

Southern Cayuga CSD

Professional Development Plan 2016-2017

(August 2016)

Introduction

Each district is required to have a professional development plan, which describes how they will provide all of 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 course work 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 standards and assessments, student needs and teacher capacities.

The plan includes a 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 academic coordinators 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 individual K-12 faculty member feedback in response to the computer technology needs assessment developed and studied by members of the Technology Taskforce.

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 & Assessment, 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.

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 2016-2017

The SCCS Professional Development Plan will be based on the district initiatives set forth by 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.

Responsive Classroom Training

Responsive Classroom is a set of simple yet powerful techniques developed especially for elementary schools. When used properly, it can encourage greater teacher effectiveness, higher student achievement and improved school climate. The Responsive Classroom consists of a set of practices that build academic and social-emotional competencies. These practices focus on four domains: engaging academics, effective management, positive community, and developmentally responsive teaching. It has been recognized by CASEL (Collaborative for Academic, Social and Emotional Learning) as “one of the most well-designed, evidence-based social and emotional learning programs” (Adapted from the Responsive Classroom Course Resource Book and hand-outs, ©CRS2015).

Responsive Classroom is a general approach to education that incorporates both academics and socio-emotional skills. Throughout each day, students and faculty at Emily Howland Elementary School will experience interactions within the classroom that help to fortify those competencies. Many of the Responsive Classroom practices are utilized at Emily Howland ES and might even remind you of your own time as a student. Of course, many of our teachers already use some of or all of these techniques. By employing them more constantly, we expect to see their successes multiply. Over two years (2015-2017), all Emily Howland faculty members will participate in a four-day training program designed to certify members in Responsive Classroom techniques. Training will be provided by OCM BOCES.

Responsive Classroom Training Dates at Southern Cayuga:

September 3, 28, 29, and December 4, 2015.

October 21, 2016 Refresher Course

September – December 2016 (Four dates to be determined for new classroom and instructional support teachers)

Promote Instruction Within an Inclusive Setting

Southern Cayuga is taking the next steps to build a more collaborative culture, incorporating all students, faculty, staff and administrators with the goal of better preparing students for the challenges of the 21st century. As we enter the new academic year, we are excited to launch a new team-based approach in grades 3-6. Each grade team will consist of math, English Language Arts (ELA), and social studies/science teachers as well as a dedicated special education teacher. Each grade level instructional team will share daily planning schedules and some instructional spaces, allowing them to plan for individualized instruction. Through thoughtful and deliberate planning, grade level teams are better able to connect with each student and provide specific support and help based on unique student needs.

Our ELA blocks will be co-taught by both a grade level ELA teacher and a dedicated special education teacher, allowing for more one-on-one contact between teachers and students within a small group environment. Additionally, students will receive a daily block of reteach & enrich during which every student will receive additional support and tutoring for both ELA and math, ensuring that every student has an equal opportunity to succeed. In order to assist our educators in preparing for this more inclusive setting, the district has provided the following professional development opportunities.

Select teachers will attend A Blueprint for Inclusive Schools training at Syracuse University on August 8-10. The training provides three interactive days working with national experts in making districts more inclusive, creating authentic inclusive schools, and improving inclusive classrooms.

Select teachers will attend General Education and Special Education: Creating a Unified System through a Mindful Culture of Collaboration training at the OnCenter in Syracuse NY on August 17-18. The training provides teachers the opportunity to develop a foundation of collaboration, on which you can build the systemic structures that are essential for ensuring students with disabilities have access to and receive high quality programming based on individual needs and abilities.

The administrative team will continue to collaborate with the Cayuga Onondaga BOCES special education improvement specialist, Kathy Grinelli, to assess the delivery of special education services within the district.

Differentiated Instruction -- Challenging All Learners

At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction. Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile: content, process, products, and learning environment.

As a faculty (7-12), we will be working with an OCM BOCES network trainer focused on Differentiated Instruction practices. Our main topics will encompass...

- Creating a healthy classroom community in which students' unique qualities and needs are as important as the ones they have in common.
- Translating curriculum into manageable and meaningful learning goals that are fit to be differentiated.
- Using pre-assessment and formative assessment to uncover students' learning needs and tailor tasks accordingly.
- Presenting students with avenues to take in, process, and produce knowledge that appeal to their varied interests and learning profiles.
- Navigating roadblocks to implementing differentiation in all classrooms.

