

Waterford-Halfmoon Union Free School District

District Professional Development Plan

District Name: Waterford-Halfmoon UFSD	BEDS Code: 522101030000	
Address: 125 Middletown Road Waterford, N.Y. 12188		
Superintendent: Patrick Pomerville		
Phone: (518) 237-0800	Fax: (518) 687-2643	Email: ppomerville@whufsd.org
Effective Plan Dates: 7/1/2019 - 6/30/2022		

Mission: The Waterford-Halfmoon Union Free School District (WHUFSD) is a partnership of school, parents, and community dedicated to the goal of providing an excellent education for all of our students. Our mission is to ensure that all students develop and demonstrate the knowledge, skills, abilities, and character needed to live useful, productive and rewarding lives. It is the responsibility of all members of the district to improve instructional skills through curriculum development and professional growth. Quality education is provided and maintained by continually evaluating the processes we have in place and aligning with the changing standards to maximize individual learning for all students and staff.

Composition of the Professional Development Planning Team are members of the Curriculum Committee. They are tasked with deciding what professional development is needed throughout the school year for all grade levels and all departments. Members of this committee span all grades levels and all subject areas. Members include:

Members' Names	Position
Patrick Pomerville	Superintendent
Jennifer Bull	Director of Student Support Services and Curriculum & Instruction
Joe Siracuse	Elementary Principal
Chris Scanlan	Jr/Sr High School Principal
Joel Richardson	Jr/Sr High School Assistant Principal
Marcia Ricci	Board of Education Member
Jill Taschetti	4th Grade Teacher
Deborah Ryan-Campbell	Elementary Special Education Teacher
Karen Jones	1st Grade Teacher

Heather MacDougall	Jr/Sr HS Special Education Teacher
Allie Hornung	High School Science Teacher

SECTION I:

Overview of the Professional Development Planning Team (PDPT)

Describe briefly how the district-wide plan will ensure that the needs of buildings within the district are met.

This three-year plan continues the focus from the previous plan on staff and professional development needs, goals, strategies, and activities for teachers and related service providers, and teaching assistants within the WHUFSD. The plan's purpose is to improve the quality of teaching and learning for teachers and students. Teachers as well as related services providers are also supported through a collegial team structure based on a consensus decision-making process. Program administrators are included in this process, too, relative to their area(s) of responsibility. This team structure (Curriculum Committee) has a long history as a part of the district. The role and responsibility of this team is to: focus on student outcomes through program improvement and curriculum development; ensure accountability through clear communications and dissemination of information; and promote professional growth and development. Suggestions for staff and professional development will be incorporated, where possible, in annual revisions of the multi-year plan. In addition, the Principals and the Director of Student Support Services and Curriculum & Instruction will meet with the Superintendent periodically to promote joint planning and decision making in all areas, including staff and professional development. Thus, the staff needs for professional development within the district will be met through this plan. Satisfying this need also includes offering sufficient activities in scope and number so that staff, where appropriate, can satisfy the 100-hour requirement for professional development according to Commissioner's Regulations.

Identify how a teacher will be involved with staff/professional development on an annual basis. This may include the planning, delivery, application, and/or evaluation of professional development activities.

WHUFSD is committed to supporting the staff/professional development of its teachers, related service providers and teaching assistants. This three-year plan will guide our efforts, and is inclusive of staff activities to be undertaken in 2019 - 2022. WHUFSD staff not subject to the 100 hour PD requirement are encouraged to complete a minimum of 20 hours of staff development that address the goals of this plan. A standards-based staff/professional development process is already in place, and is to be continued. Most events have been at least a one-half day to a full day's experience. The Curriculum Committee decided there were three areas around which needs clustered: meeting the learning needs of students; keeping current with the profession; and continuing staff/professional development. The current team believes that these needs are still relevant to teachers and teaching assistants.

- Meeting the learning needs of students
- Help teachers and teaching assistants improve student achievement
- Meet needs of diverse learners
- Help all students improve their analytical skills

- Meet different learning styles of students
- Support and promote positive school climate in which students feel valued as learners and as members of a community
- Meet social and emotional needs of students
- Keeping current with the profession
- Promote collegiality/collaboration among teachers and teaching assistants
- Encourage good use of all resources and avenues for professional development
- Meet both staff and organization needs
- Immerse staff in their major discipline
- Embedding staff/professional development into practice
- Promote peer support among teachers and teaching assistants
- Support practical development activities that teachers and teaching assistants can implement immediately
- Take a systems approach (literacy, writing skills across the curriculum)
- Is realistic and achievable
- Is inclusive of strategies and activities

In addition the Curriculum Committee will evaluate the effectiveness and implementation of the plan through the understanding that developing staff is the key to the success of the plan.

