

Phoenix Central School District



Professional Development Plan

2021-2024

Committed to an educational program that promotes
academic excellence and personal growth for all students

Professional Development Plan

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Phoenix Central Schools Professional Development Team

Name	Title (Grade Level)	Representing
Christopher Byrne	Superintendent	Superintendent
Nicole Covell	Executive Director of Instruction and Personnel	Superintendent Designee
Tim Ristau	Professional Development Coordinator	Administration
Brett Doody	Elementary Principal	Administration
Jessica Ariola	Middle School Principal	Administration
Thom Bailer	High School Principal	Administration
TBD	TBD MAM Teacher (x2)	Teachers' Association
TBD	TBD MAM TA & Student Services Rep	Teachers' Association
TBD	TBD EJD Teacher (x2)	Teachers' Association
TBD	TBD EJD TA & Student Services Rep	Teachers' Association
TBD	TBD JCB Teacher (x2)	Teachers' Association
TBD	TBD JCB TA & Student Services Rep	Teachers' Association
TBD	Instructional Specialist	Teachers' Association
TBD	PFO Representative	Parent Faculty Organization
Liane Benedict	Staff Development Coordinator	CiTi BOCES

Summary of Professional Development Team Composition:

Superintendent or Superintendent Designee (2)

Administrative and Supervisory Association (3)

Teachers' Association (9-12)*

* District administration will work with the PCSTA to have comprehensive group representation from each building.

Higher Education (TBD)

BOCES (1)

Parent Faculty Organization (1)

Introduction

As stipulated in Part 100 of the Commissioner's Regulations, the Phoenix Central School District convened a team of teachers, administrators, a parent, a BOCES representative and a higher education representative to create a Professional Development Plan. The members of the Professional Development Committee appreciate and respect that this plan is a fluid document based on the district's needs, resources and available opportunities.

The purpose of this three-year plan is to improve the quality of teaching and learning by ensuring that teachers, teaching assistants and long-term substitute teachers participate in substantial professional development to remain current with their profession as they help all students meet or exceed state and local standards. The intent of this plan is to offer faculty and staff members professional development guidance and a menu of approved professional development opportunities. Such opportunities may be offered in a variety of formats, and by multiple providers, as articulated in this plan.

This plan will be reviewed, updated and approved annually by both the District Professional Development Team and the Board of Education in accordance with the Commissioner's Regulations Section 100.2 (dd).

(The information contained in this Introduction has been paraphrased from the State Education directive concerning Professional Development Planning.)

Alignment to NYS Common Core State Standards / Assessments and Students Needs

The Committee designed this Plan to align our professional development to State Standards /
Assessment and student needs by:

- Analyzing student assessment data in multiple content areas
- Analyzing student demographic data (enrollment, attendance, dropouts, graduation rates, course grades, etc.)
- Analyzing PreK-12 Curriculum
- Analyzing staff input from the development of our Comprehensive District Education Plan, Comprehensive District Education Plan, and input from our Staff Development Day Surveys
- Incorporating the Board of Education, district and building goals, which are directly linked to State standards and assessments and to students' course of study

The highest priorities for professional development in the district are those that have the greatest impact on increasing student achievement and improving teacher instruction.

District Mission

The Phoenix Central School District is committed to a challenging educational program that promotes academic and personal growth for all students. Each student will become a confident, productive, responsible individual with a strong academic foundation, and the ability to make positive ethical choices. Our goal is to cultivate a sense of pride, character, and accountability in our students and community. The Board of Education, staff, parents, students, and community share responsibility for this mission.

Professional Development Goals

1. To provide professional development that is integrated with the district's Comprehensive District Education Plan and/or part of district/school-wide improvement goals.
2. To provide professional development based on faculty / staff needs and state mandates.
3. To offer the most successful, research-based professional development geared towards building a strong foundation in subject content and methods of teaching while entirely focused on increasing student achievement.
4. To ensure professional development is driven by disaggregated student data.
5. To increase active participation in up-to-date technology training to ensure our students are receiving curriculum and instruction that is competitive in the 21st Century.
6. To provide ongoing (not one-time) professional development with planned follow-up support used to develop, implement and reflect upon instructional activities.
7. To provide sufficient time and resources to faculty and staff to implement professional development.
8. To provide a safe learning environment for all students and staff.

