

Averill Park Central School District

Professional Development Plan 2023-2024

Re-adopted by Board of Education
August 2023



AVERILL PARK CENTRAL SCHOOL DISTRICT

DISTRICT PROFESSIONAL DEVELOPMENT TEAM

Members

James Franchini
Mathew Hladun
Kate Dorgan
Camille Harrelson
Keri Rosher
Brian Rhode
Christina Mein
Melissa Weatherwax
Melanie Dutcher
Sarah Keegan
Sera Deo
Jane Lobosco
Louisa Sorriento
Joann Harnden

2023-2024

Superintendent of Schools
Assistant Superintendent of Schools for Teaching and Learning
Director of Teacher & Student Supports/Committee Chair
Director of Special Education & Student Supports
Principal
Assistant Principal
Assistant Principal
Teacher/Tech Integration Specialist/Community Member
Teacher/Parent
Teacher/Mentor Coordinator/Community Member
Teacher/Community Member
Teacher
Teacher
Teacher

AVERILL PARK CENTRAL SCHOOL DISTRICT

District Name: Averill Park Central School District
BEDS Code: 491302060000
Superintendent: James Franchini
Address: 146 Gettle Road, Station 1
Averill Park, New York 12018
Phone: (518) 674-7055
Fax: (518) 674-3802
Email: franchinij@apcsd.org
Year(s) Plan is Effective: 2023-2024

STATEMENT OF ASSURANCES

The superintendent certifies that:

- ☐ Planning, implementation and evaluation of the professional development plan were conducted by a professional development team that included teachers, administrators, and others identified in the plan.
- ☐ The plan focuses on improving student performance and teacher practice as identified through data analysis.
- ☐ The plan describes professional development that:
 - ☐ is aligned with state content and student performance standards;
 - ☐ is articulated within and across grade levels;
 - ☐ is continuous and sustained;
 - ☐ indicates how classroom instruction and teacher practice will be improved and assessed;
 - ☐ indicates how each teacher in the district will participate; and
 - ☐ reflects congruence between student and teacher needs and district goals and objectives.
- ☐ The plan indicates an evaluation of the effectiveness of the professional development and a mechanism to adjust activities based upon the evaluation.
- ☐ The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

Signature (Superintendent of Schools)

Date

NEEDS ASSESSMENT/DATA ANALYSIS FOR PROFESSIONAL DEVELOPMENT

The Averill Park Central School District looks at multiple factors in determining professional development needs. The Professional Development Committee will provide ongoing needs assessments to promote systemic professional learning and student growth and receive feedback from all stakeholders.

The Averill Park Professional Development Committee has created a program of professional development based on the following:

- ☐ Averill Park District annual goals
- ☐ District plans- Technology; Guidance; Safety Plan; Response to Intervention; Special Education
- ☐ Staff identified needs
- ☐ NYS School Report Card & ESSA data; Annual Yearly Progress of all subgroups
- ☐ Student standardized assessment results
- ☐ Universal Screening & Benchmark data
- ☐ On-going formative and summative assessments
- ☐ National Student Clearinghouse Student Tracker Data
- ☐ Comparative data on commencement assessments

PROFESSIONAL DEVELOPMENT SYSTEM

Expected Teacher/Assistant Participation

Professional development opportunities will be made available to all teachers and Level III Teaching Assistants. Opportunities may be targeted for specific groups, teams and schools. Teachers/assistants are invited and encouraged to participate in activities and identify additional opportunities to meet their needs.

Access and Communication of Professional Development Opportunities

In-district PD proposals:

The District supports staff learning from each other. To promote teacher participation, innovation, creativity and reflection, any staff member can submit an Inservice Course Proposal Form, located on the AP Teaching & Learning website. The proposal will be reviewed by a committee for feedback to the Assistant Superintendent of Teaching & Learning or Director of Teacher & Student Support.

Each proposal/instructor will:

- ❖ Be aligned with District goals & initiatives
- ❖ Aim to improve student learning
- ❖ Proposals may be approved, denied, or returned to the author with suggestions for compliance with the criteria
- ❖ Approved proposals will be entered into the Stafftrac catalog

In-district PD/in-service offerings:

All opportunities available within the district will be listed on the PD catalog within Stafftrac. Staff will sign up for course approval within Stafftrac for determination of Averill Park PD credit. If Averill Park credit is not allowed, staff is encouraged to continue with course participation to further their own learning.

