

Plainedge School District



PROFESSIONAL DEVELOPMENT PLAN 2014-2016

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<i>Year(s) Plan in Effect:</i>	2014-2016
<i>Number of Schools in District:</i>	5

Members of the Plainedge School District Professional Development Committee:

Alison Bird, HS Assistant Principal
Keri Ann Garcia, Teacher
Cheri Hauer, Teacher
Verdel Jones, Director of Guidance
Tonie McDonald, Assistant Superintendent for Business and Administration
Michele Molitor, Teacher
Laura Pokorny, PFT President & Teacher
Barbara Ralph, Teacher
Nelly Real-Korb, Teacher
Stacey Simmer, Teacher
Kerin Slattery, Teacher Center Director & Teacher
Deborah Sosman, Teacher
Todd Winch, Assistant Superintendent for Curriculum & Instruction

The Professional Development Plan

I. Goals

The goals of the Professional Development Plan are to implement Professional Development that is aligned with the New York State Professional Development Standards and includes student and teacher needs, district initiatives, and certification requirements.

The purpose of this plan is to provide Professional Development in the following areas:

1. Student Needs
2. District Initiatives
3. Teacher Needs (Appendix A)
4. Certification/Mentoring Requirements (Appendix B)

All of the above are to be aligned with New York State's standards for High Quality Teaching.

II. Objectives

The objectives of the Professional Development Plan are to:

- Ensure that teachers have input in the selection of staff development opportunities.
- Provide access to a variety of different staff development opportunities.
- Connect staff development to teacher needs.
- Connect staff development to district initiatives.
- Connect staff development to student performance.
- Align staff development to the New York State Learning Standards.
- Provide support for new teachers and teaching assistants.
- Support staff in maintaining certification.

III. Strategies

To promote high quality professional development, the Professional Development Committee will:

- ensure that the Plainedge School District, through its Teacher Center & Central Administration, continues to administer & analyze a Needs Assessment Survey.
- research, review and approve appropriate professional development providers.
- meet the nine standards for high quality professional development, which are:
 1. Content Knowledge and Quality Teaching
 2. Research-Based
 3. Collaboration
 4. Diverse Learning Needs
 5. Student Learning Environments
 6. Parent, Family, and Community Engagement
 7. Data-Driven
 8. Evaluation
 9. Design and Teacher Learning

IV. Activities

The purpose of the Professional Development Plan is to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development in order to remain professionally current, to meet their needs and those of their students, and to maintain certification. The following list, which is not all-inclusive, reflects the types of activities that are available for professional development. Professional development hours shall accumulate on an hour for hour basis.

1. Active participation on the building/department/district Professional Learning Community (PLC)
2. service as an elected officer of a professional organization
3. participating in interdisciplinary, vertical, or cross grade building committees, or district committees
4. professional visitations and collegial lesson observations
5. participating in courses, conferences and other learning opportunities delivered from many providers, such as institutions of higher education, teacher centers, BOCES, school districts, PTA, SEPTA and independent professional development service providers
6. coursework linked to improvement of instructional technique or content knowledge
7. completing coursework for more advanced certification or certificates in additional areas or in accordance with teaching assignment requirement for extension to certification
8. participating in training and/or scoring of state and/or district assessments
9. participating in mentoring programs (as mentor or mentee)
10. engaging in research projects
11. participating in collegial studies focused on student learning, teaching strategies, personal growth areas, etc.
12. participating in programs of peer coaching or review
13. participating in curriculum planning and development state or local level
14. collaborating with other teachers and teaching assistants to examine case studies of student work and development (Appendix D)
15. pursuing National Board Certification or re-certification as candidate or provider