Required Professional Development / Certification Requirements

Under Commissioner's Regulations Subpart 80-6, effective July 1, 2016, holders of Professional teaching certificates and Level III teaching assistant certificates are required to complete ongoing professional development in order to maintain such certification - "100 clock hours of acceptable CTLE during the registration period". Holders of these certificates will have access to the full range of opportunities, activities and events identified in this plan. District Administrators, with the help of our on-line professional development management program, My Learning Plan, will assist certificate holders in monitoring and tracking their professional development hours and in designing and carrying out a plan to ensure compliance with the aforementioned requirements.

Educators acting as a mentor to a new classroom teacher as part of a school district's or BOCES' mentoring program may, at the discretion of the school district or BOCES, credit up to 30 hours of such time towards their CTLE requirement in each five-year registration period. Educators acting as a mentor to a teacher candidate may, at the discretion of the school district or BOCES, credit up to 25 hours of such time towards their CTLE requirement in each five-year registration period.

A CTLE certificate holder who holds 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 Part, shall be required to complete a minimum of 50 percent of the required CTLE clock hours 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. All other CTLE certificate holders a minimum of 15 percent of the required CTLE clock hours shall be dedicated to language acquisition addressing the needs of English language learners, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for such English language learners; and

(iii) for a CTLE certificate holder who holds a level III teaching assistant certificate, a minimum of 15 percent of the required CTLE clock hours shall be dedicated to language acquisition addressing the needs of English language learners and integrating language and content instruction for such English language learners.

Exemption or modification of language acquisition requirements:

For a teacher or school leader who is employed by an applicable school with an approved exemption pursuant to section 154-2.3(k) of this Title because there are fewer than 30 English language learner students enrolled or English language learners make up less than 5 percent of the applicable school's total student population as of a date as established by the commissioner, the teacher or school leader shall be exempt from the language acquisition CTLE requirements prescribed in this subdivision for each such year that they are employed in an applicable school with an approved exemption.

(ii) A school district business leader who is employed by an applicable school shall be exempt from the language acquisition CTLE requirements prescribed in this subdivision for each such year that they are employed in a school district or BOCES. Instead, a school district business leader shall complete a minimum of 15 percent of the required CTLE clock hours dedicated to the needs of English language learners and Federal, State and local mandates for English language learners.

Professional Development Time Analysis

The following chart represents the number of hours a staff member will be involved with professional development on an annual basis. This may include the planning, delivery, application and/or evaluation of professional development activities.

	NYS Required Every 5 Years*	Average Recommended Hours Each Year
Teachers	100	20
Teaching Assistants	100	20
Long-Term Substitute Teachers	100	20

*In order to help our teachers, teaching assistants, and administrators achieve their required number of CTLE hours we will use (in addition to our list on pages 13-14) providers from the Approved Continuing Teacher and Leader Education Sponsors list at:

<http://www.highered.nysed.gov/tcert/resteachers/CTLESponsors.html>

The district will issue certificates of completion and maintain records for all CTLE activities and will keep records for 8 years. Records will be retained for at least three years from the end of the registration period in which the CTLE was completed and be available for review by NYSED upon request. The district will use My Learning Plan (Frontline Professional Growth) to document and record all CTLE accessed by district faculty and administration.

Professional Development Need Analysis

Our plan for professional development focuses on criteria that are directly aligned to the New York State learning standards. Analysis of the following data sources will provide us with professional development needs and opportunities aimed at increasing and maintaining knowledge and skills of research-based best practices which lead to increased student achievement:

- NYS District & School Report Cards (Accountability Overview Reports & Comprehensive Information Reports)
- Local and NYS Assessments
- Building and District Performance Results
- Disaggregated Student Data (low-income students, students with disabilities, limited English proficient students, racial/ethnic groups, etc.)
- Basic Educational Data System (BEDS) Data
- Student Attendance Rates
- Regents Diplomas / Advance Designation Diplomas
- Graduation and Drop-out Rates
- Professional Development Surveys
- Academic Intervention Services (AIS) / Response To Intervention (RTI) Data
- Violent and Disruptive Incident Report (VADIR)
- Curriculum Maps
- Teacher Retention
- Funding Sources

