

# Professional Development Plan

Frontier Central School District 2019-20

Preparing Students for  
Success



# Professional Development Committee

## August 19th, 2019

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# The Ten Standards for High Quality Professional Development

*Approved by the Board of Regents, 2009*

- **PD Design-reflects best practices**
- **Content Knowledge and Quality of Teaching**
- **Research-Based Professional Learning**
- **Collaboration (respectful and trusting environment)**
- **Meets Diverse Learning Needs of Students**
- **Student Learning Environments**
- **Parent, Family and Community Engagement (active partners)**
- **Data-Driven Instructional Practice**
- **Technology**
- **Evaluation**

# Definition

- **The Every Student Succeeds Act (ESSA) recognizes that the learning and development of educators is essential to building their capacity to help students succeed, and it includes provisions aimed to help educators grow.**
- **Research states high quality professional development is directly related to student achievement.**
- **Teachers, like their students, should have guidance from educators who understand what gets taught and how it gets taught. Our teachers deserve the best professional development we can offer—development that is flexible and responsive to teacher variance, yet firmly committed to teacher growth (Strickland, 2012 ).**
- **Ongoing professional development must include collegial conversations, with time built in to discuss, go back, reflect, and return.**

# Our Focus

This plan was organized around two important components of teacher capacity building:

- 1) Deepening teacher knowledge of the curriculum
- 2) Developing teachers' instructional skills.

Knowing that the mark of high performing schools is to align district systems to support a guaranteed, viable curriculum, with high quality instruction, this plan's focus is trifold:

**Curriculum**

**Instruction**

**Assessments**



# **Our Guiding Principles**

**Data-Driven**

**21st Century Skills, STEAM, College & Career Readiness**

**Based on the Learning Standards and Vertical Alignment**

**Differentiated**

**Student Focused**

**Research-Based**

**Collaborative, Sustainable, Intensive & Continuous**

**Enhanced by Technology**

**Whole Child: Cognitive, Social, Emotional, Physical & overall Mental Health Needs**

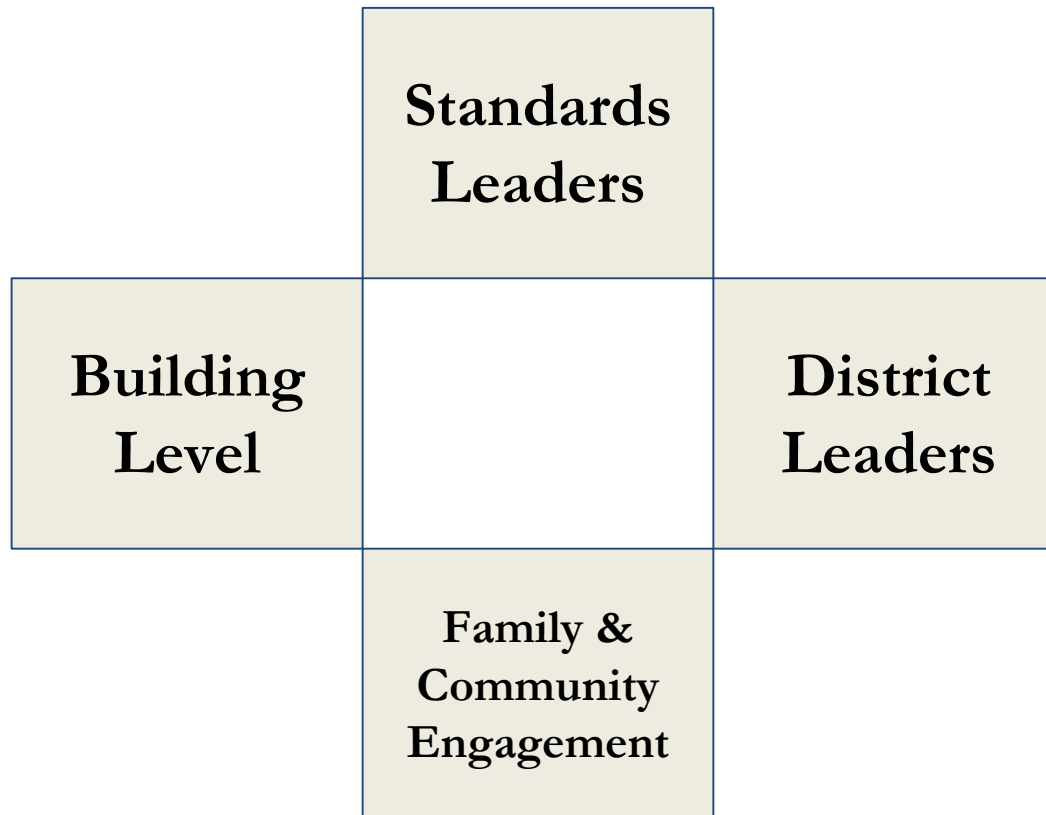
*We are committed to supporting ongoing professional development learning opportunities*

## Further, Our Committee Recognizes...

- **Quality Instruction has the largest influence on student achievement**
- **The curriculum mapping piece continues to be an essential component of the plan (vertical & horizontal alignment)**
- **The importance of feedback**
- **The importance of creative scheduling & budgeting**
- **The need for follow-up activities to ensure transfer into the classroom**
- **Continuous evaluation**

**“A continuous flow of communication is essential in order for this Professional Development Plan to be successful.”**

*(FCSD Professional Development Committee, 2019)*





## **Also included in this plan:**

- **Professional Learning Requirements for teachers holding the “NYS Professional Certificate”**
- **Professional Development Specific to English Language Learners (ELLs)**
- **New Teacher Mentoring Program**

# Examples of Learning

- Curriculum Planning, Development and Mapping
- Approved Workshops & Courses
- Peer Collaboration, Observation & Vertical Visits
- Study Groups
- Standards Leaders Turn-Key Training
- Shared Professional Readings
- Technology Integration
- STEAM Integration
- Standards Work/BOCES
- Literacy Profile Work
- Online Coursework offered through BOCES
- Google Management

# Continuous Professional Development

**July & August 2019:**

**Approximately 24 days of training**

**September, 2019-June, 2020:**

**Approximately 35 training dates scheduled so far, not including ongoing technology integration and STEAM training at a rate of 4 days/week**

**STEAM TOSA**

## **Needs Analysis Used For Planning:**

**This plan is aligned tightly to the learning needs of the district identified through student achievement data.**

- **MTSS Intervention Reports**
- **NYS Report Card**
- **Gap Analysis**
- **Performance Results (Disaggregated Data)**
- **Longitudinal Data**
- **Graduation Rates**
- **Dropout Rates**
- **Local Examinations**
- **Student Attendance Rates**

# Objectives

- 1 - To continue collegial and instructional support to new teacher development through FCSD's Mentoring Program.
- 2 - To consistently evaluate the district's professional development.
- 3 - To build professional development opportunities that encourage leadership development for Teacher Leaders and Administrators.
- 4 - To engage Standards Leaders and Administrators in the development of curriculum mapping.
- 5 - To continue the development of consistent formative assessments and consistent benchmarking systems K-12.
- 6 - To continue to provide support & training for the elementary reading program (ReadyGen, K-5) and Middle School reading program (My Perspectives, grade 6).

# Objectives

- **7- To continue to implement Multi-Tiered systems of student supports K-12.**
- **8 - To identify trends and patterns of student data in order to inform instruction K-12.**
- **9 - To continue to review systems in place to meet the social and emotional health of all students.**
- **10 - To increase the number of STEM/STEAM opportunities for students K-12.**

# Questions