Goals

The following goals were developed by the Curriculum Committee. Professional development will focus across all grade levels and subjects and keep the goals in mind at each level.

Literacy

Students in the school district will utilize the spoken and written word at or above grade level to efficiently communicate for the purpose of expression, learning and understanding.

Numeracy

Students in the school district will develop a strong mathematical base and problem solving skills that can be applied, using various methods, to real world situations.

Social Well Being

Students in the school district will be courteous, compassionate and confident individuals who are successful and productive citizens.

Continuing Teacher and Leader Education

Acceptable professional development for CTLE must be taken from a sponsor approved by the New York State Education Department, or an approved consultant by the district. A consultant list is attached. The list will be updated as necessary two times a year. Acceptable CTLE shall be studied in the content area of any certificate title held by the individual or in pedagogy, and include any required study in language acquisition addressing the needs of English language learners. Acceptable CTLE must be conducted through activities designed to improve the teacher, teaching assistant, or leader's pedagogical and/or leadership skills, targeted at improving student performance, including but not limited to formal CTLE activities. Such

activities also shall promote the professionalization of teaching and educational leadership, as applicable, and be closely aligned to district goals for student performance. Generally, professional development activity hours may be considered to accrue according to the number of clock hours spent in the activity, e.g., in service workshop, conference session, etc. However, the Administration has the discretion to set the number of hours awarded for other activities, such as research, attendance at professional meetings, mentoring, etc. In the case of credit-bearing college courses, Commissioner's Regulations stipulate that each semester hour of credit is equal to 15 hours of professional development, and each quarter hour of credit is equal to 10 hours of professional development. The Curriculum Cabinet will review the various types of events/activities that will meet the 100-hour requirement as soon as such guidance is available by the Commissioner of Education.

The following list is an example of activities that may be approvable. It is not an all-inclusive list.

Conferences (including Superintendent's Conference days)

Professional association meetings (collaborative groups)

Class/program visitations (include internal and external sites)

Research involvement

Presentations (as a presenter and encouraging teachers to do them)

Specific training programs

Scoring assessments and training assessors *

Supervisions for interns student teachers; mentor-intern program/process *

Curriculum writing (include constructing curriculum maps) *

College and University courses and programs (as instructors or students)

Technology training/workshops, etc.

District staff/professional development (participation for itinerants)

New staff orientation program

Webinars

*Indicates PD applicable to teachers only

**The staff member attending professional development outside the district should be provided a CTLE certificate by the sponsor of the program

Objectives

All teachers and teaching assistants in the Waterford-Halfmoon UFSD will be encouraged to become involved with a minimum of 20 hours of professional development during each year of this plan. **Documentation of professional development time must be kept by the professional.** This professional development should be related to the areas of expertise for which the individual teacher is employed. Subpart 80-6 of the Regulations of the Commissioner of Education was adopted by the Board of Regents in March 2016 to implement Chapter 56 of the Laws of 2015 relating to the registration process (every 5 years) for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life. Additionally, holders of professional certificates are required to successfully complete **100** clock hours of acceptable CTLE during the registration period if they practice in a NYS school district.

English as a New Language teachers must have 50% of their professional development directly related to teaching English Language Learners and all teachers will be provided 15% of their professional development related to English Language Learners (unless exempt) over a 5 year period. Currently, our school is exempt of the mandated 15% due to the low number of ELL students, however, we do provide professional development to those teachers who serve the ELL students as required by Part 154 Regulations and will continue to do so. School Violence Prevention and Intervention course is required by New York State for all certificate holders.

Strategies

The Curriculum Committee members will assist the administration and staff with the development of programs to enhance student outcomes and teacher instructional systems. Effective, continuous staff development includes cooperative planning, addresses individual needs and commitments, offers appropriate choices, and results in improvements for both staff and students. It is the responsibility of the school district to provide the necessary time, money, facilities and training for quality staff development. Administrators need to support new practices, monitor and maintain effective programs, encourage and reward participation, provide a climate in which teachers can take risks without fear of failure and assure effective staff development. Teachers and students share the responsibility of learning in the classroom. It is the responsibility of the teacher to promote the highest academic standards for each student, maximize individual achievement and personal integrity. Continuous curriculum development is essential for educational growth of teachers and students. Effective teachers continuously strive to remain current and grow in their profession. Effective staff communication is guaranteed when individuals are open, honest and willing to learn.

