Marcellus Central School District

Professional Development Plan

2016-2017

DISTRICT GOALS

- **Increase our implementation of instructional strategies in line with Data Driven Instruction:**
    - o **Use data from assessments to inform and drive instructional decisions**
    - o **Engage in data meetings to promote student achievement**
    - o **Create and administer Interim Assessments throughout the year in targeted areas**
- **Facilitate growth of instructional staff through implementation of the new APPR process.**
    - o **Engage staff in ongoing professional development focused on the Danielson rubric and high impact instructional strategies**
    - o **Engage administrative team in professional development and activities to enhance their skills as evaluators and instructional coaches while insuring inter-rater reliability**
- **All staff will accept responsibility for the literacy development of our students by teaching reading and writing across ALL curricular areas.**
    - o **Engage staff in professional development focused on literacy in all curricular areas**
    - o **Utilize data to determine specific areas for literacy strategy focus by building level, grade level, student or department.**
    - o **Intentionally infuse literacy standards into lessons and instructional practices**

District Non-Negotiables

Focus on student learning

Build capacity

Assure our collective best for every child

Structure learning using current research-based best practices

Collaborate professionally

Mission & Vision

The Marcellus Central School District strives to provide faculty and staff with the professional development necessary to uphold our mission of providing an education which challenges, nurtures, and supports each child as a whole person; that the responsibility for this mission lies with the entire community including students, staff, parents and community members; that it is our intent that each student will develop the responsibility, the confidence in his/her talents, and the knowledge necessary to function as a productive and contributing citizen in a diverse and changing world.

Introduction

The Marcellus Central School District exists to develop and provide educational programs and services of the highest quality for the children of the Marcellus community and surrounding areas. This Professional Development Plan for the Marcellus Central School District describes a vision for adult learning that is collaborative, continuous, job-embedded, and focused on improving student achievement so that all learners, both student and adult, reach their full potential. This collaborative model builds on the successful instructional practices and strategies that are used in the school district. As a school district, we are committed to strengthening a collaborative culture that supports lifelong learning.

This document serves as a guide for fulfilling our Mission, Vision, and District Goals by ensuring the delivery of high quality professional development that is centered on improving instructional practice and student performance.

School District Professional Development Plan

District Name:	**Marcellus Central School District**
Beds Code:	**421101060000**
Superintendent:	**Michelle Brantner**
Address:	**Reed Parkway, Marcellus, NY 13108**
Phone:	**(315) 673-6000 FAX (315) 673-6034**
CTLE Provider ID:	**746**

Professional Development Team Composition

District Superintendent	**1**
District Directors	**2**
District Coordinators	**2**
Marcellus Faculty Association	**6**

Professional Development Team Membership

Superintendent	• **Michelle Brantner**
Director of Staff Development And Training **Director of Technology**	• **Deborah A. Glisson** • **Elena Drescher**
K-12 Humanities Coordinator **K-12 STEM Coordinator**	• **John Gizzi** • **Katie Cook**
Marcellus Faculty Association Teacher Representatives	• **Kelly Cottrell – Grade 3 Teacher** • **Susan McNeill – MFA President/Middle School Social Studies Teacher** • **Kathy Rein – Middle School English Language Arts Teacher** • **Ryann Riefler – Middle School English Language Arts Teacher** • **Richelle Schettine – High School Math Teacher** • **Jennifer Sega – Grade 2 Teacher**

Scope of Professional Development Team Responsibilities

The professional development team will collaborate in:

- **Development of the District Professional Development Plan that includes research-based professional development activities**
- **Professional Development Plan implementation**
- **Professional development goal setting aligned to District Goals**
- **Needs Analysis based on student achievement data and current research**
- **Evaluation and modification of the Professional Development Plan**
- **Participate in review of Mentoring Program and make any necessary modifications**

New York State Department Regulations and Requirements

This professional development plan is in compliance with Commissioner's Regulations 100.2 (dd) that requires each district and BOCES to collaboratively create professional development plans that are reviewed annually. Additionally, professional development activities outlined in this plan provide teachers with the opportunities needed to meet and maintain the Continuing Teacher Leader Education (CTLE) requirements as defined by The Board of Regents in Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader, and teaching assistant certificate that is valid for life (Permanent, Professional, and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders.

