

Holland Central School District  
Organizational Professional Development Plan  
2017-2018

## Holland Central School District Organizational Professional Development Plan 2017-2018

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### **District Mission Statement**

The Holland Central School District's Mission is to let each student become all that they are capable of being in a safe, caring, and supportive environment where schools, home, and the community work in a cooperative partnership.

### **Introduction**

*The Holland Central School District's Professional Development Plan* was developed to support the efforts of teachers and all who work with Holland's children. Through research and ongoing study, our focus is to discover and commit to best practices in education, both in and out of the classroom. It is important to create a strong and positive learning environment for adults as we strive to create this same environment for our students.

The Professional Development Plan committee examined data from a multitude of resources including a teacher survey, school report cards, and student performance results. Using this information the committee concluded that the Holland Central School District will focus on improving student achievement in order to meet the goals outlined in this plan. Professional development topics and opportunities will support these goals. The Professional Development Plan committee will monitor progress and analyze data within the context of Holland's mission statement and goals. This body of evidence will be used to develop future needs assessments and make any necessary revisions to the Professional Development Plan.

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**Professional Development Committee Membership**

Name	Title
Cathy Fabiatos	Superintendent
Laurie Gregory	Director of Curriculum
Carl Guidotti	Jr. Sr. High Principal
Jason Smith	Elementary Principal
Erik Smith	Director of Pupil Personnel Services
Timothy Karches	4 <sup>th</sup> Grade Teacher
Susan Kellner	1 <sup>st</sup> Grade Teacher
Marietta O'Malley	5 <sup>th</sup> Grade Teacher
John Weaver	7-12 English Teacher
Melanie Hulton	7-12 Math Teacher
George Schmidt	7-12 Social Studies Teacher and Parent
Amy DeMario	7-12 Science Teacher
Virginia Schindler	7-12 Family and Consumer Science Teacher

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<b>Name</b>	<b>Title</b>
Carol Propis	7-12 Physical Education Teacher
Danielle DeLude	7-12 Special Education Teacher
Mark Wiech	7-12 Music Teacher and Parent
Susan Mikula	K-6 Art Teacher
Matthew Thormahlen	Counselor
Kathleen Cansick	K-6 AIS Teacher
Sarah Crowe	7-12 Spanish Teacher
Michelle Krieger	Technology Integration Specialist
Michael Jabot	Higher Education Representative

### **New York State Department Regulations and Requirements**

This professional development plan is in compliance with Commissioner Regulations 100.2 (dd) that requires each district and BOCES to collaboratively create professional development plans that are reviewed annually. Additionally, professional development activities outlined in this plan provide teachers with the opportunities needed to meet and maintain the Continuing Teacher Leader Education (CTLE) requirements as defined by The Board of Regents in Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders.

Holland Central School and Erie 2 Chautauqua-Cattaraugus BOCES will provide Professional Certificate holders with certificates acknowledging completion of workshops, trainings, and professional development opportunities qualifying for CTLE credits. Such certificates will include: participant's name, date of workshop, number of hours, topic, and type of activity or program.

## Philosophy

Professional development for faculty and staff members at Holland Central School is a vital component of our commitment to providing the highest quality educational program to students. We are committed to high-quality, research-based professional development to provide ongoing growth for practitioners within our organization, as well as to the assessment of ongoing professional development initiatives. Professional development provided to internal employees is tailored to the needs of the individual district, and building, progresses across grade levels (PreK-graduation) and when appropriate, is continuous and sustained.

We strive to provide professional development in alignment with the New York State Professional Development Standards (<http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>):

1. **Designing Professional Development:** Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
2. **Content Knowledge and Quality Teaching:** Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
3. **Research-based Professional Learning:** Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.
4. **Collaboration:** Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate in a respectful and trusting environment.
5. **Diverse Learning:** Professional development ensures that educators have the knowledge and skills to meet the diverse learning needs of all students.

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6. **Student Learning Environments:** Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
7. **Parent, Family, and Community Engagement:** Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in their children's education.
8. **Data-driven Professional Practice:** Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
9. **Technology:** Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
10. **Evaluation:** Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.



