

Southern Cayuga CSD Professional Development Plan 2017-2018

(BOE Approved, August 28, 2017)

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 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 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 K-12 faculty feedback in regards to computer technology needs by the SCCS Technology Working Group.
- During the spring of 2017, PLC Associates conducted a curriculum audit at Southern Cayuga CSD. Faculty members and administrators met with Corliss Kaiser on March 17, 2017 to introduce the process and to collect data on current instructional resources and instructional practices. Corliss then met with groups of teachers, the administrative team, and conducted classroom observations over several months.

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 2017-2018

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.

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.

During the Spring of 2017, Southern Cayuga Central School created a partnership with PLC associates, specifically Dr. Corliss Kaiser, to begin a comprehensive audit of UPK-12 curriculum. Dr. Kaiser spent five days with various levels of district staff and completed the audit in May of 2017. The results of the curriculum audit have provided a blueprint for professional development for the 2017-2018 school year.

Curriculum Mapping (continued)

Quantitative and Qualitative Data was provided to answer these key findings:

- Do existing SCCS curriculum documents integrate the essential elements of comprehensive curriculum while aligning and connecting to Common Core State Learning Standards?
- To what degree is the written curriculum taught?
- How does SCCS improve literacy throughout the district so students read on grade level?

These findings will shape the recommendations for professional development which will include the following objectives for the 2017-2018 school year:

- Develop an advance planning and oversight committee to oversee the mapping process.
- Integrate staff development around curriculum mapping, including weekly meeting facilitation. The goal is to have standard templates that identify priority standards, essential questions, vocabulary, content skills, literacy 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 higher-level questioning techniques and quality Improve technology integration, specifically electronic curriculum mapping.
- 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 identify specific check-ins (formative assessments) relative to their essential questions to make certain students are demonstrating an understanding of the material.
- Provide consistent expectations and leadership in developing curriculum.

Curriculum Mapping Training Dates at Southern Cayuga:

Superintendent Conference Days – September 5, October 20, 2017, and March 16, 2018, which will include training conducted by PLC Associates, Cayuga Onondaga BOCES PDU Staff Developer, and Building Principals.

Monthly Faculty meetings – including June 23, 2017 to review audit results and the introduction of a standard template. Training conducted by Cayuga Onondaga BOCES PDU Staff Developer, and Building Principals.

Curriculum Oversight Training for Administrators at New Visions Schools NYC, July 12&13, 2017. Essential Questions, DOK, Feedback training provided by Cayuga Onondaga BOCES PDU Staff Developer - October 20, 2017, & March 16, 2018.

Leveraged Leadership; A Systems Approach to High Performance

Leveraged Leadership is a high impact program designed to give school leaders the specific competencies to impact teaching/learning and establish the structures, practices and systems that drive student achievement and school success. Through a book study and a 10 Module presentation, school leaders will conduct Calibration Walkthroughs through the year (1 day per month) while the facilitator, Dr. Corliss Kaiser, is on site.

Dr. Kaiser will work with administration at Southern Cayuga Central School to design and implement district and school-based practices which will create a system for instructional practice to create a greater impact and utilize existing district structures.

The four components will focus on:

- Learning Labs; Leadership team will go through the specific 'Look Fors' which will be viewed that day. Discussion around relevant research will shape the 'Look Fors' and enhance the school leaders' capacity to give explicit feedback to teachers.
- Calibration Walks: Leadership team will visit identified classes to observe and reflect on instructional practices using established 'Look Fors'.
- Leadership Team Guided Practice and Discussion: Dr. Kaiser and administration will discuss observation and compare notes and ratings using 'Look Fors'. Following, they will discuss feedback that will be given to each teacher what has been observed.
- Focus Forward: Dr. Kaiser will assign tasks for the following monthly session. This will serve as a structure to methodically implement strategies and knowledge gained through Leveraged Leadership sessions. Data driven discussions will assist in measuring the impact of the Leadership Team.

Leveraged Leadership Training will be provided by PLC Associates at Southern Cayuga and will take place one half-day per month for the entire 2017-2018 school year.

Teacher Lesson Video Review

A goal for the 7-12 teachers is to examine and evaluate what constitutes highly effective teaching, as well as have professional dialogue regarding what works in the secondary classroom. During monthly faculty meetings, teachers will view a collection of videos that highlights best practices and captures areas for teacher improvement. Using the NYSUT APPR Rubric indicators as a foundation for discussion, the teachers will identify and reflect on the most essential elements of high quality instruction. Additional consideration will be given to the research of John Hattie, Douglas Fisher, and Nancy Frey. As faculty examines the video collection, our PD trainer will provide strategies to "make learning visible" to students.

New York Teaching Standards 1-5 will be considered:

Standard 1 – Knowledge of Student Learning

Standard 2 – Knowledge of Content and Instructional Planning

Standard 3 – Instructional Practice

Standard 4 – Learning Environment

Standard 5 - Assessment for Student Learning

Video Review: Professional development and training will be provided by Cayuga Onondaga BOCES PDU Staff Developer at most Jr/Sr HS faculty meetings throughout the 2017-18 school year.

Quality Improvement Process (QIP) Plan

The District will continue to focus on strategies to improve outcomes for students with disabilities, which will include assessing the quality of a school district's instructional programs and practices in the areas of literacy, behavioral supports and interventions, and special education instructional practices.