Needs/Data Analysis for the Professional Development Plan

The needs, goals, strategies, and activities of the plan use the NYS standards and Next Generation Learning Standards assessments as a foundation. The WHUFSD plan indicates continuation of the standards-based staff/professional development activities, linked to the plan's priorities. Needs assessment information will be used to identify student strengths and weaknesses. These will include a review of: The NYS learning standards as need areas for professional development School district summary data on student performance on the State assessments in English Language Arts (ELA) and Math, grades 3-8 and Regents examinations, iReady and F&P benchmarks and student attendance data. Data from teachers and teaching assistants are gathered after each professional development opportunity using data sources such as surveys, team meeting minutes, faculty and divisional meetings, and the committee's perspectives. Professional development needs shall be identified through a variety of measures including:

Tools defining educational objectives including:

- NYS Learning Standards/Next Generation Standards
- NYS Graduation Requirements
- Local Curriculum

Measures of student achievement, strengths and weaknesses, including:

- NYS assessments (Regents exams, 3-8 exams)
- Benchmark assessments
- School report cards
- Attendance, graduation rates, drop-out rates
- Teacher observations and assessments
- Special needs and English Language Learner needs

Measures of staff needs including:

- Staff surveys
- Self-assessments
- Observations/evaluations by administrators

Describe how the professional development plan is continuous, reflecting a multi-year approach to improve student performance.

This is a multi-year plan, built on past planning and current implementation. This three-year plan provides an opportunity to continue capacity building among Curriculum Committee members and others, including teaching assistants. Staff/professional development plans of individuals clearly define and differentiate between staff development (the organization's responsibility for developing its staff) and professional development (the individual's responsibility for developing him/herself as a professional).

Describe how needs, goals, objectives, strategies, activities, and evaluation standards were developed.

The Administration developed each section of the plan with input from Curriculum Committee meetings throughout the school year using data available. The meeting minutes were provided to all staff members after each meeting in order to elicit feedback to ensure each individual's perspectives were respected.

Professional development is the totality of educational and personal experiences that contribute towards an individual being more competent in an assigned professional role.

In-service education is but one of the several functions of professional development. Based upon these definitions, the functions of a professional development program are:

In-service education-improving skills: implementing curricula, procedures; expanding subject matter knowledge, planning and organizing instruction; and increasing personal effectiveness.

Organizing development-building program climate; solving problems; increasing communication among staff members.

Consultation-conducting workshops; assisting with building professional development, implementation, and evaluations; assisting with administrative planning.

Communication and coordination-assisting with inter-building communication; organizing and providing information about resources; assisting with communication and staff; providing central coordinating service.

Leadership-providing suggestions for new curricular/instructional approaches; informing about innovative approaches; identifying problems and suggesting solutions; researching ideas for evaluating practices and procedures; providing assistance with innovation processes.

Evaluation-conducting needs assessment; evaluating resources; evaluating professional development efforts.

The Curriculum Committee members meet monthly to develop targets and activities, review data, discuss student achievement and adjust targets and activities as needed. Using this information, the members decide what professional development would increase student achievement and build teachers' skills. All members' perspectives are welcomed and encouraged. Follow up surveys to professional development are formed and distributed, then reviewed at the next Curriculum Cabinet meeting to ensure all professionals' voices are heard and considered.

Mentoring program

The Mentor Program is designed to improve instruction for children in the Waterford-Halfmoon UFSD by supporting the development of new teachers in the District. At the core of the program is the relationship that develops between the experienced teacher (mentor) and the new teacher to the District. This relationship provides a forum for the new teacher to identify issues that form the basis of his or her professional development. For the mentor, it provides the opportunity to share years of accumulated skills and experience.

Procedure for selecting mentors

Mentors are selected based on mastery of pedagogical skills, content knowledge, teaching experience, interpersonal skills and a willingness to serve as a mentor. The WTA will appoint mentors.

Role of mentors

The mentor can fulfill a variety of roles for the novice teacher: guide, advocate, confidante, subject expert, "critical friend", champion, and reflective partner. Information shared between mentor and new teacher must remain confidential. Participation in the mentoring process and information from such participation shall not be used in the evaluation process of teachers.

Preparation of mentors

Adult learning theory, teacher development, knowledge of beginning teacher needs, conferencing skills, coaching techniques, reflective practice and establishing effective communication with parents and colleagues are all areas which are beneficial to include in mentor preparation programs.

