

Onteora Central School District

Professional Development Plan 2012-2013

Goal To improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development directly related to student learning needs.

Objective Increase professional development which is based on teacher needs, tied to student achievement, developed by participation, coordinated district-wide, and evaluated for effectiveness.

Professional Development Team

Gabe Buono	Bennett Elementary Principal, President OAA
Jeannine Burkhardt	HS Math Teacher
Corey Cavallaro	MS Social Studies Teacher
Rich DeRuvo	HS Physics Teacher, President OTA
Doreen Erlwein	Bennett Grade 4 Teacher
Pam Free	HS Teaching Assistant
Nick Millas	Director of Wellness, Health, and PE
Dr. Phyllis McGill	Superintendent
Mary Naccarato	Woodstock Kindergarten Teacher
Jane Wolfrom	Phoenicia Grade 2 Teacher
Marki Clair-O'Rourke	Ulster BOCES Curriculum Specialist
TBD	Parent
Dr. Margaret Veve	SUNY New Paltz
Cynthia Bishop	Director of Pupil Services
TBD	Librarian
TBD	MS/HS Principal or Assistant Principal
Harvey Boyer	Music Teacher
Roberta Ziemba	Art Teacher
TBD	Language Other than English Teacher

Needs Assessment

Sources used to identify professional development needs in relation to student performance indicators:

- School Report Card
- Student attendance rates
- Student performance results from district and state assessments
- Student performance results from teacher common assessments
- Reports to the Board of Education
- Strategic Plan
- Staff development program participation rates
- Staff questionnaires
- State Mandates

Needs/Data Analysis

The analysis of student performance data from district and state assessments established priorities for professional development. District testing, which has been aligned with NYS Common Core Learning Standards and Assessments and includes criterion-based assessments and student assessment portfolios, is merged with the New York State testing program to provide a comprehensive assessment system which is a cornerstone for professional development decisions.

A direct link between teachers and administrators and student performance data has been enhanced by providing all professional staff members with individual student performance data for each student on their roster. Teacher-led Professional Learning Community (PLC) teams analyze and interpret the data at the beginning of the school year and as data become available. Routine meetings are held to plan for address students' needs. Data support services are available through the District to assist teams. These groups help to set priorities for staff development

- Professional development planning is a continuous approach that is facilitated by the Professional Development Planning Committee and building planning teams. Continuous access to staff development to address current needs and new educational initiatives are provided by District and Regional resources, including but not limited to the BOCES Staff Development and RTTT (Race To The Top) CoSers, in-house staff development, teacher-led workshops, the Teacher Center @ SUNY New Paltz, the Mid-Hudson Teacher Resource Centre, NYSUT, local arts schools and center, museums, and local, regional and State-wide organizations .

Professional Development Focus Areas

District Identified: Areas that are clearly aligned with New York State content and performance standards, assessment data and District goals.

Building Identified: Areas that are unique needs for a particular building grade level, Instructional Study Team, and/or Department as recommended by the principal or supervisor and determined by the particular reference group, or identified by the NYS Department of Education.

Individually Identified: Areas of individual need to address one's professional practice as outlined in their APPR with their building principal and/or supervisor or self-identified.

Professional Development Opportunities and Strategies: We are committed to providing the following opportunities and strategies for staff development to address the focus areas.

- Orientation Program and Mentoring for new teachers
- Professional development directly related to student learning needs as identified in the New York State School Report Card, New York State Assessments, and other sources.
- Professional development provided through embedded staff development to meet focus areas.
- Professional development provided through afterschool professional development offerings and workshops.
- Professional development provided through attendance at professional conferences and workshops.
- Professional development provided through offerings as part of Ulster BOCES Staff Development and RTTT (Race To The Top) CoSers.

- Inquiry Based Team meetings for professional collaboration.
- Minimally two professional development days per school year.
- Student performance data analyses and technical assistance provided on State-wide Assessments.
- Training in school violence prevention and intervention (including PBIS).
- Professional development to all professional and supplementary school staff that work with students with disabilities.
- Summer Academy curriculum writing and professional development opportunities.
- Targeted district and building level initiatives supported through Consolidated Federal Grant.
- Professional development provided within the school day and throughout the school calendar.
- Professional development opportunities for completing 175 hours of professional development every five years for teachers holding a professional certificate.
- Professional development opportunities for Level III teaching assistants to meet 75 hour requirement every five years.
- Professional development provided to long-term substitute teachers.

District Resources for Professional Development

- Budget allocations for conferences, school visitations, and in-house staff training from local and grant-based sources.
- In-district and regional workshops including but not limited to Ulster BOCES, SUNY New Paltz, Bard College, etc.
- Staff development days.

Implementation Plan

- Staff development opportunities will be made available during the summer of 2012 and throughout the 2012-13 school year.
- Conference days, after school hours, and release time during the school day will be utilized for staff training time.
- A list of topics and workshops will be available through My Learning Plan.

Evaluation Plan

- Training experiences will be assessed for their effectiveness.
- The Professional Development Planning (PDP) Committee will meet in November 2012 to review this revised Professional Development Plan and to assess the effectiveness of the Professional Development Plan.
- The PDP Committee will reconvene in February 2013 to prepare the next Professional Development Plan.
- Available District standardized and NYS Assessment scores will be analyzed to evaluate the effectiveness of the professional development on instruction in terms of learning.