Types of Professional Development

Professional development opportunities include but are not limited to the following:

- Core Instructional Teams - training based specifically on the needs of each Core Instructional Team. This can include curriculum development, unpacking of standards, curricular resource design, vertical alignment discussions, instructional strategies, and other activities as necessary.
- Job Embedded - providing professional development for teachers during the regular school day in order to support instructional programs and teaching
- Coaching - providing professional development for teachers through additional support when needed to implement instructional programs and practices
- Collaboration - providing professional development where two or more teachers work collaboratively on research-based practices and instructional procedures (example - Before/After School Learning Communities)
- Study Groups - providing professional development where groups of teachers met regularly to study a topic(s) relevant to their teaching to gain a deeper understanding
- Modeling - providing professional development where an experienced teacher or expert observes in a classroom and then provides an opportunity for teachers to see the expert or experienced teacher model a lesson or best practice
- Lesson Study - providing professional development for teachers by studying student focused lessons and conducting the lesson while other teachers observe; having reflective discussion of the lesson; evidence gathered after it is presented are used to improve the lesson and instruction; and finally to revise the lesson and teach it in another setting
- Differentiated Instruction - providing professional development for teachers to employ research-based best practices in adapting instruction to maximize student learning
- Conferences/Workshops - providing professional development opportunities for teachers with select topics in local, state or national conferences or workshops
- Mentoring - providing professional development to support teachers and to increase their skills to better prepare them for the transition from preparation to practice to improve student achievement

Types of Professional Development, continued

- English Language Learner (ELL) - training specific to our Comprehensive Education Plan for English Language Learners in Commissioner's Regulation Part 154. We will partner with CiTi BOCES to spend time within the school year for pertinent information regarding specific strategies and best practice
- Curriculum Development and Training - providing professional development which supports curriculum development in all content areas
- Grade Level Meetings - providing professional development through grade level Meetings
- Horizontal Team Meetings - providing professional development through focused meetings of all content areas in one grade level (i.e. all 7th grade English, Social Studies, Math, and Science teachers)
- Vertical Team Meetings - providing professional development through focused meetings with all grade levels in the same content areas (i.e. 5th and 8th grade teachers of Science)
- Teaching Assistant Specific - providing professional development targeted to the needs of all students specific to Teaching Assistants
- Graduate Coursework - providing professional development through approved graduate coursework
- Scoring and Analysis of State and Local Assessments - providing professional development where groups of teachers score and analyze assessment data to identify areas of strength and weakness
- School Visitations - provide professional development where teachers are permitted to visit other higher performing districts or schools
- Professional Development Presentations - providing professional development opportunities for staff members to present to our staff, or other staff, in their areas of expertise
- Summer Curriculum Work - providing professional development focused on current, relevant district and school initiatives
- Webinar - providing professional development through a live online educational presentation during which participating viewers can submit questions and comments
- Professional Learning Communities - a committed collaboration of staff focused on learning, rather than teaching, in which they hold themselves accountable for results and school improvement

Acceptable / Approved Professional Development Opportunities

The District has identified the following professional development topics as focus areas for the next three years:

- Response to Intervention
 - Curriculum & Standards
 - Common Interim Assessments
 - Data Analysis / Goal Setting
 - Increasing Performance of our Students With Disabilities
 - Exemplary Instructional Practices
 - Character Building (Capturing Kids Hearts, Anti-Bullying, etc.)
 - Technology
-

Evaluating Our Professional Development Program

The Committee is charged with helping to ensure that professional development is continuous and sustained and that the methods and approaches for delivering professional development have been effective. In reviewing and revising this plan annually, the committee will look at a number of criteria to measure its impact on student achievement and teachers' practice, including but not limited to:

- Voluntary participation rates (increase/decrease)
- Number of voluntary courses/workshops available
- Student assessment results (state assessments, Regents exams, AP exams, local exams, etc.)
- Workshop evaluation forms (feedback from workshop participants provided in My Learning Plan)
- Student/staff/parent surveys
- Violent and Disruptive Incident Reporting (NYS Reporting) and local discipline reports

