

**Southern Cayuga CSD**  
**Professional Development Plan 2018-2019**  
(Anticipated BOE Approval, August 27, 2018)

**Introduction**

Each district is required to have a professional development plan, which describes how they will provide their teachers with substantial professional development opportunities. For plans covering the time period February 2, 2004, and thereafter, each school district or BOCES is required to describe in their plans how they will provide teachers they employ, holding a professional certificate, with opportunities to maintain such certificates in good standing based upon successfully completing 100 hours of professional development every five years.

The intent is for school districts and BOCES to offer a menu of professional development opportunities to their teachers. Such opportunities may be in a variety of formats and offered by a variety of providers and include coursework paid by the teacher.

The Southern Cayuga CSD Professional Development Plan was developed through collaboration with a professional development team, including the superintendent of schools, school administrators and teachers who serve as academic coordinators. Among other items, the plan describes the alignment of professional development with New York State standards and assessments, student needs and teacher capacities.

The plan includes needs analysis, goals, objectives, strategies, activities and evaluation standards. It also describes the manner in which the school district will measure the impact of professional development on student achievement and teachers' practices.

The district must report on their current professional development plan to the State Education Department and certify that it has a plan in place each year.

**Needs Analysis**

Our district's "Needs Analysis" includes the following components:

- Collective assessment by administrators and the Directions Committee to identify curricular and instructional priorities for each school building. Academic coordinators serve as liaisons and meet with the appropriate grade level teams and/or departments to define the need, appropriate interventions, and/or professional development required, and the means to measure the progress of a focused effort. Results will be reported by building principals to the Board of Education on a yearly basis.

- Collective and individual assessment of teachers at a grade level or within a department to define the need, appropriate interventions and/or professional development required, and the means to measure the progress of a focused effort. Teams will share their input regarding their professional needs with the building administrator.
- The building administrator's assessment of need, appropriate interventions, and/or professional development required, and the means to measure the progress of a focused effort.
- Review of K-12 faculty feedback in regards to computer technology needs by the SCCS Technology Working Group.

### **Professional Development Goals**

- The Southern Cayuga CSD faculty will continue to be provided with opportunities to gain a clearer understanding of the New York State Standards & Assessments, their impact on curriculum & instruction, and student performance outcomes.
- The Southern Cayuga CSD faculty will continue to study and more clearly articulate the instructional curriculum currently being taught to our students, revising, aligning, modifying, and adjusting the program to support both the content and intent of the Learning Standards.
- The Southern Cayuga CSD will continue to increase and initiate programmatic instructional changes designed to expand learning opportunities and alternatives for students.
- The Southern Cayuga CSD faculty and staff will be provided a series of opportunities for professional growth which support accomplishment of the previously stated goals.

### **Evaluation**

Evaluation of the Professional Development Plan is as follows:

- Summarization of all professional development workshops completed in a given year, including those attended by faculty members at BOCES or other sites outside the district.
- Review of individual feedback forms submitted by faculty members to their building principal following attendance at any 'supplemental' conference, workshop, or professional development meeting for which district funds were expended.
- Each faculty member who holds a Professional Certificate will be required to submit his/her individual "Professional Development Log" at the end of each academic year to the Superintendent's office. Faculty members who hold Permanent Certification are

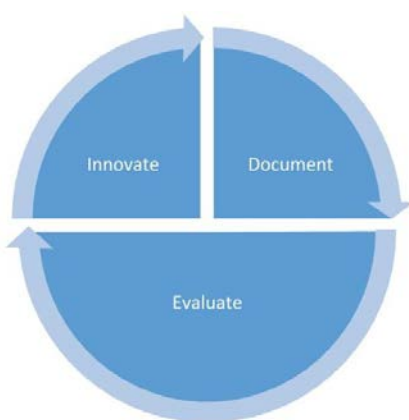
encouraged to maintain a similar log as evidence of their professional growth as part of the teacher evaluation process.

## District Initiatives 2018-2019

The SCCS Professional Development Plan will be based on the district initiatives set forth by the administrative team and the SCCS Directions Committee. The committee is comprised of teachers, administrators, and members of the Board of Education, who meet on a monthly basis to discuss instructional strategies, curriculum, and the development of a limited number of focused and clearly articulated initiatives. Each initiative will serve as a focus for professional development and include a defined goal, specific strategies, and a means to measure progress.