## **Organizational Professional Development Goals**

- 1. The Holland Central School District will provide faculty and staff with the time, training, and resources to implement:**
  - A Workshop Approach (Writer's and Reader's Workshop, Math in Focus, Inquiry-Based Learning, Putnam-Westchester BOCES Social Studies Curriculum)
  - Learning and Teaching Initiative (Office 365, Clear Touch, iPads, iPad Apps)
  - Formative Assessment (Dr.Tate's work, iPad apps)
  - Data Driven Instruction/RTI (eDoctrina, STAR, RTI Core Meetings)
  - Cooperative Learning (Kagan, Core Six, Dr. Tate's work)
  - Differentiated Instruction (Workshop Model, Guided Reading, Targeted Instruction, Using Technology to Personalize Learning)
  - Brain Based Engagement Strategies (Core Six, Dr. Tate's work, Kagan)
  - PBIS and Restorative Practices
  
- 2. The Holland Central School District will provide a variety of professional development opportunities, including in house training and work sessions, conferences, professional learning communities, book studies, and online courses.**
  
- 3. The Holland Central School District will provide professional development that is continuous and includes job-embedded training, such as the modeling of instructional approaches, coaching, etc.**

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### Action Plans

Please see Appendix A for a list of all anticipated workshop topics, trainings, and consultants to be utilized by the district during the 2016-2017 school year.

**Goal 1: To increase the proficiency rate on all NYS 3-8 Assessments and the passing and mastery rates on all Regents assessments**

Objective 1: Implement a student-centered approach to instruction.			
Essential Questions: How will we ensure that students receive instruction that is individualized based on their areas of need?			
Activities and Strategies: Workshop Approach, Cooperative Learning, Differentiated Instruction, and Brain Based Engagement Strategies			
Inputs	Evidence	Responsibility	Timeline
Continued support and coaching for the implementation of Reader's and Writer's Workshop	Grade Level Writing Calendars Teacher Lesson Plans Writing Celebrations Professional Learning Community Minutes Student Writing Samples	Administrators and Teachers	Ongoing
Training for implementation of	Training agendas	Administrators and	Ongoing

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the Math in Focus: Singapore Math curriculum	Grade Level Scope and Sequence Teacher Lesson Plans Observations Professional Learning Community Minutes Student Work Samples	Teachers	
Cooperative Learning	Professional Learning Community Minutes Observations Teacher Lesson Plans	Administrators and Teachers	Ongoing
Promote the utilization of differentiated instruction and support teachers through training to help teachers support student needs.	Observations Teacher Lesson Plans Faculty Meeting Agendas	Administrators and Teachers	Ongoing
Brain Based Engagement Strategies	Professional Learning Community Minutes Observations Teacher Lesson Plans	Administrators and Teachers	Ongoing

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Objective 2: Use processes for data analysis and Response to Intervention that result in an increased level of student achievement.			
Essential Questions: What must we do to ensure we are monitoring student progress and responding to student needs in an effective manner?			
Activities and Strategies: Continue implementation of the district’s K-12 Response to Intervention Plan, provide training in formative assessment techniques, provide time for teachers to analyze data and plan differentiated lessons, and continue to increase the availability of resources for intervention and individualized instruction, along with providing training in how to use those resources.			
Inputs	Evidence	Responsibility	Timeline
RTI training for new teachers and refresher for veteran teachers	Agendas and handouts from new teacher orientation and faculty meetings	Administrators	August 2017 (orientation) and October 2017 (faculty meetings)
Continue to provide release time for teachers to meet with AIS teachers after each STAR benchmark assessment	Schedules, agendas, minutes, and spreadsheets of data used at the meetings	Administrators	September 2017 January 2018 June 2018
Data analysis and planning completed during team time meetings in the elementary	Agendas and minutes from team meetings	Administrators Teachers	At least once per month (during Laurie Gregory’s meetings and any additional

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school			time that is needed)
Data analysis examples presented during faculty meetings at the junior senior high school	Agendas and minutes from faculty meetings	Administrators Teachers	Ongoing
Refresher and introductory trainings on intervention tools available, such as TargetEd, Math in Focus, Leveled Literacy Instruction	Agendas and minutes from faculty meetings	Administrators Technology Integration Specialist	Ongoing
Training and support for implementing formative assessment strategies	Conference Day Agenda (presentation by Dr. Marcia Tate) Technology Project Documents Faculty Meeting Agendas Professional Learning Community Minutes Teacher Lesson Plans	Administrators Teachers Technology Integration Specialists	Ongoing

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**Goal 2: To fully utilize the technology tools available in the district to redefine the way instruction is provided to students.**

**For more details, please see the district technology plan at**

<http://www.holland.wnyric.org/cms/lib/NY19000531/Centricity/Domain/229/HCSA%20Technology%20Plan%202017-18.pdf>

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### Provisions for Mentoring Program

