



Watkins Glen School District

Professional Development Plan

September 2014-2017

Watkins Glen Central School District

Vision for Professional Development

As a learning organization, the Vision for Professional Development will affect us all in how we work and grow as individuals as we continue to strive for better results in student achievement.

We are committed to being a research-based learning organization in which:

- Raising the level of student achievement is the primary goal.
- Curriculum, instruction, and assessment will guide professional development needs.
- Educational teams work with individuals to set learning goals both individually and as members of a variety of teams.
- Educational teams propose how to achieve individual learning goals based on:
 - the individual's identified needs or content area.
 - department, team or district goals and strategies.
 - State Education Department goals and strategies.
- Resources are allocated through a collaborative process.
- Training is offered in a variety of formats.
- Everyone is accountable for his or her own learning and for supporting the learning organization.

Watkins Glen Central School District

Belief Statement

In the Watkins Glen Central School District we believe that:

- Learning is a life-long process that is purposeful, challenging, stimulating, interesting, and fun.
- It is the responsibility of the whole community to educate our children.
- Children and schools benefit when parents are involved in their children's education.
- Reasonable risk-taking by all is an important part of the educational process.
- The school community values challenge and accountability in a quality education.
- Each individual is unique and has something to offer.
- Children learn in different ways and at different rates, and that different instructional strategies accommodate these differences.
- Respect for self and others is an integral part of the learning process.

Overview

- I. Introduction – the New York State Education Department has mandated that each public school district in the state have a Professional Development plan to ensure that all teachers have substantial opportunity for professional development in order that they remain current with the profession and meet the learning needs of students.
- II. The goal of the Watkins Glen School District Professional Development Plan is to create a culture that supports the:
 - a. Watkins Glen School District’s Vision for Professional Development
 - b. Watkins Glen School District’s implementation of the Common Core Learning Standards
 - c. Watkins Glen School District’s STEM initiative through an inquiry-based model
 - d. Watkins Glen School District’s Belief Statement
- III. The purpose of the Professional Development Plan is to:
 - a. Increase the quality of instruction
 - b. Increase student achievement and learning
 - c. Increase the capacity for all students to meet Common Core Learning Standards
 - d. Instruction reflects addressing skills and application of content
- IV. Plan to increase student achievement and learning can be selected from Strategies for Professional Development (page 6).
- V. Evaluation of the Professional Development Plan:

The plan is successful if the objectives assessed individually and collectively have improved student achievement on the state assessments and through progress monitoring tools such as STAR Enterprise, Dibels, and Running Records.
- VI. Accountability for the Professional Development Plan:

Teachers are to engage in substantial (35 hours) professional development each year. Each teacher is to log (see sample log sheet on pages 9 & 10) their own professional development activities and hours. At the end of each school year (June) the logs are to be submitted to the building principal.

I. Needs Analysis

Professional development needs will be determined by analyzing all students' achievement through both formative and summative assessments.

Teachers will lead the process of data and gap analysis in their designated areas of responsibility.

This will be an ongoing annual, cyclic process completed by all teachers, grade levels and departments, and results will be shared annually at all levels—building, district, and Board of Education.

II. Goal

To be a High Performing School as demonstrated on New York State Exam scores and student growth scores on local assessments.

III. Objectives/Improvement Targets

For each of the following assessments, attain a minimum aggregate overall gain of 3-5% over the three year life of the Professional Development Plan in comparison to the baseline year of the number of students achieving proficiency.

A. Pre-K – Second Grade

1. STAR Early Literacy and STAR Enterprise
2. Dibels
3. Running Records
4. Writing Rubrics from NY State Protocols
5. DIAL 4 - UPK (Spring)

B. Third – Eighth Grades

1. STAR Enterprise
2. State Assessments
3. Running Records
4. Writing Rubrics from NY State Protocols

C. High School

1. STAR Enterprise
2. Regents Exams
3. Writing Rubrics from NY State Protocols

IV. Strategies

- Utilize analysis of summative, New York State assessments and formative, internally-developed assessment and on-going progress monitoring tools. On-going data analysis will be conducted at grade and department level meetings, as well as building leadership team meetings to drive instructional strategies and focus.
- Professional development opportunities will be provided throughout the year.
- Release time will be provided in addition to after school time for team meetings.
- Review of year-end data will drive the focus of professional development in the coming year.

V. Evaluation Standards for Professional Development

The Standards for Professional Development will be determined by evaluation of student assessments and whether they continue to achieve the defined goals as measured by target improvements.

Evaluation of professional development will assess changes in teacher practices, such as:

- use of new learning as demonstrated in lesson/instructional planning.
- classroom application of new learning.
- instructional strategies based on the use of student data.
- use of student data for lesson design.
- improved student learning results.