### **Curriculum Mapping**

Curriculum mapping is the process of indexing or diagramming a curriculum to identify and address academic gaps, redundancies, and misalignments for purposes of improving the overall coherence of a course of study and, by extension, its effectiveness (a curriculum, in the sense that the term is typically used by educators, encompasses everything that teachers teach to students in a school or course, including the instructional materials and techniques they use). Generally speaking, a coherent curriculum is (1) well-organized and purposefully designed to facilitate learning, (2) free of academic gaps and needless repetitions, and (3) aligned across lessons, courses, subject areas, and grade levels. When educators map a curriculum, they are working to ensure that what students are actually taught matches the academic expectations in a particular subject area or grade level.



### **Elementary (Grades Pre-K-6)**

During the spring of 2018, elementary educators completed the first stage of their curriculum mapping work by submitting “diary” maps from the 17-18 school year. Concurrently, building administrators and professional development specialists worked to devise a framework for using curriculum maps to systematically evaluate and improve curriculum and instruction at the elementary level. This system, which is a hybrid of Rick DuFour’s data-driven Professional Learning Community (PLC) meeting model and Wiggins and McTighe’s backwards design method of curriculum writing, asks educators to first gather student performance data and other information before then evaluating the efficacy of their current practices and adjusting as needed. The goals of this process are to increase student achievement on state exams and other standards-aligned assessments, and to create engaging and relevant learning

experiences for all of our students.

In order to implement this process and work towards our goals, the first year of professional development at the elementary level will be aimed at the following:

- Building educators' understanding of and fluency with the Next Generation Standards in ELA and math, the New York State Science Learning Standards, the New York State Social Studies Framework, and the revised Learning Standards for the Arts.
- Using multiple sources of student achievement data to identify current achievement gaps and areas of success.
- Writing and continually revising maps, plans, and assessments to address achievement gaps.
- Implementing a model of inquiry-based and experiential learning instruction in science and social studies.
- Building a framework for “real-time” interventions for students not meeting weekly learning targets.
- Leveraging local and other resources to increase the relevancy and engagement of our curricula for all students.

***Elementary PD Activities:***

***Principal and Cayuga Onondaga BOCES PDU Staff Developer during the summer of 2018, throughout the 2018-19 school year, and at faculty meetings as well as district staff developments days: September 4, 2018, October 19, 2018, and March 15, 2019.***

**Secondary (Grades 7-12)**

We will work to refine our current curriculum maps and add our new course maps. Our continued goal is to have sound documents that identify priority standards, essential questions and learning targets, Tier 3 vocabulary, content skills, and major assessments for our secondary courses. A critical component to this process will include a focus on framing essential questions, designing learning intentions, and establishing success criteria.

- Teachers will receive training on essential questioning and learning targets (during faculty meetings and staff development days) to create further consistency among faculty members on common learning expectations.

- Teachers will re-examine Bloom's Taxonomy to ensure that the content they are teaching is transferred to student learning on all levels of the taxonomy: remembering, understanding, applying, analyzing, evaluating, and creating.
- Teachers will re-examine DOK (Depth of Knowledge) to ensure they are assessing students according to the four levels: level one – recall, level two – skill/concept, level three – strategic thinking, and level four – extended thinking.
- Teachers will further develop common formative assessments relative to their essential questions to make certain students are demonstrating an understanding of the material.

***Secondary PD Activities –***

***Principal and Cayuga Onondaga BOCES PDU Staff Developer throughout the 2018-19 school year and at faculty meetings as well as district staff developments days - October 19, 2018 & March 15, 2019***

**Whole Child Curriculum & Practices Development**

Based on feedback from our staff survey as well as NYSED's new guidance for social-emotional learning (dated 5/2/18), Emily Howland Elementary will focus on documenting and enhancing its whole child (character/social-emotional/health) curriculum and practices. Our goals are that all students will be deeply connected to SCCS; all students will envision a life of hope and possibility; all students will have the academic and social-emotional skills necessary for success; and all students will display kindness, respect, responsibility, and safety.

In order to work towards these goals, a Whole Child Committee will be formed to review our existing programming and current best practices, to identify needs, to write curricula, and to create a schedule for implementation.

***Elementary PD Activities:***

***Principal, Cayuga Onondaga BOCES PDU Staff Developer, and Cayuga Mental Health partners during the summer of 2018, throughout the 2018-19 school year, and at faculty meetings as well as district staff developments days: September 4, 2018, October 19, 2018, and March 15, 2019.***

**21st Century STEAM Skills**

The district will continue to expand upon our STEAM initiative to refine and add secondary courses that prepare our students for the 21<sup>st</sup> Century post-secondary study and the job market.

