

NISKAYUNA CENTRAL SCHOOL DISTRICT

PROFESSIONAL DEVELOPMENT PLAN

2009-2011



Dr. Kevin Baughman
Superintendent of Schools

Approved 3/2/09

Niskayuna Central School District

**Professional Development Plan
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Professional Development Plan

Preface

The Niskayuna Central School district recognizes that quality professional development is valuable and important to improve instruction and learning. The district views it as essential to the full achievement of its mission...

...Empower each individual to make responsible choices, meet challenges, achieve personal success, and contribute to a global society....

and to promote and assure ongoing development and growth of its professional staff.

Section 100.2 of the Regulations of the Commissioner of Education requires that each school district create and implement a plan for professional development by September 1, 2000 (in Niskayuna's case 2001), and annually thereafter. This plan should "...describe how districts will provide all teachers with substantial professional development opportunities*."

The Niskayuna Central School District Professional Development Plan is the result of facilitated work of a committee of teachers, administrators and community members which began in the 2002-2003 school year. The committee considered current research and literature, as well as district teacher input in its development. The plan is intended to inform and direct professional development planning and implementation in the district.

Definition of Terms:

Professional Development Team

This team is a blend of teachers and administrators charged with biannually revising the PDP. The revisions will be informed by a survey of teachers which will be summarized for the Academic CORE team in order to inform PD for the following year.

Professional Growth Committee

This team of teachers assists in planning our district Superintendent Conference Day when one is scheduled in the school calendar.

Curriculum Advisory Committee

These teachers and administrators review summer curriculum proposals each winter and allocate funds based upon the merits of each proposal and the connection to district initiatives.

Academic CORE Team

This team of teachers and administrators studies the work of all academic content CORE teams and strives to effectively organize and coordinate the work of all departments.

*Defined as time, district committee work (CORE teams), mentoring, professional development days, Superintendent Conference Days, professional development faculty meetings, conferences, study groups, etc.

Niskayuna Central School District

Professional Development Team

2009-2011

Assistant Superintendent of Schools – Chair

Deborah Shea

Niskayuna Administrator’s Association Members

Debra Berndt

Luke Rakoczy

Niskayuna Director’s Association Members

Eva Jones

Alfred Sive

Niskayuna Teacher’s Association Members

Donna Baumgartner-Rosendale

Pam Hartman –Iroquois

Eric Hughes – High School

Mary Johnson – Hillside

Ken Smith - Rosendale

Abby Weber-Glencliff

Community Member

Deirdre Young, Parent

Higher Education

Dr. Pat Allen, Dean of School of Education, Union College

Professional Development Plan Mission Statement

The mission of professional development in Niskayuna is to promote and enhance professional excellence for the members of the educational community through a variety of opportunities designed to ensure successful learning for all students.

Professional Development Plan

Niskayuna believes that an educational community can only be as good as the personnel that it employs and that it is a shared responsibility to provide quality ongoing professional development. The school district is responsible for helping staff members achieve the district mission and members of the school community have a responsibility to engage in comprehensive professional development.

The vision of the Niskayuna professional development plan is to support educators who:

- are committed to students and their learning
- know the subjects they teach and how to teach those subjects to students
- are responsible for managing and monitoring student learning
- systematically think about their practice and learn from experience
- are contributing members of the learning community

These attributes are aligned with the core principles of the National Board for Professional Teaching Standards.

Effective professional development:

- Begins with the commitment by the members of the school community to life-long learning
- Is inclusive of all staff members
- Provides adequate time and school district financial and philosophical support
- Follows a coherent, cohesive and comprehensive plan
- Allows individuals to initiate their own professional development
- Supports awareness activities, a blend of research and practice, time for follow-up, support groups and further investigation
- Includes research-based practices while also encouraging innovation, experimentation, and risk-taking
- Addresses a person's self-image, self-concept, and stage of development
- Balances the need for systemic initiatives as well as professional choice
- Is inseparable from district improvement and is job-embedded and directly applicable to classroom work

All professional development is in service to our students who are expected to graduate from our district as empowered learners who are:

Educated individuals
Responsible citizens
Independent thinkers
Lifetime learners
Communicators

Aesthetically sensitive
Self-directed individuals
Enterprising individuals
Team members
Technologically literate

Relationship of Professional Development to Continuous Improvement

The Niskayuna Central School District includes in its vision for systemic development the concept of continuous improvement. The Professional Development Plan is a critical element for the attainment of this vision. Therefore, continuous improvement is the overarching goal for professional development that must be the driving force for improved teaching and learning. Professional development has many purposes: professional growth for teachers, confirmation of knowledge, intervention, enrichment, and reflection. This Professional Development Plan is designed to assure all teaching staff has the opportunity to strengthen or develop their pedagogical skills.

