

SOUTH ORANGETOWN CENTRAL SCHOOL DISTRICT

PROFESSIONAL DEVELOPMENT PLAN

Adopted: 1999
Revised, updated and Approved: 2005, 2006, 2007
Submitted for approval: July 1, 2008

CONTENTS

Introduction

Committee

Professional Development Plan

Appendices

- a. Information on the New York State Professional Development Plan**
- b. Mission Statement of the South Orangetown Central School District**
- c. New York State Learning Standards**
- d. New York State Teacher Standards**
- e. Annual Professional Performance Review**
- f. Student Assessment Data – Grades 4, 8, and Regents**

INTRODUCTION

The work described in this document was undertaken by the District's Professional Development Committee beginning Fall 2005. The Committee reviewed the requirements of the Commissioner's Regulations, the existing SOCSO PDP, and the current needs of the students in order to revise a Plan that is responsive to student and teacher needs. This document represents the mechanism by which Professional Review and Professional Development will move forward in this District. The Committee believes that quality results will be attained not only by means of the document, but also by the quality of thinking, cooperative dialogue, and collaboration that takes place within this structure.

COMMITTEE

Chairperson

Dr. Jane Sandbank, Deputy Superintendent – South Orangetown Central School District

Administration

Michael Fiorentino, Principal – Cottage Lane Elementary School

Heidi Hill-McDowell, Assistant Principal – Wm. O. Schaefer Elementary School

Dr. William Lee, Principal – Tappan Zee Elementary School

Sheila Silverman, Assistant Principal – Tappan Zee High School

James Willis, Director of Human Resources – South Orangetown Central School District

Marianne Zarcadoolas, Assistant Principal – South Orangetown Middle School

Parent Representatives

Linda Ewig, SOMS PTA

Denise Jensen, TZHS PTA

Michelle Jones, SOCES PTA

Micki Leader, SEPTA

Teachers

Mary Ceccolini – Tappan Zee High School

Carole DeVisser – Wm. O. Schaefer Elementary School

Danelle Greene – South Orangetown Middle School

Sunita Hill – Tappan Zee Elementary School

Charles Yassky – Cottage Lane Elementary School

SOUTH ORANGETOWN CENTRAL SCHOOL DISTRICT

Professional Development Plan

Our Professional Development Plan contains five components: *Preamble, Student Needs, Goals and Objectives, Implementation, Evaluation.* At the end of the Plan, there is a reference section aligning goals and objectives with suggested evaluation tools.

The District's professional development activities should be keyed to one or more objectives of the Professional Development Plan. When conceived, professional development activities must include an indication of which evaluation activities will be used to determine the extent that objectives were achieved. When professional development activities are completed, evidence will be provided on how the objectives were achieved.

Each year, the Professional Development Team will review activities directed at achievement of goals and recommend adjustments or changes in the Plan.

Preamble:

Teachers will meet the needs of all students by continually re-examining their beliefs, actions, programs and expectations. A broad range of both quantitative and qualitative evaluation tools may be employed to measure and monitor student success.

Student Needs:

Student needs are viewed as positive needs rather than as deficiencies.

1. Students need to be actively engaged and self-reliant learners.
2. Students need to be critical thinkers and problem solvers.
3. Students need to be effective communicators.
4. Students need to develop intellectual curiosity and a love of learning.
5. Students need to acquire knowledge and understanding.
6. Students need to appreciate and experience the social context of learning and growing.
7. Students need to have opportunities and supports that will enable them to reach their fullest potential.

Goals and Objectives:

Goals are aligned with New York State Learning Standards, New York State Teacher Standards, New York State Performance Review Criteria, and the South Orangetown APPR (Annual Professional Performance Review). See Appendix.

Goal 1: Teachers will support their students in becoming responsible, self-reliant, and life-long learners.

Objective 1: Teachers will help students acquire information that will enable them to understand and contribute to our changing world.

Objective 2: Teachers will help students learn the skills to locate, process, and apply information of all types in order to solve problems and/or acquire knowledge.

Objective 3: Teachers will enhance students' abilities to use technology effectively.

Objective 4: Teachers will exhibit proficiency in technology integration in order to enhance students' abilities to use technology effectively.