Types of mentoring activities

Mentoring programs may include such activities as joint lesson planning, coaching, observations, reflection activities, or even curricula development around the NYS Learning

Standards. By regulation, districts must describe in the mentoring plan a defined set of activities in which the mentor will engage with his or her assigned beginning teacher: types of mentoring activities ... may include but shall not be limited to modeling instruction for the new teacher, observing instruction, instructional planning with the new teacher, peer coaching, team teaching, and orienting the new teacher to the school culture.

Mentoring may satisfy required professional development hours for mentors.

Time allotted for mentoring

Release time will be provided for mentor-new teacher interaction

SECTION II:

Goals/Focus Areas 2019-2022

Organizational Development

WHUFSD provides professional development in the following areas to improve staff capacity and improve student performance.

1. LEARNING STANDARDS, ASSESSMENTS AND INSTRUCTION – NYS Learning Standards & Next Generation Standards. Students will demonstrate literacy, numeracy and problem-solving skills in the learning standards areas as needed to be successful in their education and careers, and to be contributing members of society.

2. CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES (CDOS)

Students will be prepared with the career development skills necessary to make a successful transition from the classroom to the workplace and/or secondary education.

3. BEHAVIOR MANAGEMENT i.e. PBIS, DASA

Students will demonstrate the knowledge, skills, and attitudes needed to interact productively in the classroom, in the workplace, in society and at home.

Professional Development Presenters

Presenter	Company	Focus
Alexia Ryan	Alexia Ryan	Mentoring
Amanda Bergin	WSWHH BOCES	Data Analysis
Amanda McNeal & Diane Nievens	Amanda McNeal & Diane Nievens	Co-Teaching
Bern Glenn	Fisher Agency	Motivational/Keynote Speaker
Bernie Jones	Bernie Jones	Pre-K Assessment
Boystown Trainers	Father Flanagan's Boy's Home Boystown National Community Support Services	Special Education
Brad Hague	Brad Hague	Scoring Training
Chris Barry	Chris Barry	Regional Scoring
Cornell University TCI and TCIS trainers	Cornell University	Crisis Intervention
David Ashdown	WSWHH BOCES	Instructional Technology
David R. Karp, PhD.	David R. Karp, PhD.	Restorative Justice
Delilah Montemayor	Delilah Montemayor	New Teacher Training
Joe Germana, NYS certified DITEP trainer	Drug Impairment Training for Educational Professionals	(DITEP) Drug Impairment Training
Don Piercey	EdTech Team	Google for Education
Donald Proffitt	Buck Institute for Education	Project Based Learning
Dr. Bill Daggett	International Center for Leadership in Education	Context of Emerging Trends
Dr. Cecile Gleason	Dr. Cecile Gleason	UPK
Dr. George Gregory	Dr. George Gregory	Scoring Training
Dr. Kathy Grant	Dr. Kathy Grant Home	School And Community Collaboration
Dr. Lori Strong	Strong Associates	Literacy
Dr. Margie Gillis	Literacy How	Dyslexia
Dr. Mark Green	Dr. Mark Green	Chemistry Curriculum Development
Dr. Michael Johnson	Dr. Michael Johnson	DASA Training
Dr. Stephanie Affinito	Stephanie Affinito Literacy Consulting	Literacy
Duke Fisher	Learning Laboratories	Restorative Justice
Elizabeth Barrett	Elizabeth Barrett	Math Consultant
Elizabeth Marzano	Elizabeth Marzano	Child Abuse Recognition and Reporting
Eric Scheninger	International Center for Leadership in Education	Digital Leadership
Evelyn Donohue	Evelyn Donohue	ELA Consultant
Expeditionary Learning	Expeditionary Learning	Reading and Language Strand
Felicia Watson	Questar BOCES	DASA Training
Jim Sipior	Franklin Covey	Emerging Trends Team Training
Freya Mercer	Freya Mercer	ELA Consultant
Heinmann Trainers	Heinmann dedicated to teachers (LLI)	LLI Levelled Literacy Intervention
Jason Brechko	Jason Brechko	Scoring Training
Jean Tribuzzi	Reading and Writing Project Network, LLC.	Reading and Writing Project Network, LLC
Joe Lehet	Joe Lehet	Math Consultant
John L. More	Response Law, LLC	School Security
Judith Harris	Judith Harris	Prevention of Bullying
Kate Abbott	Kate Abbott	Autism Training
Kathleen Skellie	Kathleen Skellie	ELA Consultant