Our goal is to raise proficiency and mastery levels by at least 10% for all students on State and Regents assessments through Differentiated Instruction practices. We will measure student progress via skills based reports, unit test assessments, local and state assessments.

All faculty members will attend Differentiated Instruction training provided by OCM BOCES staff developer Lisa Schlegal on September 1, 2016, and October 21, 2016, at the Southern Cayuga CSD.

The faculty will complete a book study on Differentiation in Middle and High School: Strategies to Engage All Learners, by Jessica A. Hockett and Kristina Doubet. The text will be reviewed at monthly faculty meetings during the 2016-17 school year.

Select teachers will attend General Education and Special Education: Creating a Unified System through a Mindful Culture of Collaboration training at the OnCenter in Syracuse NY on August 17-18. The training provides teachers the opportunity to develop a foundation of collaboration, on which you can build the systemic structures that are essential for ensuring students with disabilities have access to and receive high quality programming based on individual needs and abilities.

Additional professional development and data review will be provided by Tracy Musso, Cayuga Onondaga BOCES Staff Developer once a month at faculty meetings throughout the 2016-17 school year.

21st Century STEM Skills

This is our second year with the STEM (Science, Technology, Engineering, and Math) initiative, which is truly rooted in building 21st century skills for our students. We have initiated courses at the junior and senior high level that encompass robotics, programming, computer coding, and 3-D printing. One of our goals for 21st century STEM skills is to expose students to communicating and learning via online applications, and Google for Education works directly to support that skill.

In addition to our STEM courses, we are beginning a Chromebook 1:1 plan for all students in Junior High School. Over the next year, we will purchase additional Chromebooks via the NYS Smart Schools Bond Act so we may expand our 1:1 initiative to the senior high school level. We will also continue to expand our use of Google for Education which allows teachers to move to a more paperless/online environment for students. Students use an assigned SCCS email and their network password to access the application. Student school email addresses are secure and are only accessible to students and teachers at SCCS.

Ongoing training will be provided by faculty and staff and will focus on robotics, Chromebooks, Google Classroom, interactive projector technology, and tech integration. Group workshops will be provided on October 21, 2016, and March 17, 2017. A part-time Instructional Technology Integration Specialist from OCM BOCES will be hired to train and support teachers in all our classroom technology applications.

Common Core Math and ELA Standards-Based Reports

Our goal is to improve teaching and learning for our students on a yearly basis and we look to provide as much information as possible to our families regarding their child's progress. This year we will continue to provide our students and families common core standards-based reports in ELA & Math in all state tested areas in grades 7-12. The report will serve as an additional reference beyond the report card to give students and families insight to the standards students are expected to learn. The standards-based reports provide a more in-depth assessment of student knowledge, a consistent evaluation on standards, and suggestions for skill improvement/interventions. Student performance on each standard is based on the grading scale used for Regents Exam grading protocols. Every other marking period we will adjust the standards assessed based upon the course curriculum.

Common Core Standards are more rigorous than previous NYS standards. Our current standards set high expectations for students, staff and our school. For additional information on *Common Core State Standards*, please reference the following website: [<https://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards>].

Teachers will meet during common prep times throughout the 2016-17 school year to create and revise the standards reports and intervention strategies. The reports will be provided to students and families at marking periods 2, 4, and 6.

SCCS Reteach & Enrich

The goal of the Reteach & Enrich Initiative (grades K-6) is to provide students the opportunity to master essential skills and knowledge before moving on to the next level. Teachers will meet with students who are struggling with a concept to provide additional time and attention, while students who have already demonstrated mastery of the skills will be provided the opportunity to explore the curriculum at a deeper level. The initiative is based upon clearly articulated curricular objectives which are measured on a weekly/bi-weekly basis. Depending on the assessment results, grade-level teams assign students to either a reteach or an enrichment session the following week. As areas of strength and concern vary among students, almost every student will be assigned to both groupings during the course of the year. Students will see the opportunity to focus on their individual needs and to learn a particular concept better than they did the first time. Collaboration is essential to the success of our students. The assessments will be quite brief and designed to provide a snapshot of each student's progress so teachers can address any needs promptly. The team will meet on a weekly basis to review the latest results, to identify students who are struggling, and to help plan instruction accordingly.