On an organizational level, teachers can anticipate opportunities to gain at least 20 Continuing Teacher and Leader Education (CTLE) sponsor-approved hours per year. Additionally, the certificate holder shall maintain his/her own record of completed professional development, shall register with the State Education Department through the TEACH system, and if a holder of a professional certificate in the classroom teaching service or educational leadership service and holders of a Level III Teaching Assistant Certificate to complete 100 hours of Continuing Teacher and Leader Education (CTLE) during each five year registration period and to attest to the completion of the 100 hours prior to his/her re-registration.

Provisions for Teachers Certified in

Bilingual and English Language Learner (ELL) Education

Teachers possessing a Professional certificate in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension under section 80-4.3 of this Title must complete their Continuing Teacher and Leader Education (CTLE) hours with a minimum of 50 percent in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.

Marcellus Central School District teachers will utilize the expertise and trainings provided by the Onondaga Cortland Madison Board of Cooperative Education Services along with the trainings provided by the Regional Bilingual Education – Resource Network to fulfill these requirements.

Philosophy

Professional development at Marcellus Central School District is a vital component of our commitment to serving our learners and to their success. We offer high-quality, research-based professional development that provides for ongoing growth for practitioners within our organization. Additionally, we regularly assess the value of our professional development initiatives in order to tailor those initiatives to the needs of the individuals, the district, and the buildings. Our professional development opportunities progress across grade levels (K-12), and are continuous and sustained.

This Professional Development Plan is based on the four cornerstones of:

- **Standards/Curriculum**
- **Data/Assessment**
- **Climate/Culture**
- **Professional Practice/Instruction**

Ensuring Consistent High Quality Professional Development Leading to Increased Student Achievement

New York State's Professional Development Standards provide a blueprint for high-quality professional development for all educators to improve instruction and student achievement. These standards promote and sustain continuous development, growth, and examination of practice. They also provide clearly defined expectations and commitment to change. They are aligned with New York State Learning Standards and are based on an analysis and adaptation of the National Staff Development Council's Standards for Staff Development as well as other national, state, and professional standards. The New York State Professional Development Standards are based on fundamental knowledge about contextual factors from converging research about effective professional development and its ultimate impact on student learning. Attributes of effective professional development include the following:

- **Effective professional development fosters a culture of continuous improvement for all engaged in the learning endeavor. Practices address the needs of professionals throughout their careers and embrace other stakeholders as participants in learning. Activities are evaluated both for effectiveness and impact on student learning.**

- **Effective professional development is that which improves the learning of all students, including those with different educational needs, learning styles, and incremental abilities, and those from diverse cultural and linguistic backgrounds.**

- **Professional development is most effective when there are clear research-based expectations for what teachers should know and be able to do to support student learning. These expectations are reflected in the New York State Code of Ethics for Educators, district Professional Development Plans, Annual Professional Performance Reviews, and Commissioner's Regulations related to teacher preparation and certification. They are also enumerated and reflected in collective bargaining agreements, job descriptions and assignments, performance appraisal systems, systems of rewards and incentives for teachers, and in the design and content of teacher professional development.**

- **Professional development is most effective when it takes place in professional learning communities. These learning communities might take various forms, but they are all characterized by ongoing learning. They encourage individual and collaborative exploration, practice, and reflection. They foster collegiality and problem solving, and they emphasize continuous improvement in classrooms and schools.**

- **Professional development is most effective when there is collaborative leadership and shared responsibility for improving teaching and learning. Collaborative leadership for professional development recognizes that the pursuit of excellence is never-ending and embraces the individual and collective goals and talents of teachers, paraprofessionals, parents, school administrators, school boards, district and state staff, institutions of higher education, unions, and other stakeholders.**

- **Professional development is most effective when it is job embedded, directly relevant to classroom practice, provided over time, and when it provides opportunity for practice of new strategies, time to reflect on changes, and time to integrate new learning into the teaching practice.**

- **Professional development is most effective when adequate resources are provided. Resources include money, people, and time. Resources necessarily come from a variety of sources, and must be sufficiently sustained over time to insure the full impact of professional development. Resources are adequate when they ensure that all educators can study, practice, reflect, receive feedback on practice, and implement knowledge and skills necessary to be effective with their students and others.**

The Ten Standards for High Quality Professional Development

- **Designing Professional Development: Professional development design 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.**

- **Content Knowledge and Quality Teaching: Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.**

- **Research-based Professional Learning: Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research.**

- **Collaboration: Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.**

- **Diverse Learning: Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.**

- **Student Learning Environments: Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.**

- **Parent, Family and Community Engagement: Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.**

- **Data-driven Professional Practice: Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.**

- **Technology: Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.**

- **Evaluation: Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.**

Action Plans

Essential Question: What do we expect our students to learn?

