summer for all new staff and District staff members
   - January 27 Superintendent's Conference Day for all instructional and support staff
   - March 3 for Lighthouse Team members
   - Regional trainings with partner schools led by staff at *Franklin Covey*
2. **Curriculum Alignment to Content Standards (horizontal and vertical)**
   - April 20 and 21 Strategies and Instructional Methods in Reading Workshop by Patty Wright from Teacher's College
   - Writer's Workshop by Amy Ludwig Vanderwater
   - October 7 Curriculum Mapping with Google Docs
   - October 7 Common Core Vocabulary with Support Staff
   - March 18 Teacher's College Reading and Writing Project

3. **Professional Responsibilities**
   - Health and Safety Trainings/OSHA compliance training
   - Safe Schools Training by New York State Police and Genesee County Sheriff's
   - New Teacher orientation trainings
   - Coaching/CPR Certification trainings
   - ePMF trainings
   - APPR training
   - Action Plans
   - Handle with Care training
   - Mendler Classroom tanagement training in Buffalo
   - Board Policy Mandated Trainings
     - Digital Citizenship
     - Privacy
     - Copyright
     - FERPA
     - Dignity Act
4. **Data Analysis, specific to the department's assessment protocols**
   - October 7 Star Reading/Math Data Analysis by Renaissance Learning Trainer

The district has partnered with *Franklin Covey* and have ascribed to The Leader in Me curriculum across all grade levels. A main component with The Leader in Me program is the creation of Lighthouse Leadership teams within each school building. The Lighthouse teams are comprised of 6-10 faculty and staff members from each respective building. The Lighthouse Teams attended numerous trainings, conferences, and in-service days. In turn, each Lighthouse Team provides professional development to their respective buildings.

The Pembroke CSD employs a comprehensive mentoring program to ensure the success of all new faculty members. The new faculty members will be paired up with one of the district approved mentors, and will attend weekly trainings and discussions to assist with their transition into the district.  The mentoring program is designed so it can be tailored to meet the individual needs of the new faculty members, including instruction in the following:
1. Lesson and Unit Planning
2. Instructional Practice
3. Instructional Strategies
4. Classroom Management
5. Student Discipline
6. Parent Conferences
7. APPR and Evaluation – Danielson rubric and expectations
8. Teacher Duties and Expectations

New teachers are introduced to the District during a three-day orientation in August. At this time, they are introduced to District personnel and procedures, as well as District curriculum and instruction initiatives. Prior to these sessions, teachers are assigned mentors for a period of four years. As well, new teacher meetings are scheduled throughout the school year at individual buildings to provide support and encouragement.

Additionally, technology integration supports the instructional work in the District, expanding opportunities for all aspects of learning K-12. Professional development opportunities in educational technology are available on an ongoing basis, presented by regional BOCES staff as well as District

Technology staff. These professional development opportunities are designed specific to content as well as to specific subject application. The following in-house workshops will be offered during the 2016-17 school year:

1. 9 Fundamental digital skills every teacher should have including:
   - Recording and editing audio clips
   - Create annotated, interactive and engaging video content
   - Create visually engaging content
   - Use social network sites to create PLNs, discover content, grow professionally
   - Use blogs and wikis to create participatory spaces for students
   - Use Social bookmarking sites to curate/share resources with your class
   - Create engaging presentations
   - Create digital portfolios
   - Create non-traditional quizzes
2. Coding in the Classroom
3. Flubaroo
4. SAS Curriculum Pathways
5. Website Development
6. eDoctrina and Online Assessment
7. Google Drive Apps for Creativity
8. Padcasters for Video Streaming
9. Accelerated Reader and AR360
10. Google Classroom
11. Google Forms
12. Chrome Webstore Apps
13. Windows 10 Tablets
14. Introduction to Castle Learning
15. Technology Show and Tell
16. New phone system use
17. Privacy
18. Google Drive basics
19. eDoctrina User Training
20. Digital Citizenship
21. Excel Basics
22. Reading A-Z/RazKids
23. SmartMusic
24. Presence SLMS
25. Pembroke Library Media tools
26. Smart Notebook Basics and Advanced
27. Nearpod
28. Chromecast
29. Digital Signage use
30. Google Apps for ELA
31. Google Apps for Social Studies
32. Google Apps for Science
33. Google Apps for Music
34. Google Apps for LOTE
35. Google Apps for Math
36. Google Apps for Special Education
37. Using Wikis in the Classroom

District administrators participate in the professional development opportunities with their teachers. As such, the administrators become cognizant of the content and application for the professional development and are able to effectively observe these strategies in practice, both in formal and informal observations. Building leaders also provide feedback as to the integration of these strategies into instruction, advising when additional reinforcement is advisable.

Data are analyzed collaboratively with District and Building Administrators, Data Coaches and teachers to determine areas of need, specific to curriculum, instruction and assessment. These meetings with departments occur periodically, providing opportunities to examine formative assessment data including assessments designed in-District. Professional development is designed to reinforce teacher and administrator understandings of curriculum, instruction and assessment, within the frame of student motivation with an emphasis on expansion of understandings rather than a continual introduction of new strategies.

While professional development opportunities may occur outside of school hours, much of the ongoing work around curriculum alignment and assessment development/revision transpires during the school year. The District recognizes the impact of maximizing teacher contact time with students, so great attention is given to rotating the scheduling of professional development such that teachers' time with students is consistent and largely uninterrupted. These trainings include all representative personnel, including teacher assistants and long-term substitute teachers.

Teachers are invited to participate in focused staff development opportunities at BOCES. District administrators peruse the options and then direct the session information to those staff that it would most benefit. For example, a session at BOCES may focus on an emerging technique or strategy for a specific content area/grade level. Information on the session would be forwarded to department chairs, building principals, or individuals with an invitation to attend. While these sessions are posted by BOCES online, teachers' attendance must be approved by a District administrator. As well, technology conferences (e.g., NYSCATE) are available but are also subject to approval. Many of the District's teachers present at these conferences and, as such, are invited to attend the full conference. Teachers attending content area conferences (e.g., STANNYS) are approved but must submit proof of attendance (including program, handouts, and conference completion certificates) to gain professional development credit.

The focus of faculty meetings has been redirected from information dissemination to professional development. Consequently, the monthly faculty meetings in each building emphasize such topics as data inquiry, emerging technology applications, literacy and instructional strategies. There is considerable latitude given to building administrators and their teachers to design these faculty meetings with a professional development focus that effectively informs the work of the teachers in their classrooms.

Pembroke Central Schools has also adopted a culture of professional development through professional learning communities or PLC's. On a weekly rotating basis, teachers, administrators, and support staff meet to discuss best practices and current research. Professional learning communities include groups such as safety team, building planning team, grade level specific teams, mentor-mentee teams, content area committees and technology trainings. These PLC's consist of peer to peer sharing, reviewing researched best practice as well as periodically securing experts in the field to present.

The District currently has two (2) ELL students, equivalent to less than 1% of the student enrollment. Regional conferences and workshops will be available, as well as in-District support, providing the required 15% of required CTLE hours to be dedicated to language acquisition for teachers and Level III teaching assistants.

Teachers will be required to submit 100 hours directly to NYSED for validation.

## VII. Evaluation

At the completion of all professional development opportunities (in-house offerings and off site workshops) evaluations will be conducted to monitor the success and efficiency of each opportunity. In many cases, participants at an off-site conference may be requested to share the knowledge gained with his/her peers. Thus, a trainer-of trainers model promotes the implementation of best practices as appropriate.