

**OSSINING UNION FREE SCHOOL DISTRICT**

***PROFESSIONAL***

***DEVELOPMENT***

***PLAN***

**2007-2010**

**APPROVED BY THE BOARD OF EDUCATION  
JANUARY 24, 2007**

**OSSINING UNION FREE SCHOOL DISTRICT**

**PROFESSIONAL DEVELOPMENT PLAN**

<b>BEDS Code:</b>	<b>66-14-01-03-0000</b>
<b>Superintendent:</b>	<b>Dr. Robert J. Roelle</b>
<b>Deputy Superintendent:</b>	<b>Dr. Phyllis Glassman</b>
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**Ossining Union Free School District**

**OSSINING SCHOOLS**

*Mission Statement*

The Ossining Public School District:

- ∞ recognizes the value and importance of family-school-community partnerships in educating all students;
- ∞ places emphasis on high standards, quality instruction, and significant pupil achievement, because all children can and will learn;
- ∞ holds high expectations for each individual student;
- ∞ educates each child to his/her potential recognizing individual student needs;
- ∞ provides equal educational opportunities expecting equitable outcomes for all;
- ∞ fosters respect for and appreciation of both individual differences and cultural diversity; and
- ∞ prepares students for informed and active participation as responsible citizens in our American democracy.

## **INTRODUCTION**

Subdivision (dd) of Section 100.2 of the Regulations of the Commissioner of Education requires that by September 1, 2000, and annually by September 1 of each school year thereafter, school districts adopt a professional development plan. The purpose of the plan is to continue to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development to remain current in their profession while meeting the learning needs of their students.

The following plan was developed by collaboration among the participants on the Ossining's Professional Development Team. The team members consisted of administration, a SETRC representative, and predominately, teachers from the Ossining School District. The following individuals were members of the Professional Development Team of the Ossining School District:

**Raymond Sanchez**, Administrator

**Maureen Boozang-Hill**, Administrator

**Christopher Olson**, Assistant Principal

**Patti Slobogin**, SETRIC Consultant

**Terry Bartok**, Teacher / OTA President

**Barbara Rink**, Teacher

**Rachelle Furlan**, Teacher

**Kara Pauline**, Teacher

**Linda Birrittella**, Teacher

**Patricia Carforo**, Teacher

**Ann Germain**, Teacher

It should be noted that the Ossining Teachers' Association selected teachers for the Professional Development Planning Team as required by subdivision (dd) of 100.2 of the Commissioner's Regulations. As also required, the Ossining Administrators Association selected the administrator to the Professional Development Team.

## **PHILOSOPHY OF THE OSSINING UNION FREE SCHOOL DISTRICT**

Professional Development in the Ossining Union Free School District is a process that facilitates the continuing education of teachers, administrators, and others who are engaged in the education of students. By engaging in professional development, staff members should come to know their subjects, their students and their practice - and make informed use of what they know.

Quality professional development in the Ossining Union Free School District recognizes that teachers are central to student learning, and that all members of the school community participate in the learning process. Ossining's professional development reflects the most current available research and the best practices in teaching, while promoting continuous inquiry and improvement that is embedded in the daily life of its schools.

In order to maximize student achievement at the Ossining School District, professional development will provide ongoing opportunities for all staff to support and improve the teaching and learning process.

### **Attributes of Successful Professional Development:**

- Sustained and supportive
- Purposeful / strategic
- Developmental
- Based upon best practice / research
- Related to the teaching / learning process
- Staff and district determined
- Evaluated

### **Assumptions:**

District-wide commitment: Professional development is worthwhile and is critical to produce the desired results of improved student achievement, based upon district goals and direction and aligned with the New York State Standards and Assessments.

Professional development will be designed in a collaborative manner.

Professional development will provide a differentiated and developmental approach to meet individual and district needs relating to the teaching and learning process.

Professional development will support the implementation of best practice as evidence by research.

The use of flexible times and models is necessary for the successful implementation of professional development.

The Professional Development Plan requires ongoing evaluation.

## **THE PROFESSIONAL DEVELOPMENT MISSION OF THE OSSINING UNION FREE SCHOOL DISTRICT**

The Ossining Union Free School District has as its mission to develop students who are responsible, self-directed, life-long learners. This mission informs the learning opportunities that the District offers both to its students and to its staff members.