VI. Mentoring Program

As delineated in the Watkins Glen Faculty Association Contract Agreement for July 1, 2014 – June 30, 2017, Section 129.4: Mentor Teacher/Internship Program – see Attachment B.

VII. School Violence Training

Part of this requirement is accomplished through the teacher certification process prior to hiring. Additional information and training will be provided on an on-going basis through the Dignity for All Students Act (DASA).

VIII. 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.

Watkins Glen 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, Watkins Glen 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 Watkins Glen Central School District total student population as of such date as established by the commissioner.*

ATTACHMENT 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 Watkins Glen Central School District and our BOCES organization where CTLE credit will be awarded.

Course Title	Offered By
Dignity for All Students Act (DASA)	Watkins Glen CSD
CDC Head up Concussion	Watkins Glen CSD
School Tool Training	Watkins Glen CSD
Response to Intervention	Watkins Glen CSD
Inclusion Model	Watkins Glen CSD
Project Based Learning	Watkins Glen CSD
Therapeutic Crisis Intervention (TCI)	Watkins Glen CSD

Course Title	Offered By
The Inquiry Method	Watkins Glen CSD
Standards-Based Report Cards	Watkins Glen CSD
New York State Middle School Conference	NYSMSA
Blended Learning	Watkins Glen CSD
Research Based Instructional Practices	Watkins Glen CSD
RTI Evaluation	Watkins Glen CSD
CPR/AED	Watkins Glen CSD

Course Title	Offered By
Using STAR Assessments to Improve Instruction	Watkins Glen CSD
Maximizing Common Planning Time	Watkins Glen CSD
2016 GST BOCES Administrators' Academy (LIFT)	SIP
2016 Summer Leadership Institute (POVERTY)	SIP
A Framework for Understanding Poverty	SIP
Closing the Reading Gap	SIP
Conducting Instructional Rounds and Use of Protocols	SIP

Course Title	Offered By
EIDEX and Data Analysis	SIP
Effective Models of Co-Teaching	SIP
Engaging Students Living in Poverty	SIP
Fine Tuning Standards-based Report Cards	SIP
Guided Reading for Grades K-6	SIP
Inquiry in a Social Studies Classroom Grades K-12	SIP
Lead Evaluator Training: Re-Certification Teacher Evaluation	SIP

Course Title	Offered By
Lead Evaluator Training: New to Teacher Evaluation	SIP
Leveled Literacy Intervention (LLI) for Grades K-8	SIP
Lead Evaluator Training: Evaluation of Principals	SIP
Meeting Cognitive Demands of the CCLS through Standards-based IEPs	SIP
Professional Learning Community for Middle School Mathematics Teachers	SIP
Professional Learning Community for Mathematics Teachers for Algebra I and II	SIP
Professional Learning Community for Mathematics Teachers for Geometry and Pre-Calculus	SIP

Course Title	Offered By
Reconciling Standards for ALL Students with the Needs of the Individual Student	SIP
Response to Intervention in Grades K-12	SIP
Rethinking Homework	SIP
Standards-based IEPs: More Than Just Buzz Words	SIP
Starting Down the Path of Standards-based Report Cards	SIP
Strategies that Support Inquiry-based Instruction	SIP
SunRise Special: PlanBuilder	SIP
Course Title	Offered By
TCIS Training of Trainers	SIP

Therapeutic Crisis Intervention	SIP
Therapeutic Crisis Intervention Refresher	SIP
Using Data Wise and Student Work Protocols to Help Guide Your Improvement Process	SIP
What is New about the "New" Science Standards Grades K-12	SIP
What Really Matters: Supporting the Needs of Struggling Students in ELA Grades 3-12	SIP
Working with Boys in Crisis	SIP

Course Title	Offered By
Writer's Workshop for Grades K-6	SIP
5 Fabulous Formative Assessment Tools	MODEL SCHOOLS
Adobe Photoshop	MODEL SCHOOLS
Blooming Student Projects	MODEL SCHOOLS
Common Core Open Lab	MODEL SCHOOLS
Creating Classroom Audio Projects with Audacity	MODEL SCHOOLS
Creating Effective Presentations	MODEL SCHOOLS

Course Title	Offered By
Developing a WebQuest with Rigor and Relevance	MODEL SCHOOLS
Digital Age Assessment Tools	MODEL SCHOOLS
Digital Citizenship Skills in the Future-Ready Classroom	MODEL SCHOOLS
Ease on Down the Code Road	MODEL SCHOOLS
Flipchart Fundamentals	MODEL SCHOOLS
Google Classroom	MODEL SCHOOLS
Google Drive for Teachers	MODEL SCHOOLS

