

Jamesville-DeWitt School District

Professional Development Plan

School Years:

2016-2019

APPROVED BY PDP COMMITTEE

**Jamesville-DeWitt School District
Professional Development Plan**

BEDS CODE: 4204 1106

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Years Plan is effective: 2016-2019

Composition of Professional Development Team

Superintendent:	1
Administrators:	2
Teachers:	14
Parent:	1
Curriculum Specialist:	1
Higher Education Rep:	1
Teaching Center Director:	1
Community member:	1

Number of school buildings in district: 5

Professional Development Planning Team

1. Describe briefly how the district plan will ensure that the needs of the schools in the district are addressed.

The needs of the individual buildings will be addressed in two ways:

1. All buildings have at least two representatives on the district PDP team.
2. Periodic needs surveys are disaggregated by building to allow specific professional development for individual buildings. The building level team develops these opportunities.

2. Scope of professional development team responsibility:

The professional development team will be responsible for revising the Professional Development Plan to meet the needs of the district. Coordination of professional development activities/offerings designed to satisfy the plan will be the responsibility of the district curriculum staff and the teaching center director. In addition to the PD Planning Team, the building principals, building level teams, and teaching center coordinating council will all be involved in providing input and suggestions for professional development that meet the areas of need for the district.

3. On average, please identify the number of hours a teacher will be involved with professional development on an annual basis. This may include planning, delivery, application and/or evaluation of professional development activities.

The district currently schedules approximately 28 hours of professional development per year. There are three scheduled Superintendent's Conference days, which amount to approximately 18 hours. Teachers also attend one faculty meeting per month, which lasts approximately one hour. Teachers with particular needs may also be required to attend professional development during the school day.

Beyond required scheduled professional development; the district will continue to offer a variety of other professional development opportunities within the scope of budgeted funds. These opportunities provide teachers holding a professional certificate to maintain such certificates in good standing by successfully completing the required number of professional development hours every five years. These opportunities provide teachers holding the English to Speakers of Other Languages certificate to have chances for professional development to meet the needs of English Language Learners.

Professional development opportunities are offered in a variety of formats including:

- Syracuse University graduate course work
- After school workshops and activities
- Summer curriculum development and training
- Attendance at conferences and workshops
- Participation in study groups
- Hosting a student teacher or observer
- Faculty, department, and grade level meetings
- Attendance at workshops sponsored by the Regional Bilingual Education Resource Network (RBERN)
- Other approved opportunities pursuant to C.R. 100.2

For new staff, the district has an induction program prior to a new teacher beginning in the classroom.

Mentoring Program Description

Statement of Purpose

The Jamesville-DeWitt Mentor/Mentee program is part of the induction program for teachers who are new to the district. The Mentor/Mentee program benefits new teachers by increasing confidence and independence, assisting in the development and improvement of instructional and classroom management skills, facilitating learning and professional growth, and providing opportunities to share and learn from experiences. This program is intended to provide meaningful support to new staff as they strive to meet the high teaching performance standards expected by the district and New York State. The mentor/mentee relationship formally lasts one school year with additional support in subsequent years provided by principals and department chairpersons.

The Jamesville-DeWitt Mentor/Mentee program meets the requirement of a mentored experience as stipulated in Section 100.2 of the New York State Education Commissioner's regulations regarding professional teaching certification.

The Role of the Mentor

The mentor's role is to provide support to the mentee. The role of the mentor should not be construed as limiting or supplanting the authority of school administrators or supervisors to evaluate the performance of the mentees. Likewise, information shared between the mentor and mentee is not to be used as part of an evaluator's judgment of the mentee's job performance.

During the summer prior to the start of school, mentors will review their roles and responsibilities with their building principals. The review will include information on

how to build a positive relationship with the mentee, how to engage the mentee in critical reflection activities, and the opportunities provided throughout the year for the mentor and mentee to learn together.

The mentoring activities mentioned below may occur at different times throughout the year. Some activities can easily take place during the school day while others may require meeting before or after school. Whenever possible, common planning time will be provided for the mentor and mentee to meet.