Katie Jones	WSWHE BOCES	Data Analysis
Kelsey Tansh	Fisher Agency	Motivational Speaker/Keynote
Kern Kelley	EdTech Team	Google for Education
Kerr Zappala	SUNY Plattsburgh	Educational Leadership
Kathy Burns	WSWHE BOCES	Special Education
Leah Weinstelein	Read Write Connect, Inc.	Writers workshop
Leslie Carpenter	Leslie Carpenter	Literacy and Math Consultant
Linda Beck-Fragale	WSWHE BOCES	DASA training
Lou Balsh	WSWHE BOCES	Margo Singer Injury Assoc. Brain Of NYS Brain Injury
Margo Singer	Brain Injury Assoc. Of NYS	Brain Injury
Maria Muldner	Maria Muldner	Writing Workshop
Mary Ratzer	Mary Ratzer	Literacy
Michael Dolcemascolo	Cognitive Coaching Seminars	Cognitive Coaching
Michael Sgambelluri	Michael Sgambelluri	Safe Schools Consultant
Michelle Powers	WSWHE BOCES Retired	TCIS/Autism
Mike Ford	LEAF	Instructional Leadership
Monte Selby	Monte Selby	Motivational Speaker/Keynote
New Horizons	New Horizons	IT Training
Paige Jaeger	Paige Jaeger	Literacy
Peter DeWitt	Corwin	Instructional Coaching
Rick Wormell	Association for Middle Level Education (AMLE)	Keynote Speaker/Grading Homework
Ruby Payne	AHA Process	Teaching Children in Poverty
Sandy Pabben	Renaissance Educational Consultants	Instructional Technology
Sandy Carner-Shafan	NYSUT Trainers	Teacher Aide Training
Cecilia Dansereau-Rumley/Kelly Sheppard	WSWHE BOCES	Curriculum Development
Steve Danna	SUNY Plattsburgh	Educational Leadership
TEACCH	TEACCH	Autism Training
Teresa Parrill	Center for AAC & Autism	LAMP Training Language Acquisition through Motor Planning
Val Falco	Val Falco	Reading Consultant

Additional Presenters as of 3/1/17

Andrew Newmark	Andrew Newmark	F & P Assessment Instructor
Association for Health, Physical Education, Recreation & Dance	NYS AHPERD	Training for PE and Health Teachers
Business and Marketing Educators Association of the Capital District	BMECA	Workshops for Business Teachers
Capital Area School Development Association	CASDA	Writing, Poverty Simulation, RTI, Curriculum Support
Cynthia Holmes	Workplace Safety Consulting, LLC	Workplace Safety
New York State Master Teachers	masterteacherprogram@suny.edu	Professional Development for all teachers
Sandy Gonzalez (Pepicalli)	Graceful Steps Behavioral Associates, LLC	Behavior Specialist
Rose Ann Bradley	Rose Ann Bradley	Special Education Topics
Gina Cosgrove	Chelsea Place Psychological Services	Disability Topics
Sandy Strook/Jessa Waterhouse	RBBERN	English Language Learner Topics
Kelly Brock	Behavioral Transformations	Behavior Specialist
Bob Stumaker/ Dr. Deborah Grimsshaw	CASDA	School Development

Waterford-Halfmoon UFSD

Completion of Approved Continuing Teacher and Leader Education (CTLE) Hour(s) Certificate
as required by the NYS Education Department, www.highered.nysed.gov/tcert

Instructions for the Trainee

Please complete section I and retain your copies for 8 years. It is not necessary to send a copy of this form to the Office of Teaching Initiatives unless it is requested in the event of an audit or for use in obtaining an Initial Reissuance. A separate form must be completed for each training.

Instructions for the Approved CTLE Sponsor

Please complete sections II and III. These sections must be completed by the Approved CTLE Sponsor authorized individual. Sponsors must verify that the trainee completed the activity, the title, the date(s) and number of hours awarded. Records must be retained for a period of eight years.

Section I			
First Name	Last Name	Middle Initial	
Date of Birth	Last 4 digits of SS#		
Section II			
Name of Venue: <u>Waterford-Halfmoon UFSD</u>			
Address: 125 Middletown Rd	City: Waterford	State: NY	Zip: 12188
CTLE Activity Title:			
Select Area of Activity: Pedagogy_____ Content_____ English Language Learning_____			
CTLE Date(s) from _ to ____		Number of hours awarded _____	
Section III			
I certify that the individual listed in Section I completed the CTLE cited above pursuant to Subpart 80-6 of the Regulations of the Commissioner of Education.			
Approved Sponsor Name _____			
Print Name of Authorized Certifying Officer <u>Jennifer Bull</u>			
Signature of Authorized Certifying Officer _____			
Approved Provider Identification Number <u>582</u>		Date _____	
Email <u>jbull@whufsd.org</u>		Phone <u>518-273-0800</u>	