Course Title	Offered By
Google Forms in the Classroom	MODEL SCHOOLS
Help Your Students Soar: Crack the Code	MODEL SCHOOLS
Infographics: Display Information in Exciting New Ways	MODEL SCHOOLS
Interactive Whiteboards: ActivInspire Basics	MODEL SCHOOLS
Interactive Whiteboards: Intermediate ActivInspire Skills	MODEL SCHOOLS
Intro to OneDrive	MODEL SCHOOLS
Intro to Scratch: Coding Projects for Kids	MODEL SCHOOLS

Course Title	Offered By
Introduction to Microsoft Office Mix	MODEL SCHOOLS
Introduction to Sway	MODEL SCHOOLS
Introduction to Windows 10	MODEL SCHOOLS
iPad "Appy" Hour: Integrating iPads in Your Classroom	MODEL SCHOOLS
Learn by Creating with Microsoft Publisher	MODEL SCHOOLS
Microsoft OneNote in the Classroom	MODEL SCHOOLS
Office 365 Overview	MODEL SCHOOLS

Course Title	Offered By
OneNote in the Classroom Extension	MODEL SCHOOLS
Pages: Drag and Drop Webpage Builder	MODEL SCHOOLS
QR Codes: Explore the Common Core (iPad Required)	MODEL SCHOOLS
Screencast-o-matic	MODEL SCHOOLS
Snagit--Creating Great Lessons	MODEL SCHOOLS
Symbaloo	MODEL SCHOOLS
Tech Talk-- Yes You Can Code! (And Your Students Can Too!)	MODEL SCHOOLS

Course Title	Offered By
Tech Talk--Google Add-Ons	MODEL SCHOOLS
Tech Talk—NearPod	MODEL SCHOOLS
Tech-Rich Common Core: Search Strategies for Students	MODEL SCHOOLS
Tech-Rich Common Core: Writing Tools	MODEL SCHOOLS
Twitter for Communication and Professional Development	MODEL SCHOOLS
WordPress: Website and Blog Builder	MODEL SCHOOLS
Working with Microsoft Word & Word Online	MODEL SCHOOLS

Course Title	Offered By
Inquiry-Based Science (K-6)	STEM
Inquiry-Based Science (Life Science)	STEM
Inquiry-Based Science (Physical Science)	STEM
Inquiry-Based Robotics	STEM
Inquiry-Based Science (Living Environment)	STEM
Inquiry-Based Science (Forensics)	STEM
Inquiry-Based Science (Physics)	STEM

Course Title	Offered By
Inquiry-Based Science (Chemistry)	STEM
Bringing History to the Classroom	TEACHER CENTER
Every Child's An Author	TEACHER CENTER
Get Excited About Writing	TEACHER CENTER
Mark Twain Summer Teachers' Institute	TEACHER CENTER
Sound Detectives	TEACHER CENTER
The Daily 5	TEACHER CENTER

Course Title	Offered By
Best New Young Adults Books of 2016 and Common Core Non-Fiction	LIBRARY MEDIA
Technology, Networking and Best Practices in a Library Media Center	LIBRARY MEDIA
Collaborative Teaching in the General Education Classroom:	RSE-TASC
CPSE Parent Member Training	RSE-TASC
Creating Quality IEP Goals	RSE-TASC
CSE/CPSE Chairperson Training	RSE-TASC
CSE/CPSE Secretary	RSE-TASC

Course Title	Offered By
Discovering the “Why” Behind Behaviors in Early Education Settings	RSE-TASC
Don’t Let Challenging Behaviors Challenge You!	RSE-TASC
Educational Benefit Self-Review	RSE-TASC
Effective Classroom Practices	RSE-TASC
Functional Behavioral Assessments & Behavior Intervention Plans (FBA/BIP) with Progress Monitoring	RSE-TASC
Getting to Work Based Learning	RSE-TASC
IEP Goals - Special session of IEP Goals with Transition, Behavior, and Progress Monitoring Specialists	RSE-TASC

Course Title	Offered By
Implementing Multi-Tiered Systems of Support (MTSS) for Behavior - Readiness for Positive Behavior Intervention and Supports (PBIS)	RSE-TASC
Indicator 13 Boot Camp and Scheduled Follow-up	RSE-TASC
Living on the Same Page	RSE-TASC
No More Writer’s Block! IEP Work Group	RSE-TASC
Options for Learning: the Continuum of Special Education Services for School Age Students	RSE-TASC
Pathways to Graduation	RSE-TASC
Planning for Behavior Change in Early Education Settings	RSE-TASC