16. participating in reviews of class performance data over time, to make decisions about one's own professional development, based on student outcomes, including building level Response to Intervention based teams (ie- Data Teams) and district-wide grade level teams
17. developing or collaborating in the development of new programs or instructional methods
18. NYSTCE assessor or test development committee member
19. delivering professional development
20. service as a cooperating teacher for a student teacher or field internships, including attendant meetings and processes
21. participating in the Teachers' Center, as an officer and/or member of the policy board
22. service on the State Professional Standards and Practices Board
23. participating in professional development school activities or school-college teacher development partnerships (faculty meetings may be counted for the portion of the meeting designated by the principal as professional development)
24. publishing educational papers, journals, etc
25. developing and presenting a major paper, other than required coursework
26. participating in parent, family and community activities that promote professional growth.
27. instructing a college level course related to education or certification area. A maximum of forty-five hours (45) for each five (5) year professional development cycle.

If a question arises regarding acceptable activities for professional development, the committee will determine validity by using the Professional Development Plan and New York State Professional Development Standards.

IV. Specific Requirements for those holding a *Professional Certificate* (175 Hours Requirement)

Holders of the Professional certificate must complete 175 hours of professional development and holders of the Level III Teaching Assistant certificate must complete 75 hours every 5 years in order to maintain certification.

The ultimate goal of all efforts in this area is to increase the capacity of teachers and teaching assistants to enable and assist all students to higher academic achievement.

Teachers who are required to submit these hours must do so through My Learning Plan using the **log entry** forms (for individual instances of professional development) and the **175 hour form** (once 175 hours have been accumulated). The Plainedge School District will submit these hours through the NYS TEACH system biannually. It is the responsibility of the teacher to ensure that the district submits this information on his or her behalf.

V. Submission of Professional Development Requests

Plainedge School District uses My Learning Plan to track professional development. This includes attendance at conferences and workshops as well as Individual Learning Plans and 175 Hour Logs (where applicable) Below is outlined the specific steps for faculty members using My Learning Plan:

1- Conferences, Graduate Courses, In-Services Courses, Teacher Center Courses, BOCES courses and any other Professional Development (even PD sponsored by the district, such as Journeys training) must be entered in MLP.

2- In order to fill out a request for a conference, you will be asked to choose the elements of the NYS Standards of Teaching that are supported by the conference.

3- **After attendance at a workshop or conference that takes place outside of the district, certificates of attendance must be sent to the Department of Instruction.** For completed graduate courses, sealed official transcripts must be sent to Department of Instruction. Courses that result in the awarding of in-service credits must have a certificate sent to Department of Instruction. All activities must then be marked “final” in MLP. Courses taken

through the Plainedge Teacher Center must have an evaluation form completed in MLP. Courses are not marked final in MLP until these documents have been completed and received.

MLP Forms by name:

175 Hour PD Requirement: Used for those who are required to submit 175 hour logs.

Professional Development: Regular PD – ex: Journeys training (In the form, select the substitute radio button if a substitute is required AND choose Full Day Absence) Do not enter an absence in Aesop. Do not use this form for attendance at workshops that require payment.

Conference Request: Used when requesting to attend a conference. Example: PE Consortium meeting (Will trigger AESOP if full day absence is marked, but will only arrange a substitute if that is also marked) Do not enter an absence in Aesop. When the conference is approved, you must send registration paperwork to the Department of Instruction. You will not be automatically registered for a non-BOCES course by MLP.

Note: In order to correctly sign up for a BOCES course, you must register through one of the BOCES online catalogs which are located on the left side of the screen (WS BOCES, Nassau BOCES, ES BOCES).

In-Service Request: Used when applying for in-service courses (no substitutes)
Grad Credit- Professional: Used when applying for graduate courses for salary increment

2014-2015 ILP: For Individual Learning Plans

Please Note: Professional Development used for salary increment is also regulated by the most current Collective Bargaining Agreement (CBA) between the Plainedge Federation of Teachers and the Plainedge School District. For questions related to salary increment, please see article V, section 7 of the CBA.

VI. Evaluation

This plan will be evaluated at the end of each school year.