Mentoring Program

Under Commissioner's Regulations Sections 80 and 100.2, effective February 2004, school districts are required to provide holders of initial teaching certificates with a formal mentor program during their first year "in order to ease the transition from teacher preparation to practice, thereby increasing retention of teachers in the public schools, and to increase the skills of new teachers in order to improve students achievement in accordance with State learning standards." The Phoenix Central School District has had a mentoring program in place since the 2004-2005 school year, which has been recently updated to meet the new regulations. The Phoenix Central School District Mentoring Program is attached as Appendix A.

Professional Development Providers

During the plan period (2021-2024) the Phoenix Central School District may use, but will not be limited to, the following providers for professional development.

- Center for Instruction, Technology & Innovation (CiTi BOCES)- Being our regional BOCES, they provide a wide range of professional development for teachers, staff, and administrators. They will be our primary provider. Some of our more frequent training include: flipped learning, SMARTboard training, Dignity for All Students Act, Teacher Leader Networks, discipline strategies, Integrated Co-Teaching, and direct vocabulary instruction. Additionally, we may engage in the poverty simulation.
- Approved Continuing Teacher and Leader Education (CTLE) Sponsors- In order to help our teachers, teaching assistants, and administrators achieve their required number of CTLE hours we will use providers from the Approved Continuing Teacher and Leader Education Sponsors list at: <http://www.highered.nysed.gov/tcert/resteachers/CTLESponsors.html>
- Onondaga-Cortland-Madison (OCM) BOCES - We rely on OCM BOCES when they provide professional development that is critical but that is not available through CiTi BOCES. This might also include: flipped learning, blended learning, SMARTboard training, Dignity for All Students Act, Teacher Leader Networks, discipline strategies, and direct vocabulary instruction.
- Flippen Group. "Capturing Kids' Hearts"- From their website, "Capturing Kids' Hearts is the beginning of a transformational, ongoing process for teachers and administrators at the campus or district level. The widespread impact of Capturing Kids' Hearts reads like a wish list for school administrators. Fewer tardies. Higher attendance. Dramatically lower discipline referrals. Fewer dropouts. Increased graduation rates. Higher teacher satisfaction. Soaring student performance. Struggling schools turn around and high-performing schools get even better."
- ESSDACK, Kevin Honeycutt- Kevin leads districts in a variety of professional development training. Mostly he seeks to help teachers and districts to grow their capacity to use technology to enhance learning. Additionally, he presents on cyberbullying and cybersafety for kids.
- The Reading League- Through the work of The Reading League, teachers will continue to build upon their knowledge of the science of reading and writing.

Professional Development Providers, continued

- New York State Association of School Personnel Administrators (NYSASPA)- In their mission, NYSASPA commits "To promote the use of merit, fitness and professional qualifications as the criteria for recruitment, selection, appointment, retention and advancement of public school personnel. To promote among members the interchange of ideas, data and information regarding operational practices in order to effect improvement in administration of school personnel. To promote continued improvement in certification standards and methods used in the selection process for appointment and promotion of school personnel, and to develop policies related to current problems in school personnel administration. To acquaint teacher applicants in particular, and to alert citizens in general, with the needs, opportunities and procedures for securing and retaining professional school employment. To cooperate with interested community agencies and professional associations in the furtherance of the aforesaid aims and purposes. To develop ethical procedures and to promote their practice in school personnel administration."
- New York State Council of School Superintendents (NYSCOSS)- The guiding entity for Superintendents and Cabinet-level administrators in the state.
- Northwest Evaluation Association, NWEA- They will provide us both support and training throughout the school year. As we implement the Measures for Academic Progress (MAP) assessments, we will rely on NWEA for a variety of training related to administering the assessments, setting up and preparing the technology to use, and acquiring and using the data via their portal, Skills Navigator.
- Solution Tree, Inc.- Continues to provide us with virtual training that benefits a variety of topics, including but not limited to our mentoring program.
- SafeSchools, Utica National Insurance Group - A full catalog of online training courses related to student safety, health, information technology, security, special education, and social and behavioral matters.