Goal 2: Teachers will engage students in learning within and across the disciplines and help students understand how the subjects they study can be used to explore important issues in their lives and the world around them.

Objective 1: Teachers will emphasize conceptual understanding and critical thinking within a challenging curriculum.

Objective 2: Teachers will help students extend and refine their problem-solving abilities.

Objective 3: Teachers will address the interconnectedness of subject disciplines and the relationship of those subject disciplines to the world beyond the classroom.

Goal 3: Teachers will address the needs of all learners.

Objective 1: Teachers will differentiate instruction based on the needs of learners by applying current educational research, by drawing on their knowledge of child development, and by providing students with multiple paths to learn the central concepts in each discipline.

Objective 2: Teachers will understand, develop, and utilize appropriate alternative assessment tools.

Objective 3: Teachers will support each student's individuality by encouraging students to assume responsibility for learning more about themselves and by supporting their pursuit of new and challenging experiences.

Objective 4: Teachers will create, assess, select, and adapt a rich and varied collection of resources.

Objective 5: Teachers will integrate content and skills in their subject areas so that students will be technologically proficient in their ability to access information in the 21st Century.

Goal 4: Teachers will create a community of learners.

Objective 1: Teachers will help students develop intellectual curiosity and a love of learning.

Objective 2: Teachers will establish a caring, stimulating, and safe school community where students can take intellectual risks and practice democratic principles.

Objective 3: Teachers will foster students' social, emotional, and ethical growth with particular attention to the development of respect for individual and group differences.

Objective 4: Teachers will draw on resources such as other staff, community members and students to support learning.

Objective 5: Teachers will work to create positive relationships with families in the education of their children.

Objective 6: Teachers will improve their own practice through self-assessment, collegial interactions, and thoughtful reflection.

Implementation Component:

Implementation of the plan will follow the process below. Each year, it is intended that teachers' professional growth activities will be aligned with specific goals and objectives as delineated in the Plan.

The District administration and/or the Professional Development Team will decide on specific activities to achieve the defined goals and objectives. These activities will become part of the District's professional development opportunities. Or,

Building administrators and/or building teams may decide on specific activities to achieve plan objectives. Or,

Individual teachers may design professional development activities keyed to the achievement of specific objectives.

Implementation will occur through one or more of the following activities. All of the objectives and goals in the plan can be achieved through the use of one or more of these implementation techniques. A key to successful implementation is thoughtful and reflective consideration of one's teaching and learning experiences.

- A. Professional Development
 - a. In-service course work
 - b. Graduate course work
 - c. Workshops and conferences
 - d. Mentor program
 - e. Staff development days
 - f. Work with consultants or District instructional resource team
 - g. School/University partnerships

- B. Inquiry
 - a. Action research
 - b. Study groups/Critical Friends groups
 - c. Data collection and analysis
 - d. Library and technology-based research

- C. Observation and Evaluation
 - a. Administrative observation and evaluation
 - b. Peer observation and peer coaching
 - c. Video self-assessment

- D. Guided Individual Staff Development
 - a. Peer collaboration
 - b. Individual projects
 - c. Individual professional growth initiatives
 - d. Reading/Text-based discussion
 - e. Portfolios
 - f. Examination of teacher and student work
 - g. Participation in professional networks
 - h. Participation in virtual learning communities
 - i. Participation in National Board Certification process
 - j. Supervision of student teachers
 - k. A reflective journal

Time requirements: Teachers holding the new Professional Certificates (after 2004) will be required to complete 175 hours of professional development work every five years. Faculty meetings will constitute 10 hours of professional development per year.

Evaluation Component:

The intent of this plan is to provide for a variety of methods to assess progress toward achieving the goals of the Professional Development Plan. Each professional growth endeavor must have an evaluation component.

In general, the following tools are available to assess progress toward achievement of goals and objectives.