The Holland Central School District Mentoring Program is defined by Board of Education policy, as outlined below:

*All new teachers in the Holland Central School District holding an initial certificate will complete a mentored teaching experience within their first year of employment as a teacher. The purpose of the mentoring program is to provide support for new teachers, retention of teachers, and to increase the skills of new teachers.*

*The mentoring program shall be developed and implemented consistent with any collective bargaining obligation required by Article 14 of the Civil Service Law (i.e., the Taylor Law); however, Commissioner's Regulation does not impose a collective bargaining obligation that is not required by the Taylor Law.*

*In accordance with Commissioner's Regulations, the elements of the mentoring program include:*

Procedure for Selecting Mentors	Interested teachers submit a letter of application to the Director of Curriculum and the administrative team matches mentors to new teachers.
Role of the Mentors	<ul style="list-style-type: none"><li>• Easing transition for new teachers into the classroom</li><li>• Increasing retention of quality teachers</li><li>• Improving skills of new teachers</li><li>• Providing on-site support</li><li>• Encouraging and coaching new teachers to improve student achievement</li><li>• Developing a professional learning community</li></ul>

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Preparation of Mentors	New mentor training is provided. This includes information about their roles and responsibilities as a mentor, in addition to the program requirements and tips for working effectively with their mentees.
Types of Mentoring Activities	Meetings with mentee (weekly or bi-weekly, according to program requirements) Observation of mentee teaching Discussion of mentee's reflection journal Attendance at district mentor program meetings
Time Allotted for Mentoring	½ day of release time and ½ day of summer work time if needed



### **Provisions for School Violence Prevention and Intervention Training**

The Holland Central School District is committed to hiring teachers who have fulfilled the requirements of certification, including participation in workshops covering school prevention and intervention. Such workshops shall consist of at least two clock hours of training that includes but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations, and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

Upon request or determination of necessity, the Holland Central School District will provide refreshers on school violence prevention and intervention.

In instructional settings, the Holland Central School District will also utilize the interpersonal violence prevention education package provided by the State Education Department. These materials will be incorporated as part of the health or other related curricula or programs for students in grades K through 12.

### **Provisions for Teachers Certified in Bilingual and English Language Learner (ELL) Education**

Teachers possessing a Professional certificate in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension under section 80-4.3 of this Title must complete their CTLE hours with a minimum of 50 percent in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.

Holland Central School District teachers will utilize the expertise and trainings provided by the Regional Bilingual Education-Resource Network to fulfill these requirements.

For all other faculty and staff, the Holland Central School District meets\* and will apply for an exemption from the professional development requirements in language acquisition for ELLs.

*\*There are fewer than 30 English language learner students enrolled or English language learners make up less than five percent of the Holland Central School District total student population as of such date as established by the commissioner.*

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### Appendix A

List of anticipated workshop topics, trainings, and consultants to be offered and/or utilized during the 2016-2017 school year which will be available across the Holland Central School District organization where CTLE credit will be awarded.

Type of Training or Event	Provider
Implementation of Math in Focus: Singapore Math	Houghton Mifflin Harcourt
Procedures for Implementing a Professional Learning Community	Holland Central School Administration
New Teacher Induction and Mentoring Program	Mrs. Laurie Gregory, Holland Central School
Implementation of the New York State Science Standards	Dr. Michael Jabot, SUNY Fredonia
The STEM Ecosystem	Ms. Karen Wallace, Buffalo Museum of Science
Writer's Workshop	Mrs. Amy Ludwig Vanderwater
Office 365, Clear Touch, and Technology Integration	Mrs. Michelle Krieger and Mr. Lukas Gill, Holland Central School
Teaching Students with Autism	Mr. Erik Smith and Mrs. Kathy Wylie, Holland Central School
CPI and Crisis Management	Mr. Erik Smith
Reading Units of Study	Mrs. Jeanne Tribuzzi
Formative Assessment in A Brain-Compatible Classroom: How Do We Really Know They're Learning?	Dr. Marcia Tate
School Culture Re-wired	Mr. Todd Whitaker

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Subject Area and Grade Level Regional Forums	Erie 2 BOCES
Regional Workshops	Erie 2 BOCES
CSLO Workshops	Erie 1 BOCES
Regional Scoring Training	Erie 2 BOCES
Kagan Cooperative Learning Training	Kagan (hosted by Erie 2 BOCES)
Arts in Education Training	Young Audiences of Western New York
Various Workshops	Erie- Cattaraugus Teacher Center