

Wayland-Cohocton Central School

Professional Development Plan 2011- 2013

Revised 2006, 2011
BOE Approved 8.15.11

Introduction

The Wayland-Cohocton Central School District Professional Development Plan (PDP) is designed to provide quality opportunities for all district professionals to participate in professional development opportunities that support their professional growth and appeal to their professional interests while also improving student achievement through increasing instructional capacity. Such opportunities will be designed based on student data, professional development evaluation/reflection data, and sound educational research in order to support district goals. The focus of the Professional Development Plan will be a continuous and sustained process involving all district professionals and will consist of the following components:

- The PDP shall be congruent with the guidelines as set forth by the New York State Commissioner of Education (Commissioners Regulation Part 100.2(dd)).
- The PDP team, consisting of representatives of all stakeholders, will collaborate regarding “needs assessment, goals, objectives, strategies, activities, and evaluation standards for professional development.”
- Individuals holding an initial or professional teaching certificate must complete 175 hours of professional development every 5 years and holders of the Level III Teaching Assistant certificate must complete 75 hours every 5 years in order to maintain certification.
- The PDP team will meet two times per year or as needed to maintain involvement in implementation of the plan.

Committee Members

Mary Biggee – Middle School
Lisa Hartzell – Support Staff
Ann Lander – Support Staff
Cora Saxton – Related Services Staff
Karen Oas – Office Staff
Nancy Smith - Nurses
JuliAnn Severson – WCTA/Mentor
Coordinator
ILC members:
 Sharon Manley, Cohocton
 Elementary
 Lisa Nichols, Cohocton Elementary
 Kelly Murray, Cohocton Elementary
 Principal
 Sherry Waltman, Wayland
 Elementary
 Deb Schmidt, Wayland Elementary

Todd Campbell, Wayland
Elementary Principal
Dawn Burdick, Middle School
Wendi Snyder, Middle School
Anne Smart, Middle School
Micki Newfang, Middle School
Eileen Feinman, Middle School
Principal
Rich Miller, High School
Judy Bligh, High School
Joan York, High School
Terrie Applin, High School
Bill Whyte, High School Principal
Beth Russ, Director of Special
Education
Becky Wager, Director of
Curriculum and Instruction

Vision

To build a staff of district professionals who consistently implement best educational practices in order that they remain current with their profession and meet the diverse needs of our students.

Goal

To provide ongoing opportunities through professional development to improve educational practices based on data analysis, current research, training and mentoring to help all students achieve at high standards of learning and development.

Objectives

1. District professionals will consistently implement best educational practices in order to remain current with their profession and meet the diverse cognitive and academic needs of our students.
2. District professionals will promote the development of a learning environment that is caring, inclusive and attends to the social/emotional needs of all students and staff.
3. District professionals will participate in a variety of PD opportunities in order to further develop mastery performance in the art of teaching and/or performance of duties.

Process

Review and align the Professional Development (PD) Standards in order to identify gaps and/or areas in need of improvement.

Use of a needs assessment and professional knowledge inventory will provide data to drive professional development that is offered.

Use of a PD evaluation will provide feedback data for on-going and new PD offerings. It will include, "What's next?"

Use a long term plan for continued and sustained training and support, as needed, for various PD opportunities.

Guiding Standards

These standards and attributes of effective professional development provide guidance for achieving high quality professional development planning, design, delivery and assessment, and are an integral component of our Professional Development Plan and their influences are embedded throughout (Appendix A).

Methods of Implementation

Several avenues for these opportunities exist including, but are not limited to:

District	Building	Individual
<ul style="list-style-type: none"> • District Professional Development Days • Professional Development Series sessions • Other workshops, trainings • Curriculum Review Committees • Curriculum development • Mentoring • New Teacher Orientation • District level committees • <i>Other opportunities as appropriate</i> 	<ul style="list-style-type: none"> • PLC team meetings • Grade level, team, department meetings • Faculty meetings • Building committees • State assessment training, e.g. ELA/Math/Science, new Regents Exam • Interdisciplinary planning • “Released time” in-school programs, trainings, planning • Collaborative planning • Collaborative learning groups* • <i>Other opportunities as appropriate</i> 	<ul style="list-style-type: none"> • Professional Development Series sessions • Institutes of higher education academic coursework • Observation of colleagues (exemplars) • Visitations to other schools • Regional, state or national conferences / workshops / trainings • BOCES workshops and initiatives • Teacher Resource Center workshops • Online learning • Presentation at a conference, workshop, etc. • Reflection on practice • Evaluating educational materials • Shadowing students • Peer/Instructional mentoring • Action research • Professional portfolio • Self-directed or collaborative learning groups * • <i>Other opportunities as appropriate</i>

* Collaborative learning groups and self-directed learning groups as per APPR

All staff that hold an initial or professional certificate (certified 2004 and after) will maintain records of their professional development activities and hours by using the District’s Professional Development Log (Appendix B). In addition, the district will maintain a record of professional development successfully completed by initial and professional certificate holders who are subject to the 175/75 hour five year requirement, as well appropriate documentation of the district’s mentoring program. All district documentation is based on submission of Appendix B and must be submitted at the end of each school year to the Superintendent’s office. All staff members are welcome and encouraged to track and submit professional hours each year.