- Administrative observation and evaluations
- Peer observations
- Portfolio review
- Action research
- Student interviews and surveys
- Analyses of student work
- Teacher interview and surveys
- Test data analyses (Disaggregated and longitudinal data)
- Behavioral data analyses
- Local assessments
- New York State and other standardized assessments, such as SAT and AP results
- Curriculum analyses
- Consultant review/Tristate review
- District/School Report Card
- BEDS Data

Specific tools are recommended to assess achievement of specific objectives. These are aligned with goals and objectives.

APPENDIX A

New York State Professional Development Plan

APPENDIX B

SOCSD Mission Statement

APPENDIX C

New York State Learning Standards

APPENDIX D

New York State Teacher Standards

APPENDIX E

SOCSD Annual Professional Performance Review

SOUTH ORANGETOWN CENTRAL SCHOOL DISTRICT

MISSION STATEMENT

In a rapidly changing world, the South Orangetown school community affirms its positive vision of the future by providing a safe and a caring environment where the excitement of teaching and learning is shared by all, and where we encourage and nurture the uniqueness of each child.

Through diverse and challenging programs, we promote high academic standards, creative and critical thinking, self-respect and respect for others, and acceptance of our responsibilities in a global society.

We are committed to fostering a love of learning in our students.

New York State's Professional Development Plan

The Professional Development Plan (PDP) is a requirement of New York State Education Commissioner's Regulations. Its purpose is: to improve the quality of teaching and learning by ensuring that all teachers participate in substantial professional development to meet the learning needs of their students. An important feature of the PDP is that professional development must be linked to improved outcomes for students.

The Plan must include a needs analysis, goals, objectives, implementation strategies, activities, and evaluation standards. The Professional Development team reviewed data related to student achievement and determined that our District would be best served by a plan that addressed generic and positive student needs rather than student deficiencies.

We also determined to develop relatively broad goals and objectives to encompass a range of professional development opportunities directed at the student needs. Given that the goals are broad, the evaluation activities are suggestive and intended to be made more specific as specific professional development projects are conceived.

It is expected (and required by Regulation) that all teachers will participate in professional development activities each year through one or more of the mechanisms specified in the implementation component. It is also expected that each professional development activity – whether created at the district level, building level, or by individual teachers – will specify the goals and objectives that are being addressed and the manner by which the participants will know if the objective was achieved.

It is envisioned that the Professional Development Plan along with the Annual Professional Performance Review (APPR) will integrate professional development and teacher review toward the common goal of improved student outcomes.

Highlights of the State Plan

Goals of the Professional Development Plan

- To improve the quality of teaching and learning
- To meet the learning needs of students

Objectives of the Plan

- To increase professional development
- To be based on teachers' needs – not wants
- To be tied to student achievement
- To provide for participation in planning
- To coordinate planning process
- To strengthen evaluation

Professional Development Plan Required Components

- Needs analysis
- Goals
- Objectives
- Strategies
- Activities (Implementation)
- Evaluation standards

Professional Development Plan

For all teachers:

- Provides substantial professional development
- Is aligned with students' learning needs and teacher capacity
- Participation is expected
- Is aligned with NYS learning standards
- Is articulated across grade levels
- Is continuous and sustained
- Indicated how effectiveness is determined

For new teachers (entering 2/2/04 and after):

- Provides 175 hours of participation every five years to maintain Professional Certification

Members of the Professional Development Team

- Appointed according to Board of Education policy
- Must have a majority of teachers (appointed by bargaining unit)
- Must include Superintendent or designee
- Must include school administrators (selected by bargaining unit)
- Must include at least one parent (selected by parent group)
- Must include a curriculum specialist
- A higher education representative (where feasible)

Professional Development Team Schedule

- Has 180 days to develop a Plan
- Must convene prior to October 8, 1999
- First year for Plan implementation: September, 2000

Board of Education Role and Schedule

- Board of Education may accept or reject plan in whole or in part
- Professional Development Team must resubmit revised components by 6/1/00
- BOE must act on Plan by 6/30/00
- Plan must be in place by 9/1/00
- Plan must be reviewed annually or multi-plan must be reviewed annually by the Professional Development Team

Reporting Requirements

Superintendent assures:

- That the District has complied with the PDP requirement in the current year
- That the District has a plan in place for the succeeding year