Recent NYSED data indicated that students with disabilities were underperforming when compared to similar populations across New York State. For the past year, the administrative team at Southern Cayuga CSD has been and will continue to work with the Special Education School Improvement Specialist (SEIS) to assist teachers in shaping instruction to increase performance for students with disabilities.

During the 2016-2017 academic year, baseline data was collected through ongoing classroom observations conducted by the SEIS coordinator and the administrative team. The goal will be to increase student engagement from the baseline of 32% to 50%. Specific strategies to be taught and observed will include checking for understanding, corrective feedback, and others.

The evidence of Impact on Instructional Practices will include:

- Instructional teams in grades 3-6 will increase the use of corrective feedback techniques from the current baseline of 44% to 75%.
- Instructional teams in grades 3-6 will develop lesson plans that incorporate and implement two specific engagement strategies in daily instruction.
- Instructional teams in grades 3-6 will attend the Specifically Designed Instruction workshop provided by Regional Special Education Trainer. Following the training, teachers will develop a lesson template to embed Specifically Designed Instruction into daily lessons.

Training and program evaluation will be conducted on a bi-monthly basis by the Cayuga Onondaga BOCES Special Education School Improvement Specialist, Kathy Grinelli.

Tier 2 Academic Vocabulary

A goal for the junior/senior high school is to explicitly teach tier 2 academic vocabulary. It is essential for students to have a strong understanding of tier 2 vocabulary words since they are critical for comprehension, appear in multiple disciplines, and enhance test-taking skills. Teachers will receive tier 2 vocabulary lists specific to their grade levels, as well as various strategies for instruction (ex. Frayer model, concept mapping, word walls, etc.).

Tier 2 words require particular instructional attention. They are often vital to comprehension, will reappear in many texts, and are frequently part of word families or semantic networks. These words may have multiple meanings depending on context, so while students may be familiar with a definition for a word's most traditional use, they may be unfamiliar with other uses. For instance, a student may know the term 'relative' as a word to describe a family member, but not as a comparative term.

Professional development and training will be provided by Cayuga Onondaga BOCES PDU Staff Developer - October 20, 2017.

Assessment Data Analysis at Grades 7 & 8

Data analysis is the collection and organization of student performance data so an instructional team can come to a conclusion. Data analysis will allow the team to review student performance, identify trends, areas of strength and concern in a structured manner. The Jr HS Coordinator will facilitate data collection, lead discussions and analysis, and provide ongoing training and support for classroom teachers.

Specifically, the team will complete data analysis of 2017 math & ELA assessment results, both local and state, along with data gathered from AIMSweb+ assessments, to determine potential instructional or curriculum adjustments and identify any gaps in teaching specific standards. They will discuss potential scaffolds, learning progressions, along with the vertical and interdisciplinary coherence of the curriculum.

Training will occur on all Staff Development Days: September 5, 2017, October 20, 2017, and March 16, 2018 as well as select team meetings facilitated by Cayuga Onondaga BOCES PDU Staff Developer throughout the 2017-18 school year. Training for AIMSweb+ will be provided by OCM BOCES and will occur in September and October 2017.

21st Century STEAM Skills

This is our third year focused on the STEAM (Science, Technology, Engineering, Agriculture, and Math) initiative, which is truly rooted in building 21st century skills for our students. STEAM is an educational approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking.

We have initiated courses at the junior and senior high level that encompass drone technology, robotics, programming, computer coding, and 3-D printing. One of the main goals for STEAM education 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 STEAM courses, we will be expanding our Chromebook 1:1 plan to include all students in grades 3 -12, as well as the creation of an Innovation Lab for robotics and programming at the secondary level. We will also continue to expand our use of Google for Education Suite, interactive projection systems, which allows teachers to move to a more paperless/online environment for students.

'Reviewing the current body of research, ISTE found that 1:1 programs were already showing educational gains for students in special education as well as improved reading and writing skills in certain student populations, piquing the attention of decision makers.'
International Society for Technology in Education

Ongoing training will be provided by the district STEM coordinator and OCM BOCES tech integration specialist. Their efforts will focus on robotics, Chromebooks, Google Classroom, interactive projector technology, and overall tech integration. Group workshops will be offered on October 20, 2017, and March 16, 2018.

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.

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 5, October 20, 2017, and March 16, 2018 = 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 Training- August 29, 2017, November 14, 2017, February 15, 2018, and May 18, 2018 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, Mark Snyder, 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 5, 2017
- Right to Know Training on October 20, 2017
- DASA Training on October 20, 2017
- Sexual Harassment Training on October 20, 2017
- Child Abuse Report Training on October 20, 2017
- Lock Down Drill with Cayuga County Sherriff's Office- tbd
- Safety Procedures @ HS & ES- tbd

Superintendent Conference Days – September 5, 2017, October 20, 2017, and March 16, 2018

- 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 CO BOCES Office of Professional Development, Jessica Docteur, Asst. Superintendent of Curriculum and Programs

Leadership Book Study- John Hattie Visible Learning conducted by school Superintendent, Patrick Jensen

Leveraged Leadership by PLC Associates (see narrative on page 5 of the PD Plan for details).

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.

Mike Dingman

Instructional Technology Integration Specialist – OCM BOCES

Responsibilities include assisting teachers and administrators in the region with instructional technology integration to transform classroom instruction.

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.

Tracy Musso

Staff Developer – Cayuga Onondaga BOCES

Responsibilities include instructional coaching (TIPS), mentoring new teachers, and curriculum development.