GOAL 1:   Develop local guaranteed and viable curricula based on the New York State Learning Standards.

Objective 1.1: Engage teachers in the curriculum development process

Action Plan:

Action Steps	Evidence	Responsibility	Timeline
Communicate information regarding new and revised standards	• Meeting agendas and minutes • My Learning Plan workshop documentation	• District Administration and Teacher Leaders	October 2016 – June 2019
Analyze assessment data relating to grade levels and content areas to inform curricular needs	• Meeting agendas and minutes • Assessment data overview documents	• District Administration and Teacher Leaders	October 2016 – June 2019
Provide professional learning opportunities , time, and resources to support engaging faculty in the curriculum writing process, and the alignment of resources and materials	• My Learning Plan for Professional Development opportunities • Attendance Rosters • Meeting minutes • Completed Curriculum Documents	• District Administration and Teacher Leaders	May 2016-June 2019
Provide time and resources for the process of implementation, reflection, and revision of curricula	• My Learning Plan for Professional Development opportunities • Attendance Rosters • Meeting minutes • Completed Curriculum Documents	• District Administration and Teacher Leaders	May 2016-June 2019

NYS Professional Development Standards Addressed:

Standard 1: Designing Professional Development
Standard 2: Content Knowledge and Quality Teaching
Standard 3: Research-based Professional Learning
Standard 4: Collaboration
Standard 10: Evaluation

New York State Teaching Standards Addressed:

Standard 2: Knowledge of Content and Instructional Planning
Standard 6: Professional Responsibilities and Collaboration

Objective 1.2: Insure vertical curriculum alignment across grade levels and content areas.

Action Plan:

Action Steps	Evidence	Responsibility	Timeline
Provide opportunities for grade level and content teams to examine vertical alignment by content and skill strands	• Meeting agendas and minutes • My Learning Plan Professional Development registrations • Curriculum Documents	• District Administration and Teacher Leaders	Summer 2016- June 2019

NYS Professional Development Standards Addressed:

Standard 1: Designing Professional Development
Standard 2: Content Knowledge and Quality Teaching
Standard 3: Research-based Professional Learning
Standard 4: Collaboration
Standard 10: Evaluation

New York State Teaching Standards Addressed:

Standard 2: Knowledge of Content and Instructional Planning
Standard 6: Professional Responsibilities and Collaboration

Essential Question: How will we know when each student has learned? How will we respond when they don't learn? How will we respond if they already know it?

GOAL 2:   Implement Data Driven Instruction.

Objective 2.1: **Assist instructional leaders and instructional staff in the implementation of an effective balanced-assessment system as part of local guaranteed and viable curricula.**

Action Plan:

Action Steps	Evidence	Responsibility	Timeline
Provide opportunities for administrators and teacher leaders to develop skills for leading the data driven instruction process.	• My Learning Plan Professional Development Registration • Professional Development Attendance Rosters • Meeting minutes and agendas	• District Administration, and Continuing Teacher and Leader Education providers	Summer 2016-June 2019
Develop interim assessments that are cumulative and aligned to a rigorous end goal across grade levels and content areas.	• Meeting minutes and agendas • Interim Assessment Documents • My Learning Plan Professional Development Registrations • Professional Development Attendance Rosters	• District Administration, Teacher Leaders and Continuing Teacher and Leader Education providers	Summer 2016-June 2019
Provide tools for interim assessment data collection and management along with opportunities to learn tool management	• My Learning Plan Professional Development Registrations • Professional Development Attendance Rosters • Meeting minutes and agendas	☐ District Administration, teacher leaders and Continuing Teacher and Leader Education providers	Summer 2016-June 2019
Engage faculty in a process of data analysis, and writing and implementing action plans to address learning needs of all students.	• My Learning Plan Professional Development Registrations • PD Attendance Rosters • Meeting minutes and agendas • Action Plans	☐ District Administration, teacher leaders and Continuing Teacher and Leader Education providers	Summer 2016-June 2019
Engage various individuals and teams in data analysis for a variety of purposes [i.e. Supporting sub group learning (English Language Learners, students with disabilities, Students of low Socio	• My Learning Plan Professional Development Registrations	☐ District Administration, teacher leaders and Continuing Teacher and Leader Education providers	Summer 2016-June 2019

	Professional Development Attendance Rosters		
Economic Status etc.), Response to Intervention, Functional Behavior Assessment planning etc.]	• Professional Development Attendance Rosters • Meeting minutes and agendas • Action Plans		

NYS Professional Development Standards Addressed:

Standard 1: Designing Professional Development
Standard 2: Content Knowledge and Quality Teaching
Standard 3: Research-based Professional Learning
Standard 4: Collaboration
Standard 5: Diverse Learning
Standard 7: Parent, Family and Community Engagement
Standard 8: Data-driven Professional Practice
Standard 9: Technology
Standard 10: Evaluation

New York State Teaching Standards Addressed:

Standard 5: Assessment for Student Learning

Essential Question: How do we create a culture for learning?