Commissioner may request a copy of the PDP and recommend changes

Other Provisions

- Voluntary participation by teachers for after-school hours or subject to collective bargaining
- Variance for districts with existing contracts which conflict with regulations

APPENDIX F

Student Assessment Information: Grades 4, 8, and Regents

Evaluation Component

**SOUTH ORANGETOWN CENTRAL SCHOOL DISTRICT
Professional Development Plan: 2009**

Goal # 1: Teachers will support their students in becoming responsible, self-reliant, and life-long learners.
(Align with literacy goals and 21st Century goals 09 -10)

OBJECTIVE	ACTIVITY	WHO/WHEN	EVALUATION: PERFORMANCE MEASURE/DATA SOURCE
Teachers will help students acquire information that will enable them to understand and contribute to our changing world.	Faculty/Dept. meetings, Supt. Conf. Day activities, in-service/graduate courses, workshops/conferences, consultants	All teachers -- On-going <ul style="list-style-type: none"> ▪ <i>Supt. Conf. Day agenda</i> ▪ <i>Faculty mtg. agenda</i> ▪ <i>Department Meetings</i> ▪ <i>Team Meetings</i> ▪ <i>Recycling District-wide</i> 	Local and NYS assessments Performance assessments
Teachers will help students learn the skills to locate, process, and apply information of all types in order to solve problems and/or acquire knowledge.	Instructional technology training at District and building level In-service classroom and on-line	All teachers On-going <ul style="list-style-type: none"> • <i>Videostreaming</i> • <i>iPod project</i> • <i>Videoconferencing</i> • <i>Web Literacy (Alan November – Library Project)</i> 	APPR, Performance Assessments: Student projects, reports, presentations <ul style="list-style-type: none"> • Project-based Performance Event • Technology-based Projects
Teachers will enhance students' abilities to use technology effectively.	Develop long-range technology training plan with scope and sequence based on ISTE standards	Technology Task Force, Spring 2006 – 2007/2008 - 2009 <ul style="list-style-type: none"> ▪ <i>SOCSD Superintendent's Conference Day Training</i> 	Performance Assessments Evaluation of student work <ul style="list-style-type: none"> • <i>Smartboard training</i> • <i>Senteo Pilot</i> • <i>Airliners</i> • <i>iPod Project</i>
Teachers will exhibit proficiency in technology integration in order to enhance students' abilities to use technology effectively.	APPR, professional development as described above	All teachers On-going <ul style="list-style-type: none"> ▪ <i>Video Conferencing Training</i> ▪ <i>Smartboard Technology</i> ▪ <i>Senteo project</i> ▪ <i>Performance Pathways</i> ▪ <i>Technology Integration Pilot at WOS 08 - -09</i> 	Performance assessment Student work <ul style="list-style-type: none"> • <i>APPR</i> • <i>Goal review</i> • <i>Smartboard Training questionnaire</i>

SOUTH ORANGETOWN CENTRAL SCHOOL DISTRICT
Professional Development Plan: 2009

Goal #2: Teachers will engage students in learning within and across the disciplines and help students understand how the subjects they study can be used to explore important issues in their lives and the world around them.