<p>Goal: Wayland-Cohocton Central School shall provide ongoing opportunities through professional development to improve educational practices based on data analysis, current research, training and mentoring to help all students achieve at high standards of learning and development.</p>	
<p>Standard 8: Professional development uses disaggregated student data and other evidence of student learning to determine professional learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.</p>	
<p>Standard 5C: Professional development provides opportunities for district professionals to examine their practice in setting and maintaining high expectations for all students to enable them to attain high levels of achievement.</p>	
<p>Objective #1: District professionals will consistently implement best educational practices in order to remain current with their profession and meet the diverse cognitive and academic needs of our students.</p>	
<p style="text-align: center;">Action Steps</p>	<p style="text-align: center;">Indicators of Success</p>
<ul style="list-style-type: none"> • Teacher analyses of student assessments • Team/grade level and department analysis of assessments to develop & establish goals • Multiple grade-level analysis of assessments • District-level analysis of assessments • District professionals use data to improve instructional practices. • Teachers use data from student assessments to improve instructional practices and adjust curriculum. • District professionals will use educational research and training to foster and improve instructional practices 	<ul style="list-style-type: none"> • Item analysis indicating gap analysis • Curriculum adjustment and revision • Reflection of goals – individual, department, team, district • Vertical & horizontal collaboration • Increased success rate on assessments

Goal: Wayland-Cohocton Central School shall provide ongoing opportunities through professional development to improve educational practices based on data analysis, current research, training and mentoring to help all students achieve at high standards of learning and development.

Standard 6A: Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement.

Standard 6B: Professional development provides opportunities for educators to collaborate with [counselors], school psychologists, and social workers to develop effective strategies for student behavior and classroom management, and to seek creative solutions to conflicts.

Standard 6C: Professional development provides opportunities for educators to analyze and use data about student behavior (such as discipline referrals, suspension information, school climate surveys, and social-emotional data) to refine educational practices and promote optimal learning environments.

Standard 7: Professional development ensures that educators have the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children’s education.

Objective #2: District professionals will promote the development of a learning environment that is caring, inclusive and attends to the social/emotional needs of all students and staff.

Action Steps	Indicators of Success
<ul style="list-style-type: none"> ● Positive Behavioral Intervention and Support (PBIS) training ● Access to research and effective strategies ● Training on working with special needs students ● Training on communication and interacting with parents/guardian and families ● Opportunity to engage in monitoring programs of at-risk students 	<ul style="list-style-type: none"> ● Increase graduation rate ● Increase special education completion rate ● Increase in academic achievement ● Increase attendance rate ● Positive parent/community feedback ● Increase in parent engagement ● Increase in positive student and adult behaviors

<p>Goal: Wayland-Cohocton Central School shall provide ongoing opportunities through professional development to improve educational practices based on data analysis, current research, training and mentoring to help all students achieve at high standards of learning and development.</p>	
<p>Standard 1H: Professional development sustained over time and provides continued support such as follow-up, demonstrations, feedback on mastery of new knowledge and skills, peer coaching and mentoring and continued opportunities for additional study.</p>	
<p>Objective #3: District professionals will participate in a variety of PD opportunities in order to further develop mastery performance in the art of teaching and/or performance of duties.</p>	
Action Steps	Indicators of Success
<ul style="list-style-type: none"> • Teachers will be provided with the WCCS Mentoring Program as outlined in the WCCS Mentoring Plan mandated by the NYSED. • Peer coaching and/or orientation for all new employees and long-term substitutes • Participate in Improvement Plans, as needed • Participate in OSHA regulation videos 	<ul style="list-style-type: none"> • Retention of district professionals for more than five years • New teachers reaching tenure without incident • Meets district standards as per WCCS APPR or end-of-year evaluation

Appendix A
New York State Professional Development Standards (February 2009)
<http://www.highered.nysed.gov/tcert/resteachers/pd.html#one>

Context

- **Learning Communities:** Professional development that improves the learning of all students and organizes adults into ongoing learning communities whose goals are aligned with those of the school and district, foster collegiality and problem solving, and emphasize continuous improvement in classrooms and schools.
- **Leadership:** Professional development that improves the learning of all students requires collaborative leadership and shared responsibility for the pursuit of excellence and the never ending improvement of teaching and learning.
- **Resources:** Professional development that improves the learning of all students requires resources to support adult learning and collaboration.

Process

- **Data-Driven:** Professional development that improves the learning of all students uses disaggregated student data to determine professional development learning needs and priorities, to monitor progress, and to help sustain continuous professional growth.
- **Evaluation:** Professional development that improves the learning of all students uses multiple sources of information to assess its effectiveness in improving professional practice and student learning.
- **Research-Based:** Professional development that improves the learning of all students provides educators with opportunities to analyze, apply and engage in research.
- **Design:** Professional development that improves the learning of all students 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.
- **Learning:** Professional development that improves the learning of all students is job embedded, directly relevant to classroom practice, provided over time, and provides opportunity for practice of new strategies, time to reflect on changes, and time to integrate new learning into the teaching practice.
- **Collaboration:** Professional development that improves the learning of all students provides educators with the knowledge, skills and opportunity to collaborate.
- **Technology:** Professional development that promotes technological literacy facilitates the effective use of all appropriate technology.

Content

- **Diverse Learning and Equity:** Professional development that improves the learning of all students prepares educators to understand and appreciate all students in order to meet the diverse needs.
- **Student Learning Environment:** Professional development that improves the learning of all students ensures educators are able to create safe, secure, supportive and equitable learning environments for all students.
- **Quality Teaching:** Professional development that improves the learning of all students expands 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.
- **Family Engagement:** Professional development that improves the learning of all students provides educators with knowledge, skills and opportunity to engage and collaborate with families and other stakeholders as active partners.

Appendix B

Professional Development Log

Name _____

School year _____

<i>List professional development activities below. Document number of hours under the appropriate code box to the right.</i>	Admin Initials	Date	BOCES	Faculty mtg PD	Summer curr.	GRAD HOURS	InHouse conf. hrs	In - Service 15+ hrs	In - Service general	TCTRC	Mentor Program	NYSUT	Other
<i>Total Hours per column All inclusive total =</i> _____													