Plainedge Public Schools

PROFESSIONAL DEVELOPMENT PLAN

Appendix A
Teacher Needs Assessment

***1. Do you currently have at least 75 Professional Development hours logged?**

- 1. Yes
- 2. No

***2. My position within the district is**

- 1. Elementary School teacher
- 2. Elementary School teaching assistant
- 3. Middle School teacher
- 4. Middle School teaching assistant
- 5. High School teacher
- 6. High School teaching assistant

Other (please specify)

3. OPTIONAL - What was the most worthwhile professional development experience you had?

4. Do you require any professional development in any of the below-listed areas (please check all that apply)

- 1. APPR
- 2. Castle Learning
- 3. DASA
- 4. Data Mate
- 5. Epson Projectors/Apple TV
- 6. eSpark
- 7. Go Math
- 8. IEP Direct
- 9. iPad/iPad Mirroring
- 10. Journeys
- 11. MLP
- 12. NWEA
- 13. Plainedge Technical Ticketing
- 14. School Dude
- 15. Student Response Systems (iPad, iPhone, Sentio)
- 16. Survey Monkey
- 17. Turn-it-in
- 18. Virtual Desktop (VMWare)

Other (including iPad apps)

***5. Please choose at least one academic content area in which targeted professional learning would enhance your capacity as a teacher or teaching assistant (Check all that apply)**

- 1. ELA
- 2. Art
- 3. CTE
- 4. ELL
- 5. Foreign Language
- 6. Math
- 7. Music
- 8. Reading
- 9. Rtl
- 10. Science
- 11. Social Studies
- 12. Special Education Strategies
- 13. STEM (Science, Engineering, Technology, Math)

Other (please specify)

***6. Which THREE areas of professional development would most enhance your skills as a teacher or teaching assistant and improve student learning in your school? (Check all that apply)**

- 1. Assessing student achievement
- 2. Classroom management
- 3. Co-teaching and inclusion training
- 4. Differentiated instructional strategies
- 5. Interpreting and using data
- 6. Lesson planning
- 7. Multiple intelligences and learning styles
- 8. Parental and community involvement
- 9. Pyramid of Intervention (RTI)
- 10. Social/Emotional Learning and Literacy
- 11. Standards-based classroom instruction (Common Core)
- 12. Student Modifications and accommodations (Ex: 504, Special Education)
- 13. Technology
- 14. Transitional assessment/IEP writing
- 15. Using the NYSUT rubric

Other (please specify)

***7. What types of activities best fit your scheduling needs?**

- 1. Effective Teaching Institute (ETI) 2 hour workshops
- 2. Effective Teaching Institute (ETI) 4 hour workshops
- 3. Book talks and/or collegial circles ranging from 6-30 hours
- 4. 15 hour in-service courses
- 5. Online courses

Other (please specify)

***8. In-service courses are currently 15 hours. How would you prefer them to be scheduled?**

- 1. More sessions with shorter timeframes (15 sessions for one hour)
- 2. Less sessions for a longer timeframe (5 sessions for three hours)

***9. Which day(s) of the week are you more apt to attend a Professional Development Activity?**

- 1. Monday
- 2. Tuesday (not including PLC)
- 3. Wednesday
- 4. Thursday
- 5. Friday
- 6. Saturday

***10. What time works best for you during the school week?**

- 1. 6:15 am - 7:15 am
- 2. 7:15 am - 8:15 am
- 3. 2:45 pm - 4:45 pm
- 4. 3:30 pm - 5:30 pm
- 5. 5:30 pm - 7:30 pm

Other (please specify)

***11. Are you interested in attending training during school breaks? (Includes Summer Vacation: July or August. Answering "Yes" to this question will bring up a second question about when you would be interested in attending)**

- 1. Yes
- 2. No

***12. During which school breaks would you be interested in attending Professional Development?**

- 1. Summer - July
- 2. Summer - August
- 3. Summer - Anytime
- 4. December
- 5. February
- 6. Spring

**13. Are there any areas of expertise that you have and would be willing to share with staff?
Please describe fully.**