Mentoring activities may include:

- Participation in summer training/meetings as scheduled by the district and building principal
- Sharing of internal and external resources to assist in discussions of relevant topics
- Modeling instruction
- Peer observation
- Co-planning instruction
- Peer coaching
- Team coaching

Minimally, the mentor should expect to assist the mentee in the following:

- Learning building procedures
- Promoting new and innovative practice through co-planning and co-teaching
- Developing sound classroom management strategies
- Developing effective parent communication strategies
- Completing report cards
- Implementing home-school communication strategies
- Preparing for Open House and Curriculum Night

Mentors cannot "do it all." Mentors must guard against overload and should attempt to assist the mentee in advance of "crunch" times such as the end of marking periods.

Selection of the Mentors

Jamesville-DeWitt encourages any tenured teacher interested in serving as a mentor to notify his or her principal. The criteria for the selection of mentors include, but are not limited to, the following:

- Instructional level or department of the mentee
- Discipline of the mentee
- Availability of common planning time
- Level of experience at a grade level (or a course)
- Mentor/Mentee compatibility of educational views and personalities

Building principals are charged with choosing mentors from the list of volunteers. No teacher will ever be forced to be a mentor. Once assigned, a list of mentors/mentees will be shared with the JDFA building representative, the JDFA president, the Superintendent of Schools, and the coordinator of the mentoring program.

It is understood that decisions on mentors are made with the hope of creating a successful long term working relationship that benefits both the mentor and the mentee. Ultimately, however, the success of the relationship is primarily dependent on the efforts of the two professionals involved.

Needs/Data Analysis for Professional Development Plan

1. Describe how the professional development plan was aligned with New York State standards and assessments, student needs and is articulated within and across grade levels.

School report card data, student performance information, and other data sources were analyzed. Building data and input from the district's administrative team were used to identify areas for improvement. District priorities for professional development were then determined.

The highest priorities for professional development in the district are those that have the greatest potential to impact student achievement and address the implementation of New York State adopted Learning Standards. Professional development opportunities within these areas of needs will be tailored to meet the specific needs of the different levels of instruction within our district.

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

This plan represents a multi-year initiative. Evaluation of professional development offerings and the professional development plan will occur periodically.

The needs indicated below are areas that Jamesville DeWitt believes will require attention over several years. For example, improving our ability to help students who are in need of academic intervention services and improving our strategies to reduce the number of students who are in danger of not meeting the State standards. These challenges will require professional development for the foreseeable future.

While areas of focus are unlikely to change over the course of the plan, the specific offerings contained in each of them may vary from year to year depending on the specific needs of teachers and student achievement data.

Needs Assessment Sources Used

1. Indicate the sources used to identify the basis of your needs analysis.

The district gathered information for analysis from the following sources:

- School report card
- Student assessment data
- State standards for student performance
- Teacher surveys
- Teacher reflection
- Administrative input

Needs Assessment Prioritizing

Congruence between district goals, student needs, and teacher needs have determined the following list of district priorities for professional development. All goals listed below are found in the district five-year strategic plan.

FOCUS AREA 1: Meeting the Needs of All Students ó Teachers have expressed the need to institute strategies to plan and deliver effective instruction to children experiencing an achievement gap. There will continue to be a district-wide focus on helping teachers to meet the unique needs of each student with professional development that enables the integration of best practices into data driven instructional planning and delivery. Developing a range of effective strategies to help students in all accountability subgroups experience success is an identified need. The desire to develop instructional strategies for students who are already high achieving will also be addressed.

Although our students have performed very well on State assessments, we have an obligation to provide appropriate support to those students who were unsuccessful at achieving the State standards. We also have a need to ensure that all students are achieving at their highest potential.

Associated Strategic Plan Goals:

- 1.3 Teaching approaches will be developed and implemented that enable teachers to maximize the potential of every student by tailoring instruction to meet the unique needs, interests, and learning styles of each student.
- 1.8 All students will be striving for excellence and completing an educational program that maximizes available options for each student upon graduation.