OBJECTIVES	ACTIVITY	WHO/WHEN	EVALUATION: PERFORMANCE MEASURE/DATA SOURCE
Teachers will emphasize conceptual understanding and critical thinking within a challenging curriculum.	Professional development in UBD NTI (New Teacher Institute) Curriculum Mapping Performance Pathways adoption	All teachers - On-going <ul style="list-style-type: none"> ▪ <i>Litlife work (K-5)</i> ▪ <i>New Teacher Institute</i> ▪ <i>School-wide resources (K-5)</i> ▪ <i>Curriculum Map audit K-12</i> 	Local/State assessments Performance assessments <ul style="list-style-type: none"> • <i>Improving Reading and Thinking Strategies</i> • <i>AP audit</i> • <i>Curriculum Mapping work</i>
Teachers will help students extend and refine their problem-solving abilities.	Professional development activities Critical Friends Groups Dept./Inter-departmental/ Articulation meetings Socratic Training Emotional Literacy Training	All teachers On-going <ul style="list-style-type: none"> ▪ <i>Mentor/Mentee work</i> ▪ <i>Faculty Meetings</i> 	Local/State assessments Performance assessments <ul style="list-style-type: none"> • <i>Litlife K-5</i> • <i>Schoolwide K-3</i> • <i>HS/MS Department meetings</i> • <i>Elementary cadre meeting</i>
Teachers will address the interconnectedness of subject disciplines and the relationship of those subject disciplines to the world beyond the classroom. (Special emphasis on reading and writing in all curricular areas)	<ul style="list-style-type: none"> • Implementation plan of Tristate recommendations at District & building level • Curriculum review • Kathy Mason Collaboration Assessment – looking at student work 	All teachers/administration On-going <ul style="list-style-type: none"> ▪ <i>ELA Leadership Team K-12</i> ▪ <i>Content Area Teams – TZE – Science, Math, ELA, SS</i> ▪ <i>Math Leadership Team K-12</i> ▪ <i>G/T Leadership Team</i> ▪ <i>Teacher Teams/Administrators with Kathy Mason</i> ▪ <i>We the People</i> 	<ul style="list-style-type: none"> • <i>Superintendent Conference Day – March – Technology integration</i> • <i>Curriculum Review Rubric</i>

SOUTH ORANGETOWN CENTRAL SCHOOL DISTRICT
Professional Development Plan: 2009

Goal #3: Teachers will address the needs of all learners. (Align with meeting needs of diverse learners and responsibility goals 09 – 10)

OBJECTIVE	ACTIVITY	WHO/WHEN	EVALUATION: PERFORMANCE MEASURE/DATA SOURCE
Teachers will consistently differentiate instruction based on the needs of learners by applying current educational research, by drawing on their knowledge of child development, and by providing students with multiple paths to learn the central concepts in each discipline.	Professional development in Differentiated Instruction, learning styles, models of co-teaching, Smart Board integration, brain-based learning, G/T	All teachers - On-going <ul style="list-style-type: none"> ▪ <i>Differentiated workshops</i> ▪ <i>RTI</i> ▪ <i>Balanced Literacy</i> ▪ <i>G/T Rockland Consortium</i> ▪ <i>Before school and during school Book Club (SOMS)</i> 	State & local assessments Disaggregated data analysis Graduate/college data
Teachers will understand, develop, and utilize appropriate alternative assessment tools. Performance data will include: teacher-developed tests and other formative assessments, observations of student learning, student work. School developed/administered assessments and State tests will be used by teachers to analyze student learning.	Professional development in UBD <ul style="list-style-type: none"> ▪ Workshops in assessment ▪ Performance-based assessment development 	All teachers On-going <ul style="list-style-type: none"> ▪ <i>Data training all teachers K-12</i> ▪ <i>Data analysis workshops – Performance Pathways</i> 	Evaluation of student work, projects, etc. <ul style="list-style-type: none"> • <i>Collaborative analysis of student work</i> • <i>Develop data portfolio and District-wide data analysis plans.</i> • <i>BOCES data analysis</i>
Teachers will support each student's individuality by encouraging students to assume responsibility for learning more about themselves and by supporting their pursuit of new and challenging experiences.	<ul style="list-style-type: none"> • Develop student reflection activities • On-going implementation of character ed programs – development of new courses 	All teachers On-going <ul style="list-style-type: none"> ▪ <i>Building Teams</i> 	Student work, especially writing TZHS – Course selection Co-curricular and extra-curricular activities. <ul style="list-style-type: none"> ▪ <i>Project Lead The Way-Year II</i> • <i>Integrated – Geometry/Integrated Algebra/Trig</i> • <i>Honors Courses - TZHS</i>
Teachers will create, assess, select, and adapt a rich and varied collection of resources. These resources will be shared with colleagues.	Develop and communicate school & District resources, on-line and electronic networks, partnerships with professional organizations, etc.	Teachers/administration On-going <ul style="list-style-type: none"> ▪ <i>Website</i> ▪ <i>SOCSD Wiki</i> ▪ <i>RTI</i> 	Multiple measures of student performance <ul style="list-style-type: none"> • <i>SOCSD Wiki</i> • <i>RTI Resources</i>
Teachers will integrate content and skills in their subject areas so that students will be technologically proficient in their ability to access information in the 21 st Century.	UBD – continue professional development Technology/integrated training; use of internet, webquests/podcasts, wikis	Teachers/administration - On-going <ul style="list-style-type: none"> ▪ <i>Smartboard Training, K-12</i> ▪ Superintendent's Conference Day 	State & local assessments Technology assessments?