Education for the students of the Ossining Union Free School District has been of a consistently high caliber, delivered in light of the requirements of New York State, the beliefs and goals of the District, and the expectations of the community. Ossining Union Free School District's success as an educational entity has been due in no small part to the commitment of its staff to their own professional growth. The connection between student success and skilled instruction has been a hallmark of education in this District.

By fulfilling the New York State mandate that each of its school districts publish a Professional Development Plan, the Ossining School District has created a powerful tool that supports its governing process. The Professional Development Plan provides a scaffold to reinforce the strength of Ossining Union Free School District staff. It will enable stakeholders to focus on clear, shared goals for student learning, to collaborate with colleagues in achieving those goals, and to reflect upon their own learning and professional practice. By supporting initiatives that routinely focus on pedagogy and assessment, the Plan will help to build the capacity of the District to function as a professional learning community. As a framework, the Plan:

- Delineates in a clear manner the goals that it has for the professional growth of staff as they work to improve student outcomes.
- Outlines a plan of work that leads to those goals.
- Establishes ways in which to monitor progress toward those goals.

In order to insure its success, the Plan takes into account characteristics of the adult learner. It acknowledges that adults have individual learning styles, and outlines possibilities for growth in a variety of venues. It recognizes that adults learn best when they are able to construct their own knowledge, and provides opportunities for collaboration and problem solving. Above all, it endorses the belief that the staff of Ossining is anxious to strive for professional excellence and offers them myriad of ways in which to achieve that goal.

# **NEEDS/DATA ANALYSIS FOR THE PROFESSIONAL DEVELOPMENT PLAN**

1. Ossining's Professional Development Plan is aligned with New York State Learning Standards and assessments, as well as student needs. It is articulated within and across grade levels. In identifying the goals, objectives, and strategies outlined in the Plan, the Committee reviewed the results of formal, informal and standardized assessments of students and surveyed the professional staff relative to their perceived needs for support in meeting student goals.

Through the implementation of this plan the Ossining Union Free School District hopes:

- To improve instruction through attention to the New York State Learning Standards
- To promote reflective practice through the Annual Professional Performance Review
- To orient new teachers to District goals and curriculum
- To extend teacher practices through the infusion of technology

2. The Professional Development Plan is continuous and reflects a multi-year approach to improving student performance. Several objectives in support of the major goals are prioritized in such a fashion as to build the infrastructure upon which other initiatives rest. The mission of the District is to encourage life-long learning, and the Plan is a vehicle through which to actualize this mission. The District periodically revisits its needs, student assessment results, and professional growth opportunities delineated through the Annual Professional Performance Review. The PDP will be revised to meet new and/or changing needs as they are identified. We anticipate that this task will continue to be a reflection of the congruence among the PDP and the APPR in support of the New York State Standards.

## **NEEDS ASSESSMENT SOURCES USED**

The Professional Development Plan is informed by a variety of data. A large portion of that data is reflected in work done to develop the Comprehensive District Educational Plan:

- Student achievement information from state report cards
- Other District achievement information
- Demographic information
- Graduation and dropout rates
- The New York State Standards and assessments
- State benchmarks for student performance
- Information from the Mentor program
- Feedback from teaching staff through surveys
- Special education information and trends
- Technology capacity and growth plans
- Needs assessments of staff and other stakeholders
- Current student programs

## **DISTRICT RESOURCES**

In pursuit of the goals of this Professional Development Plan, the Ossining Union Free School District will use local funds, draw upon monies from Titles I, IIA, IID, IV and V, the Ossining Staff Development Center, and other grant funding as available. The District will call upon the services of its administrative staff, coordinators, instructional leaders, teachers, content area specialists, and the Ossining Staff Development Center Director to assist in achieving the goals set forth in this document.



## IMPLEMENTATION PLAN

**Goal #1**

To ensure that all members of the professional staff develop the skills, knowledge, and strategies to enable all Students in the Ossining Union Free School District to achieve the New York State Standards. All members of the professional staff will implement 100% of the New York State Standards in the discipline that they teach.

**Objective #1**

**Curriculum:** All members of the professional staff will be provided with opportunities to learn skills, knowledge, and strategies pertaining to the design and use of specified curricula. The knowledge, strategies and skills obtained by professional staff will be identified in lesson plans and demonstrated in teaching skills, as is evidenced through their Annual Professional Performance Review (APPR) Plan.