Goal 3:   Development of a supportive school culture for all learners.

Objective 3.1: Implement a positive student-focused culture and learning environment so all students feel safe, valued, and able to learn.

Action Plan:

Action Steps	Evidence	Responsibility	Timeline
Facilitating professional learning regarding implementing school-wide programs and interventions focused on success for every student, which include strategies for: • the use of Response to Intervention (RtI)-data collection and response options • anti-bullying and Dignity for All Students Act (DASA)	• My Learning Plan Professional Development Registrations • Professional Development Attendance Rosters • Meeting minutes and agendas • Action Plans	• District Administration, teacher leaders and Continuing Teacher and Leader Education providers	Summer 2016-June 2019

• teaching Students with Disabilities • teaching English Language Learners • being culturally responsive			
Provide opportunities to promote wellness for staff and students	• My Learning Plan Professional Development Registrations • Professional Development Attendance Rosters • Meeting minutes and agendas • Employee Assistance Program (EAP) Services • Wellness Policy • Student participation in extra-curricular/athletic activities	• District Administration, teacher leaders and Continuing Teacher and Leader Education providers	Summer 2016-June 2019

NYS Professional Development Standards Addressed:

Standard 1: Designing Professional Development
Standard 2: Content Knowledge and Quality Teaching
Standard 3: Research-based Professional Learning
Standard 4: Collaboration
Standard 5: Diverse Learning
Standard 6: Student Learning Environments
Standard 7: Parent, Family and Community Engagement
Standard 10: Evaluation

New York State Teaching Standards Addressed:

Standard 1: Knowledge of Student and Student Learning
Standard 2: Knowledge of Content and Instructional Planning
Standard 3: Instructional Practice
Standard 4: Learning Environment
Standard 5: Professional Responsibilities and Collaboration

Essential Questions: How do we provide learning experiences so ALL students learn?

Goal 4: **Engage district staff in continuous improvement that will lead us to preparing future ready students.**

Objective 4.1: Implementation of continuous improvement in designing coherent instruction, including the use of best instructional practices.

Action Plan:

Action Steps	Evidence	Responsibility	Timeline
Provide professional learning opportunities for instructional leaders for creating, implementing, and monitoring continuous improvement plans	• My Learning Plan Professional Development Registrations • Professional Development Attendance Rosters • Meeting minutes and agendas	• District Administration, teacher leaders and Continuing Teacher and Leader Educational providers	Summer 2016- June 2019
Provide multiple learning opportunities for educators regarding varied approaches for student-centered learning, authentic learning experiences, standards-based unit design	• My Learning Plan Professional Development Registrations • Professional Development Attendance Rosters • Meeting minutes and agendas	• District Administration, teacher leaders and Continuing Teacher and Leader Educational providers	Summer 2016- June 2019

NYS Professional Development Standards Addressed:

Standard 1: Designing Professional Development
Standard 2: Content Knowledge and Quality Teaching
Standard 3: Research-based Professional Learning
Standard 4: Collaboration
Standard 5: Diverse Learning
Standard 6: Student Learning Environments
Standard 7: Parent, Family and Community Engagement
Standard 8: Data-Driven Professional Practice
Standard 10: Evaluation

New York Teaching Standards Addressed:

Standard 7: Professional Growth

Mandated Professional Development Opportunities

Objectives	Professional Development Opportunities	Key Measure
All members of the professional staff will understand their roles and responsibilities with regard to identifying and reporting suspected child abuse and neglect	**Child Abuse Reporting Procedures Training**	Child abuse reporting procedures are consistently implemented
All members of the professional staff will understand their roles and responsibilities with regard to sexual harassment in schools	**Sexual Harassment Training**	Professional staff intervene when necessary and take proactive steps to educate students about their own rights and responsibilities with regard to sexual harassment
All members of the professional staff will be able to recognize bullying behaviors and to develop strategies to utilize with students	**Dignity for All Students Act (DASA) Training**	Professional staff intervene when necessary and take proactive steps to educate students about their own rights and responsibilities with regard to bullying
All members of the professional staff will be able to recognize and communicate to students the dangers they may face while using computers and the Internet	**Computer Safety Training**	Staff who develop internet-based lessons will include internet safety information for students
All members of the professional staff will be familiar with appropriate emergency protocols	**Crisis Management**	Professional staff consistently implement appropriate emergency protocols
All members of the professional staff will be cognizant of current trends, signs, profiles, and appropriate responses	**School Violence Prevention and Security Training**	Professional staff make timely and accurate referrals and inquiries to administrators and School Resource Officers when there are indicators of potential violence
All members of the professional staff will be regularly informed of the district's health and wellness policies and procedures	**Health and Wellness Training**	Professional staff will take proactive measures to educate students about making positive choices and exercising responsible and healthy choices within the classroom
All members of the professional staff will be regularly informed of the district's mental health policies and procedures and strategies to support students and adults	**Mental Health Training**	Professional staff will take proactive measures to educate and support students exhibiting signs and/or symptoms

Professional Development Providers

Organization/Consultant Provider	Organization/Consultant Provider
Onondaga Cortland Madison Board of Cooperative Educational Services / Central New York Regional Information Center	Oneida-Herkimer-Madison Board of Cooperative Educational Services
Cayuga Onondaga Board of Cooperative Educational Services	Tompkins-Seneca-Tioga Board of Cooperative Educational Services
Capital Region Board of Cooperative Educational Resources	Erie #1 Board of Cooperative Educational Resources
Monroe #1 Board of Cooperative Educational Resources	Center for Instruction, Technology & Innovation (Oswego) Board of Cooperative Educational Services
New York State Board of Cooperative Educational Resources	LeMoyne College
Syracuse University	State University College at Cortland
State University of New York at Oswego	Framingham State University - TURKS
New York State School Boards Association	Central New York State School Boards Association
Stanford University	Smithsonian Institute
McGraw Hill Publishing Company	eDoctrina
New York State United Teachers	New York State Teacher Centers

MARCELLUS CENTRAL SCHOOL DISTRICT MENTORING PROGRAM

Mentoring Program Goals

The purpose of the Marcellus Central School District Mentoring Program for probationary teachers and teachers new to the district is to improve instruction by retaining highly qualified new and experienced teachers. The mentoring program benefits both the mentor and the mentee. More importantly, instructional benefits will accrue for the students. The mentoring program promotes professional growth and is comprised of the following elements:

Mentor Selection Procedure and Guidelines

- When a new teacher or a new to the district teacher is hired, the administration will collaborate and determine the most appropriate mentor – mentee assignment.
- The Superintendent will propose the mentor assignment to the Board of Education for approval.
- At times, it may be necessary to re-assign a mentee to a new mentor. If so, then the above procedures will be followed in order to re-assign the mentee to a different mentor.

The Role of the Mentor

A mentor teacher is a tenured teacher in the Marcellus Central School District who has been asked to fulfill this role. The mentor is assigned to a non-tenured or new to the district teacher (mentee) for two years of the mentee's probationary period. The mentor will be compensated as per the Marcellus Faculty Association Contractual Agreement. The mentor will be able to do the following:

- familiarize the mentee with school and district procedures, guidelines, and expectations,
- link the mentee to human and material resources,
- share teaching strategies and information about the instructional process,
- share ideas for interacting positively with parents as a whole and in one-to-one situations,
- give guidance regarding classroom management, scheduling, planning, and organizing,
- assist the mentee with the physical setting of the classroom,
- allow the mentee to visit his/her classroom to view lessons and discuss them,
- promote self-reflection and self-analysis by the mentee,
- assist the mentee in setting goals,
- advocate for the mentee,
- counsel the mentee when difficulties arise and offer support through listening,
- model professionalism,
- maintain confidentiality,
- attend and participate in the mentor – mentee regularly scheduled workshops.

Types of Mentoring Activities and Allotted Time for Mentoring

The equivalent of 2 full days of release time is provided for the mentor and mentee to carry out, but is not limited to, the following:

- **planning and reflection conferences**
- **visitation of the mentor's classroom by the mentee**
- **visitation of the mentee's classroom by the mentor**
- **attending workshops or training sessions**
- **in or out-of-district visitations**
- **curricular planning conferences**