**SOUTH ORANGETOWN CENTRAL SCHOOL DISTRICT
Professional Development Plan: 2009**

Goal #4: Teachers will create a community of learners. Align with fostering a respectful environment 09 – 10)

OBJECTIVE	ACTIVITY	WHO/WHEN	EVALUATION: PERFORMANCE MEASURE/DATA SOURCE
Teachers will help students develop intellectual curiosity and a love of learning.	Professional development in instructional strategies that support student engagement	All teachers On-going <ul style="list-style-type: none"> ▪ <i>Mini-grants</i> ▪ <i>National History Day content</i> ▪ <i>PTA Reflections</i> ▪ <i>Science Olympiad</i> ▪ <i>Blogs District-wide and Wikis</i> ▪ <i>MuFest – TZHS/CLE</i> 	Performance assessments <ul style="list-style-type: none"> • <i>National History Day winners</i>
Teachers will establish a caring, stimulating, and safe school community where students can take intellectual risks and practice democratic principles.	Continue to develop character education, anti-bullying programs and training	All teachers -- On-going <ul style="list-style-type: none"> ▪ <i>RTI K-12</i> ▪ <i>Student initiated clubs</i> 	Data analysis of school tone, discipline incidents, etc. <ul style="list-style-type: none"> • <i>Assess impact of programs.</i> • <i>RTI data</i>
Teachers will foster students' social, emotional, and ethical growth with particular attention to the development of respect for individual and group differences.	SOS training See above #2 Respect & Responsibility curriculum	All teachers On-going <ul style="list-style-type: none"> ▪ <i>SOCASA</i> ▪ <i>SOS – K-8</i> ▪ <i>Assembly Programs—Charlie Caps</i> ▪ <i>Read alouds – TZE and CL</i> ▪ <i>Reward systems</i> 	<ul style="list-style-type: none"> ▪ Peer leadership ▪ Awards – Student of the Month ▪ Golden Lunch Box and Golden Bus Awards
Teachers will draw on resources such as other staff, community members and students to support learning.	Develop Professional Learning Community	All teachers/Parents/Community - On-going <ul style="list-style-type: none"> ▪ <i>Poetry Workshop (CL)</i> ▪ <i>Videoconferencing between buildings</i> ▪ <i>Teachers (50) and administrators facilitating workshops?</i> ▪ <i>D.A.R.E.</i> ▪ <i>SOCASA</i> ▪ <i>We The People</i> 	School/home/community partnerships, curriculum development and implementation <ul style="list-style-type: none"> • <i>PTA Reflections program</i>
Teachers will work to create positive relationships with families in the education of their children.	Coffee chats, telephone, written and electronic communication, conferences, PTA activities, workshops	All teachers/administrators - On-going <ul style="list-style-type: none"> ▪ <i>Principal Chats</i> ▪ <i>PTA Meetings</i> ▪ <i>Meet the Teacher Nights</i> ▪ <i>Parent Conferences</i> ▪ <i>Powerschool Portal</i> ▪ <i>School Newsletter</i> ▪ <i>Parents and students together</i> ▪ <i>Blogs and Wikis</i> 	Reduction in parent complaints; increase in parent support
Teacher will improve their own practice through self-assessment, collegial interactions, and thoughtful reflection.	Reflective practice activities	All teachers/administrators - On-going <ul style="list-style-type: none"> ▪ <i>Study Groups –Cottage Lane: Writers Workshop study group</i> ▪ <i>Writers Workshop (1 – 2)</i> ▪ <i>Model sites in WOS/TZE</i> ▪ <i>Collaboration Examination of student work K-12</i> ▪ <i>Joint study group projected (08-09)</i> ▪ <i>Joint department meeting (TZHS/SOMS)</i> 	Multiple measures of student achievement data