Course Title	Offered By
Progress Monitoring Student Growth: Methods for Evaluating and Defining Instructional Needs	RSE-TASC
Revisiting Testing Accommodations	RSE-TASC
Skills and Achievement Skills and Achievement Commencement Credential: Improving Post-school Opportunities for Students with Severe Disabilities	RSE-TASC
Special Education for Principals: Overview of CSE implementation	RSE-TASC
Standards-based IEP and Gap Analysis	RSE-TASC
Supporting Thinking Skills for Students with Disabilities	RSE-TASC
Technology: Using tablets and accessible instructional materials to enhance instruction	RSE-TASC

Course Title	Offered By
Transition Assessment Makes IEP Writing Easy!	RSE-TASC
Transition for School Leaders: Administrators Need to Know!	RSE-TASC
Transition Work Group	RSE-TASC
Use What You've Got: Structuring Your Environment to Encourage Positive Behaviors in Young Children	RSE-TASC
Veteran CSE/CPSE Chairperson Issues	RSE-TASC
What's Their Plan?	RSE-TASC
Work-Based Learning Roundtable - Conversation to Action	RSE-TASC

ATTACHMENT B

129.4 Mentor/Teacher/Internship Program

The Watkins Glen Central School District and the Watkins Glen Faculty Association agree to participate in a teacher mentoring program. The parties also agree to adapt the program, through future memoranda, to meet the State Education Department Requirements effective in February, 2004.

PROCEDURES

- A. A committee made up of three teachers from the building, appointed by the Association, and the building administrator will select and match the mentor with the teacher. These committee members will be paid in accordance with Article 102.4 E, of this agreement.
- B. When selecting mentor teachers, the committee will ensure that each mentor has:
 1. Volunteered to be a mentor;
 2. Tenure in the District;
 3. An awareness of the subject matter/curriculum;
 4. Knowledge of instructional/learning theory;
 5. Demonstrated transferal of theory into practice;
 6. Effective interpersonal communication skills;
 7. An understanding of the concept and value of continuous professional development;
 8. An understanding of the importance of Confidentiality.
- C. It shall be responsibility of the Teacher Mentor Committee to assign a mentor to assist those teachers with less than two years' experience. Once assigned, the committee will provide each new mentor with training. The mentor needs to meet with the new teacher to develop a mentoring program which is consistent with the program guide.
- D. Wherever possible the Teacher Mentoring Committee shall match the mentor and the new teacher in each of the following areas:
 1. Tenure area
 2. Certification
- E. The mentor and the building administrator will plan for release time when the mentor may observe the teacher and assist in classroom/curriculum planning. This shall not conflict with the mentor's lunch and preparation periods.
- F. CONFIDENTIALITY
 1. Consultations and observations within the Teacher Mentoring Program shall be advisory and confidential and will in no manner whatsoever be evaluative. The evaluation of the teacher's performance will remain the responsibility of the appropriate administrator in accordance with the provisions of the negotiated agreement.
 2. The performance of a member of the bargaining unit as a mentor will in no manner whatsoever be evaluated by the teacher being mentored and/or effect in a negative manner his/her evaluation as a teacher.

A. IMMUNITY

No bargaining unit member who participates in the Teacher Mentoring Program either as a committee member or as a mentor may be required to appear at any disciplinary or termination hearing to testify regarding a teacher's involvement in the Mentoring Program.

ATTACHMENT C

Professional Development Log

Teachers are to engage in substantial (at least 35 hours) professional development each year (July to June). Each teacher is to use the attached log to record their own professional development activities and hours over the course of the year, July to June. At the end of each school year, the logs are to be submitted to the building principal. This information will be used by the district to meet the requirements of the State for participation in professional development, by the Professional Development Team to assess the effectiveness of the district's Professional Development Plan, and by the District Staff Development Committee to guide professional development opportunities for staff.

Board Adoption: November 17, 2014

Professional Development Planning Committee

Nan Woodworth-Shaw – Director of Instruction & Student Services

Kai D’Alleva – High School Principal

Kristine Somerville – Elementary School Principal

Mary DeBolt – High School Math

Daphne Holland – Grade 4 Math/Science

Trish Ervay – Instructional Support Teacher

Alex Richmond – High School Social Studies

Sarah Woodward – High School Special Education

Tammy Kellogg – High School English

Alice Conklin – Grade 5 ELA/Social Studies

Lori Zebrowski – UPK

Amy Miller – Elementary Special Education

Patti Smith – Grade 2

Sally Cocca – Grade 2

Liam O’Kane – High School English