FOCUS AREA 2: Aligning current practice with New York State adopted Learning Standards ó Continuing the work to align our academic program with NYS adopted Learning Standards and assessments must be a focus for professional development in the

district. Professional development to achieve this goal will address topics such as the curriculum review and revision process, instructional shifts in curricular areas based on newly adopted standards, team planning, and the effective use of available resources.

Regular revision of our curriculum and instructional strategies is necessary to continue to meet or exceed the State standards. As we focus on the curriculum and appropriate instructional tools to maximize student learning, all students will benefit.

Associated Strategic Plan Goals:

- 1.1 A rich, academically rigorous and relevant K-12 educational curriculum encompassing academics, fine arts, wellness, and social-emotional development will be fully articulated, coordinated, and implemented.
- 1.2 Curricular modifications, instructional decisions, and assessment strategies will be based upon relevant data as well as researched best practice and regularly re-evaluated for effectiveness.

FOCUS AREA 3: Teacher Access and Utilization of Data ó Developing each teacher's ability to understand and use student data is critical to planning differentiated instruction to improve student achievement. Our teachers must be able to navigate through the vast amount of data and develop the skills that will inform their teaching and re-teaching of concepts and skills that are crucial for the success of each child. Using relevant data to plan and deliver effective instruction is critical to the success of all students and, in particular, those students in sub-groups experiencing significant achievement gaps.

We recognize that teachers are in vastly different places with their skills as they relate to review, analysis, and utilization of data to actively impact instructional planning and delivery. It is an objective of our professional development program to provide teachers with the opportunity to interact with student data to increase their comfort, familiarity, and utilization of these sources to make informed, data driven instructional decisions to improve student achievement in all areas.

Associated Strategic Plan Goals:

- 1.2 Curricular modifications, instructional decisions, and assessment strategies will be based upon relevant data as well as researched best practice and regularly re-evaluated for effectiveness.
- 1.3 Teaching approaches will be developed and implemented that enable teachers to maximize the potential of every student by tailoring instruction to meet unique needs, interests, and learning styles of each individual.

FOCUS AREA 4: Technology Integration ó Integration of technology as a tool for improved student learning is a professional development priority. Technology will be integrated into learning experiences that promote content understanding, creativity, effective communication and collaboration, critical thinking, and the appropriate use of technology for each student. Professional development on the utilization and integration of technology is a high priority for the district.

Technology is used by staff as a communication tool with parents and community members. Continued focus on effectively using available tools to communicate with families will assist in building stronger ties between home and school.

A significant objective of our professional development plan is to provide teachers with ways to effectively integrate technology into their lesson planning to enhance and improve instruction and student achievement. Effective use of technology has the potential to measurably impact student achievement through the use of research based web software, as well as the full utilization of the capacities of the vast array of district owned hardware and software. Therefore, in addition to introductory professional development offerings related to technology utilization and integration it is imperative that advanced, follow-up offerings that deepen the knowledge and confidence of staff to integrate technology into the planning, delivery, and assessment of instruction be developed, implemented, and made readily accessible to all staff.

Associated Strategic Plan Goals:

1.5 Technology will be utilized effectively in the teaching and learning process.

District Resources

1. Identify the internal and external resources the district expects to use to help meet the goals for professional development.

The district expects to utilize the following resources:

- Fiscal Resources
 - Federal and State Grants
 - Local Budget
- Staff Resources
 - Curriculum developers
 - Content specialists
 - Exemplary teachers
 - Technology trainers
- Providers
 - Teaching Center

- Institutions of higher education
- BOCES
- Community-based organizations
- Consultants

Periodic Evaluation

Evaluation of all professional development will consist of the following:

- Student achievement on NYS State assessments
- The number of teachers attending professional development
- The impact on instruction as witnessed through teacher observations
- Evaluations by staff members for professional development programs

While the committee is proposing a three-year plan, evaluation of the professional development offerings will be conducted periodically. Additionally, new technology continues to increase our capacity to review data on attendance, evaluation of programs, student achievement, and the number of teachers attending each professional development offering described in the focus areas listed above. This same technology will assist the district to help teachers meet the mandate that those holding professional certificates demonstrate that they have attended the required number of hours of professional development every five school years.