The goal of the Reteach Initiative (grades 7 & 8) is to offer students the opportunity to master essential skills and knowledge in math & ELA before moving on to the next level. Teacher(s) will meet with students who may be struggling with concepts to provide additional time and attention. Throughout the school year teachers will identify instructional priorities, develop formative assessments, and plan a range of activities to meet the wide range of academic needs of our students. The assessments in general will be brief and designed to provide a snapshot of each student's progress so teachers can address any needs promptly. The team will meet on a weekly basis to review the latest results, to identify students who are struggling, and to help plan instruction accordingly. As individual strengths and concerns vary among students, many students will be assigned to a Reteach class during the course of the year. Students will see the opportunity to focus on their individual needs and to learn a particular concept better through repeated exposure to the skills and concepts.

Training will begin in the fall of 2016 for the new online resource iReady for teachers in grades 3-8. The iReady program assesses student performance and provides individualized instruction in Math and ELA. The iReady program offers a single adaptive diagnostic for reading and mathematics that pinpoints student needs down to the sub-skill level, with ongoing progress monitoring providing personalized student instruction targeted to students' unique areas of needs and mobile apps to boost achievement.

PD training for iReady including teachers and administrators will occur in September and October 2016. Initial training (September) is 2 1/2 to 3 hours regarding Getting Started with iReady - how to view classes, print username and passwords, prepare students for the assessment, etc. Then, in October there is another training regarding Understanding the Data. Training provided by Jean Sharlow, OCM BOCES staff trainer.

Three Academic Coordinator positions have been created and will provide ongoing training and support to all K-8 classroom teachers. The coordinators will facilitate data collection and provide ongoing training on all Staff Development Days: September 1, 2016, October 21, 2016, and March 17, 2017, as well as select team meetings. Additional professional development and data review will be provided by Tracy Musso, Cayuga Onondaga BOCES Staff Developer, once a month throughout the 2016-17 school year.

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 a standards based report similar to the format used in our English classes to assess student proficiency and skill levels.

ENL coordinator met with key area teachers on August 4, 2016, to assess the needs of the English Language Learners and set professional development priorities for the upcoming school year during teachers' common prep times. Additional professional development to ENL teachers will be provided by Mid-State Regional Bilingual Education Resource Network (RBERN), located at OCM BOCES throughout the 2016-17 school year.

Engineering is Elementary (EiE) Training

Engineering is Elementary® (EiE®) is a project of the National Center for Technological Literacy® at the Museum of Science, Boston. EiE addresses America's pressing need for effective STEM (Science, Technology, Engineering, and Math) education. Engineering calls for children to apply what they know about science and math; their learning is enhanced as a result. Fourth grade students will embark on a new experience this year as they study engineering as part of the curriculum. At the same time, because engineering activities are based on real-world technologies and problems, they help children see how disciplines like math and science are relevant to their lives. One of our teachers will be trained as a regional trainer for the program.

Training for one elementary science teacher took place August 2016 in Cambridge MA.

Methods for Delivery of Professional Development

Standard Professional Development will take place:

- Superintendent Conference Days: September 1, October 21, 2016, and March 17, 2017 = 18 hours/year
- 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- August 15, 2016

New Teacher Orientation @ CO BOCES August 29, 2016

Safety Procedure Training

- Violence Prevention and Mental Health Training on September 1, 2016
- Right to Know Training on October 21, 2016
- DASA Training on October 21, 2016
- Sexual Harassment Training on October 21, 2016
- Child Abuse Report Training on October 21, 2016
- Lock Down Drill with Cayuga County Sherriff's Office- tbd
- Safety Procedures @ HS & ES- tbd

Superintendent Conference Days – September 1, 2016, October 21, 2016, and March17, 2017

- 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, sis, 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 @ BOCES- dates to be determined

Leadership Book Study- (1) John Hattie Visible Learning (2) tbd

*BOE Approved August 22, 2016