We will have a focus on our Jr HS and Sr HS programming that includes the following courses and elements of instruction:

- Robotics and Programming
- AP Computer Science and Coding
- Gaming Technology and Creation
- Computer Aided Drawing and 3-D Printing
- Drone Technology and Flight Simulation
- Makerspace Programming
- Agricultural Entrepreneurship
- CAD Applications

**PD Activities:**

***Ongoing training will be provided by the district STEAM coordinator and IT Director. Group workshops will be offered on district staff developments days - October 19, 2018 & March 15, 2019.***

### **English as a New Language (ENL) Instruction**

The need for English language instruction and content area support for English Language Learners (ELLs) has increased tremendously over the past five years. Currently over twenty English Language Learners (ELLs) are enrolled in grades kindergarten through twelve at Southern Cayuga Central School. During the past few years, English as a New Language (ENL) staff have focused on assessing the needs of students and further developing the ELL program. This included researching English language materials designed for second language learners. This year the emphasis has moved toward assessing and defining the needs of English Language Learners (ELL) in content area classes. ELLs enrolled at SCCS span many language proficiency levels. Some students were educated in other countries while others received all of their education in the United States. This variation in English ability and experience with the American education system creates a number of unique educational needs in the classroom. Our goal through this initiative is acquiring subject specific resources in the students' native language, texts written in simpler English and providing professional development for all content area teachers. In addition, ENL staff will assist other teachers to develop sheltered instruction strategies and adapt learning materials. We will use standards based reports similar to the format used in our English classes to assess student proficiency and skill levels.

**PD Activities:**

***Training will be provided through OCM BOCES by the Mid-State Regional Bilingual Education Resource Network (RBERN).***



## **Methods for Delivery of Professional Development**

### **Standard Professional Development will take place:**

- Superintendent Conference Days: September 4, October 19, 2018, and March 15, 2019.
- Faculty Meetings: First Tuesday of each month; a significant portion of each meeting will be devoted to professional development; approximately 10 hours/year.
- Academic Coordinator meetings will focus on curriculum, standards, and instructional practice.

### **Supplemental Conferences/ Workshops/ Meetings (examples):**

- Conference or Professional Meeting
- Colleague shares information from conference or workshop/turn-key trainer
- Curriculum review/realignment sessions with colleagues
- Elective course work

### **Annual Professional Development Activities**

- New Teacher Orientation Training- August 29, 2018, December 10, 2018, February 15, 2018, and March 20, 2019 by Cayuga Onondaga BOCES Office of Professional Development, Jessica Docteur, Asst. Superintendent of Curriculum, and Programs
- Safety Procedure Training – All training by Cayuga Onondaga BOCES Office of Safety and Risk Management, Andy Worden, Safety Coordinator
- Legal Training will be provided by Cayuga Onondaga BOCES Office of Labor Relations, Randy Ray, Labor Relations Specialist.
  
- Violence Prevention and Mental Health Training on September 4, 2018
- Right to Know Training on October 19, 2018
- DASA Training on October 19, 2018
- Sexual Harassment Prevention Training on October 19, 2018
- Child Abuse Report Training on October 19, 2018
- Lock Down Drill with Cayuga County Sherriff's Office- tbd
- Safety Procedures @ HS & ES- tbd

## **Superintendent Conference Days**

September 4, 2018, October 19, 2018, and March 15, 2019

- Review district goals, initiatives, and student performance data
- Building level target setting for current year
- Department and grade level work on goals/targets
- District updates
- Keynote speaker
- Mini workshops on instruction, curriculum, and technology (e-gradebook, School Tool, Chromebook, iPad, interactive projection systems)
- Roles and responsibilities of special education staff in a general education classroom
- Legal review of Individualized Education Plans (IEP)
- Executive Functioning Workshop
- NYS Testing Accommodations Workshop

## **Administrative Professional Development**

- APPR Recertification Training by Cayuga Onondaga BOCES Office of Professional Development, Jessica Docteur, Asst. Superintendent of Curriculum and Programs
- Evaluation Norm Setting – Administrators will develop a new “Look For” document for evaluation with P. Jensen

## **Additional Staff Developers**

- Heather Snyder STEAM Coordinator – Southern Cayuga CSD Responsibilities include assisting teachers and administrators in the region with instructional technology integration to transform classroom instruction and to create a new curriculum for the 8th grade technology course.
- Tracy Musso Staff Developer – Cayuga Onondaga BOCES Responsibilities include instructional coaching (TIPS), mentoring new teachers, and curriculum development.
- Patrick D. Shaw Staff Development Specialist – OCM BOCES Patrick Shaw joined the Curriculum, Instruction, and Assessment team in 2001 after 12 years of teaching in the West Genesee and Marshfield, MA, school districts. Patrick is a nationally certified trainer for the Responsive Classroom® approach to teaching by the Center for Responsive School, Turner Falls, MA. Patrick was also trained by The Buck Institute to provide workshops and coaching on Project-based Learning.