Relationship between Niskayuna’s Professional Development Goals and New York State Learning Standards

Each year the Professional Development Committee will define the professional development goals for the following year. Committee members will base decisions upon general district goals set by the Niskayuna Board of Education as well as district initiatives, as determined by administrative and faculty committees. Needs will be identified through analysis of NYS assessments, student performance, student work, and teacher surveys. The priority is that all professional development facilitates our faculty’s growth in their ability to:

- align curriculum to New York State Learning Standards
- provide instruction, based on the Standards, that promotes meaningful learning in a safe environment
- accurately assess student achievement of standards-based learning outcomes
- systematically think about and learn from their experiences, including opportunities for reflection
- be contributing members of our professional learning community

Resources to be used

Local Budget	<ol style="list-style-type: none">1. Curriculum Development2. In-service3. Consultant Service4. National Board Certified Teachers
Federal Grants	<ol style="list-style-type: none">1. Title IIA2. Title IID3. Title I Funds4. Individuals with Disabilities Education Act (IDEA)
State/Local Grants	<ol style="list-style-type: none">1. Mentor Grant2. Foundation Grants

Other Providers

1. Greater Capital Region Teacher Center
2. Union College
3. SUNY Albany
4. The Sage Colleges
5. Schenectady County Community College
6. College of St. Rose
7. BOCES Early Literacy Center
8. Model Schools
9. BOCES Learning Standards Coordinator
11. CELA (Center for English Learning and Achievement)
12. Professional Associations and Councils

Planning:

This plan will be developed with significant input from all stakeholders. This input will help guide the development of short-term and multi-year goals focusing on student achievement and development, technology integration and program innovation. The development of this goal will lead to the creation of a district professional development plan guided by:

- * one-to-one interviews
- * group discussions
- * community forums
- * surveys
- * analysis of data

The following items are analyzed annually to determine the focus and content of the professional development plan:

Student Achievement Data

Grades K-5 Alternate Assessments for IEP students

Grade 3-8 NYS School Performance Standards

Value-Added Data on Student Performance

ELA, Math, Science, Social Studies High School Regents Exam Results

Quarterly Grades Analysis

Report Cards

Graduation Rates

Special Education referral rates

AIMSWEB student performance data

Surveys

District developed surveys

Additional Data Sources

Individual Teacher Goal-Setting Plans/APPR/observations

Professional Development Opportunities*:

1. Curriculum Mapping

All content areas, K-12, will begin mapping their respective areas.

- Administrators and teachers attend conferences
- Overview provided to all elementary teachers
- Overview of mapping by department
- Review NYS student performance data, grades 3-12; early literacy assessments
- Determine essential content by grade level and content area
- Teachers map curriculum
- Maps placed on district electronic communication system and subject to peer review
- UbD units designed per curriculum maps

2. Unit Design

Following completion of curriculum mapping, teachers will begin collaborating on the construction of individual units that follow the Understanding By Design model. These will be posted to First Class for general access. As part of the APPR process, discussion will include how learning needs are identified and how mastery is measured.

- Teachers use maps to collaboratively design units
- Units compared to ASCD UbD Exchange
- Completed units are reviewed by peers and placed on First Class

3. Instructional Technology

Our Capital Project includes technology additions to classrooms. Professional development will be targeted to both operation and use of technology during unit planning.

- Review new ISTE technology standards
- Develop new Niskayuna technology standards
- Review district Technology Integration Standards with all staff
- Determine skills/concepts to be taught at which grade level/content area
- Provide professional development for teachers so that they can insure achievement of standards by students
- Integrate technology into UbD units
- Train teachers in use of new technology as a result of the Capital Project

4. Differentiation

We will provide multiple opportunities for teachers to collaboratively learn about how to meet the needs of all learners in their classrooms. Differentiation is embedded in our APPR process as a point of discussion between professionals.