STRATEGY(IES)	ACTIVITY(IES)	WHO	TIMEFRAME	PERFORMANCE MEASURE/DATA SOURCE
Curriculum Mapping: Provide professional development to help staff design, use, evaluate, and revise curriculum maps for ELA.	<p>Create curriculum maps and distribute them to appropriate professional staff.</p> <p>Create study groups, building teams, and department work groups to complete the strategy.</p> <p>Use half days and/or District time to: revise curriculum maps; train/support teachers in effective implementation.</p>	<p>District, BOCES, MHTC, Ossining Staff Development Center Graduate Schools, Consultants, Teachers trained in mapping Techniques, Study Groups, Building Teams, Department/Grade Level Meetings, Curriculum Directors, Turn Key Trainers Literacy Coaches</p>	On-going	<p>Test scores on local school assessments, NYS Report Card, District report of percentage of professional staff attending inservice and other professional development, Actual Curriculum Maps, Teacher Evaluation of Curriculum Maps, Teacher APPR, Lesson Plans</p>

## IMPLEMENTATION PLAN

**Objective #2**

**Instructional Strategies:** All members of the professional staff will be provided with opportunities to learn skills, knowledge, and strategies pertaining to effective instruction of all students. Instructional strategies will be identified in lesson plans and demonstrated in teaching skills.

STRATEGY(IES)	ACTIVITY(IES)	WHO	TIMEFRAME	PERFORMANCE MEASURE/DATA SOURCE
<p>Differentiated Instruction: Provide professional development to help staff design, use, evaluate, and revise teaching techniques pertaining to differentiated instruction.</p>	<p>Attend workshops and courses designed for the District to meet individual student learning needs through differentiated instruction.</p> <p>Create study groups, building teams, grade level teams, and department work groups to increase differentiated instruction class work, assignments and assessments.</p> <p>Individual learning project to differentiate a unit.</p> <p>Action Research</p> <p>Use half days and/or District time to complete these activities</p>	<p>District BOCES Graduate Schools Consultants Department Directors Study Groups Turn-key Trainers Literacy Coaches Collegial Learning Circles Professional Learning Communities</p>	<p>On-going 2007-2010</p>	<p>Individual school assessment data, NYS Report Card, District report of percentage of professional staff attending inservice and other professional development, Teacher APPR, Lesson Plans Designed Graphic Organizers</p>

Objective #2 Continued				
<u>STRATEGY(IES)</u>	<u>ACTIVITY(IES)</u>	<u>WHO</u>	<u>TIMEFRAME</u>	<u>PERFORMANCE MEASURE/DATA SOURCE</u>
<p>Reading &amp; Writing [Non-Fiction/Fiction] across the Content Area: Provide professional development to help staff design, use, evaluate, and revise strategies pertaining to reading and writing in content areas.</p> <p>Math Program Implementation: Provide professional development to help staff design, use, evaluate, and revise math strategies and skills.</p> <p>Social Studies: Provide professional development to help staff design, use, evaluate, and revise DBQs for social studies.</p> <p>Science: Provide professional development to help staff deliver the aligned curriculum to improve student knowledge of Science vocabulary.</p>	<p>Attend workshop and courses designed to seek ways to incorporate reading in content area.</p> <p>Create study groups to develop lessons that incorporate reading/writing in content area.</p> <p>Grade level meetings devoted to content area and pedagogy in Science K-12.</p> <p>Coordinate and attend P/NW BOCES Science 21 workshops.</p>	<p>District BOCES Graduate Schools Consultants Department Directors Study Groups Turn-key Trainers Literacy Coaches Collegial Learning Circles Professional Learning Communities</p>	<p>On-going 2007-2010</p>	<p>Individual school assessment data, NYS Report Card, District report of percentage of professional staff attending inservice and other professional development, Teacher APPR, Lesson Plans Designed Graphic Organizers</p>