- Provide training for elementary and middle school teachers
- Provide grade level specific training for teaching staff
- Provide customized math differentiation strategies to teachers in grade 3-5
- New teacher induction program will focus on differentiation in Year 3

* Note that teachers, schools, and departments may be at various levels in their understanding of these district initiatives.

5. Formative Assessments

As the mapping process concludes and teachers begin creating units, teachers will begin collaboration on common assessments that will measure student mastery of collectively identified enduring understandings.

- Collaborate on unit design
- Develop common formative assessments
- Use common assessments, collect student performance information and use this data to further improve instruction

6. Literacy

All staff appreciate the importance of literacy to ensure success in all content areas. Our induction program for new teachers includes a full year immersion in lesson and unit design, K-12.

- Incorporate full year of literacy PD into second year of new teacher induction program
- By building-study groups on selected topics as recommended by SDM teams
- CELA project-middle school
- Writer' Workshop

7. Professional Learning Communities

K-12 staff will begin working in teams following the PLC model emphasizing the continual measurement of student performance.

- PLC Conference attendance-teams
- Book study groups
- Schedule times for teams to meet (embedded in master schedules in elem/MS)
- Develop meeting protocols
- Monitor progress of teams towards the PLC model
- Support and monitor intervention programs at the high school

8. Response to Intervention

K-12 teachers and building Student Support Teams will be trained in this model. In addition, at the K-8 level, AIMSWEB will be used to measure incremental growth in students.

Support from our Community:

The Niskayuna District will continue to seek input via community interviews, public dialogs and from school-related organizations in order to:

- enhance district communications and long-range planning
- support organizations that contribute to educational opportunities for Niskayuna students
- provide positive opportunities for community input and involvement in school decisions and programs

Range of Professional Development Opportunities

2009-10 Required Activities (occur annually):

September 1, 2, 3, 2009 – Professional Growth Days

December 4, 2009– Professional Growth Day (1/2 day)

January 8, 2010 – Professional Growth Day (1/2 day)

March 26, 2010– Professional Growth Day (1/2 day)

May 7, 2010 – Professional Growth Day (1/2 day)

Faculty meeting – one per month dedicated to professional development

Other Required Activities (occurring annually):

Goal Setting- individual, departmental/grade level, school level (APPR)

Three-day New Teacher Orientation Program – August

Mentoring activities for probationary teachers as per APPR plan

Classroom Visitations as per APPR

New teacher orientation programming bimonthly

Mentor team meetings bimonthly

Additional Voluntary Activities:

Conferences/Workshops

In-Service Opportunities

Summer Curriculum Development

Summer Institutes

Visitations (districts, schools, classrooms, three days/year by contract)

Evaluation of Professional Development

The Professional Development Team will survey teachers biannually in order to inform the revision process of the Professional Development Plan and to seek input on the professional development priorities for the next two years. The following process will be used:

- Design survey
- Survey information presented at Faculty Meeting
- Individuals asked to complete survey online
- Individual responses reviewed and compiled
- Surveys returned to Professional Development Team for review
- Professional Development Team revises the Professional Development Plan based upon the input of teachers. Survey results also inform new initiatives and district goals.
- Utilizing the survey data, the team will develop the following year's Professional Development Plan and offerings. A summary of the survey will be shared each spring at Academic Core.

School District:	BEDS Code:
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SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT PLAN

STATEMENT OF ASSURANCES

The superintendent certifies that:

- Planning, implementation and evaluation of the professional development plan were conducted by a professional development team that included teachers, administrators, and others identified in the plan.
- The plan focuses on improving student performance and teacher practice as identified through data analysis.
- The plan describes professional development that:
 - is aligned with state content and student performance standards;
 - is articulated within and across grade levels;
 - is continuous and sustained;
 - indicates how classroom instruction and teacher practice will be improved and assessed;
 - indicates how each teacher in the district will participate; and
 - reflects congruence between student and teacher needs and district goals and objectives.
- The plan indicates an evaluation of the effectiveness of the professional development and a mechanism to adjust activities based upon the evaluation;
- The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

Signature (Superintendent of Schools)