<p>Objective #2 Continued</p> <p><b><u>STRATEGY(IES)</u></b></p> <p>Co-teach/Collaborate. Provide professional development to help staff design, use, evaluate effective strategies for co-teaching and collaborative teaching.</p>	<p><b><u>ACTIVITY(IES)</u></b></p> <p>Attend workshops and courses to facilitate discussions regarding Co-Teaching.</p>	<p><b><u>WHO</u></b></p> <p>District BOCES Graduate Schools Consultants Department Directors Study Groups Turn-key Trainers Literacy Coaches Collegial Learning Circles Professional Learning Communities</p>	<p><b><u>TIMEFRAME</u></b></p> <p>On-going 2007-2010</p>	<p><b><u>PERFORMANCE MEASURE/DATE SOURCE</u></b></p> <p>Individual school assessment data, NYS Report Card, District report of percentage of professional staff attending inservice and other professional development, Teacher APPR, Lesson Plans Designed Graphic Organizers</p>
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## IMPLEMENTATION PLAN

**Objective #3**     **Mentoring:**    To provide a mentoring program for all first and second year teachers in the District under the guidance of master teachers/consultants. To provide structured on-going support services to teachers who are new to grade level/subjects.

STRATEGY(IES)	ACTIVITY(IES)	RESOURCES	TIMEFRAME	PERFORMANCE MEASURE/DATA SOURCE
Provide a mentoring program for all beginning teachers to become proficient in all areas of professional development, including the NYS Standards.	Assign a mentor/experienced teacher to guide and nurture a beginning teacher during his/her first and second year of teaching in the Ossining Union Free School District.	Mentor Coordinators Curriculum Coaches Mentor Teachers Building Principals Directors BOCES Consultants	Yearly 2007-2010	Teacher APPR  Assessment developed by mentoring Committee.
Provide New Teacher Orientation for all newly hired staff members.	Newly hired teachers to participate in week-long staff development session.	Mentor Coordinators Curriculum Coaches  Mentor Teachers Building Principals Directors BOCES Consultants	Yearly in August 2007-2010	Teacher APPR  Assessment developed by mentoring Committee.  Surveys completed by new teachers.
Provide support to teachers new to grade level/subject	Training in grade level curriculum.  Assigned planning time with teacher colleagues.	Curriculum Coaches Science 21 Consultants Ossining Staff Development Center	Ongoing, No later than Spring 2008. 2009, 2010	*Teacher survey – formal/informal  Teacher APPR

## IMPLEMENTATION PLAN

**Objective #4**

**Technology:** All members of the professional staff will be provided with opportunities to learn skills, knowledge, and strategies pertaining to technology. This technology will include data analysis, instructional technology, management technology and communication technology. Technology instruction will be identified in lesson plans, demonstrated in teaching skills and utilized in management and communication activities throughout the District.

STRATEGY(IES)	ACTIVITY(IES)	WHO	TIMEFRAME	PERFORMANCE MEASURE/DATA SOURCE
<p><b>Data Analysis:</b> Provide professional development to help staff, use, evaluate, and revise instruction pertaining to data analysis.</p>	<p>Attend workshops and courses designed to:</p> <ul style="list-style-type: none"> <li>. Meet individual student learning needs as defined by student performance data.</li> <li>. Learn how to analyze data to identify strengths and weaknesses of students</li> <li>. Modify curriculum design and instructional delivery techniques.</li> <li>. Learn how to use data to design/revise assessment tools.</li> <li>. Assist teachers in the use of IEP Direct</li> </ul>	<p>Child Study Teams, CSEs District BOCES MHTC Consultants Technology Committee Computer Resource Teacher Ossining Staff Development Center</p>	<p>On-going</p>	<p>Individual school assessment data NYS Report Card, District report of percentage of professional staff attending inservice and other professional development APPR, Lesson Plans, Evidence of Curriculum revisions based on data analysis</p>

Objective #4 Continued				
<u>STRATEGY(IES)</u>	<u>ACTIVITY(IES)</u>	<u>WHO</u>	<u>TIMEFRAME</u>	<u>PERFORMANCE MEASURE/DATA SOURCE</u>
<p><b>Integrate Instructional Technology:</b> Provide professional development to help staff use, evaluate and revise teaching techniques pertaining to instructional technology.</p>	<p>Attend workshops and courses to:</p> <ul style="list-style-type: none"> <li>. Learn how to incorporate technology in instruction and reflect such in lesson plans.</li> <li>. Use application software.</li> <li>. Use and access website Internet links.</li> </ul>	<p>District BOCES MHTC Consultants Technology Committee Computer Resource Teachers Ossining Staff Development Center</p>	<p>On-going 2007-2010</p>	<p>APPR – Lesson Plans created.</p> <p>Anticdotal evidence of students utilizing and accessing technology to support and enhance learning opportunities.</p>