Mandated annual trainings such as Right to Know/Blood Borne Pathogens, DASA, School Safety, EDLaw2D, and Sexual Harassment will be provided to all staff at the beginning of each school year to meet regulated completion dates, if applicable.

Out of district offerings:

Local offerings from commonly used providers are shared with staff on a regular basis. Staff may self-initiate locating professional learning opportunities that are sponsored by organizations outside of the Averill Park District and seek approval via Stafftrac. If credit is not allowed, staff will be encouraged to participate for their own learning needs. Staff requesting attendance for a conference must use the Stafftrac conference request template for determination of approval prior to the event. For multi-day state/national conferences, staff may also consider applying via the Averill Park Education Foundation Grant for Teachers.

Approval & Record Keeping

The Professional Development Committee will review and ensure opportunities are provided to assist those with Initial and Professional certification to obtain the professional development hours as required by NYS Education Department. All certificated professionals, including Level III Teaching Assistants, will have a record of all professional development related to certification which may include the District's online program StaffTrac. Stafftrac allows teachers & Teaching Assistants (Level 3) to register for in-district offerings; register for out-of-district offerings listed; apply for in-service or CTLE credit; request permission and financial support to attend out-of-district conferences and workshops; and submit verification of each. All district sponsored CTLE opportunities will have CTLE certificates issued for each opportunity and stored within Stafftrac for 8 years as required by NYS regulation.

Per Article 18 of the APTA contract, members who have satisfactorily completed courses in their field of service for in-service credit as approved by the Superintendent, will be compensated. Teachers following the procedure for approval via Stafftrac- AP's online tracking software, must

submit evidence of completion. Courses will be approved for professional development credits if they are sponsored by an accredited institution or included in the NYS CTLE sponsors listing (<http://www.highered.nysed.gov/tcert/resteachers/ctlesponsors.html>)

Continuing Teacher and Leader Education- CTLE

(Note: this section does not apply to teachers who hold Permanent Certification)

Teachers with Professional Certificates must complete 100 hours of professional learning/CTLE every five (5) years in order to continue to hold certification and teach in New York State. The first professional development period begins July 1 following the effective date of the Professional Certificate.

The Averill Park School District will annually provide opportunities for faculty to engage in high-quality professional development. A number of these activities are eligible to obtain CTLE credit towards the 100 hour requirement set forth by the NYS State Education Department. NYSED defines eligible CTLE opportunities as follows: Acceptable CTLE must be conducted through activities designed to improve the teacher or leader's pedagogical and/or leadership skills, targeted at improving student performance, including but not limited to formal CTLE activities. Such activities shall promote the professionalization of teaching and educational leadership, as applicable, and be closely aligned to district goals for student performance.

Acceptable CTLE includes activities:

- Content area(s) of the certificate(s) held,
- and/or Pedagogy,
- Language Acquisition addressing the needs of English language learners.

Courses completed at an institution of higher education can count towards the CTLE requirement only if the institution is an [approved CTLE sponsor](#) and awards CTLE clock hours for the courses.

Opportunities provided by the district allocated within the teachers' school year to meet this requirement may include:

- Superintendent's Conference Day workshops and trainings - Limited to the portions that support the improvement of pedagogical; leadership skills; or improve student performance.
- Workshops, conferences, in-service offerings, and technology integration opportunities
- Online courses and webinars (from NYS CTLE providers)
- Release time during the school day for *guided* curriculum work- approved CTLE time
- Annual health and safety trainings
- Teacher evaluation using Danielson Frameworks to promote professional growth of all staff as per Annual Professional Performance Review plan (APPR)

NYS website for Approved Continuing Teacher and Leader Education (CTLE) Sponsors:

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

Tracking of hours

It is incumbent of the individual to maintain their own recording document of the 100 hours. AP approved courses will be logged via Stafftrac. All district sponsored CTLE opportunities will have CTLE certificates issued for each training attended and stored within Stafftrac for staff to access/print.

Any CTLE activities completed outside of the district will be recorded by the individual and not a responsibility of the district to track. Each staff member will need a Certificate of Completion from the provider to be used as evidence of their hours. If the out of district course is also approved for district inservice, then the CTLE certificate must be submitted as evidence of completion.

NYS sample documentation form can be found at:

<https://www.highered.nysed.gov/tcert/pdf/donotsubmit-ctlerecord.pdf>.

TEACHER MENTORING PROGRAM

Additional information is described in the "Mentoring Guidebook"
located on the Teaching & Learning website

Purpose

Averill Park's Mentoring Program is a three-year continuous series of professional development activities where new teachers are introduced to Averill Park's culture, processes and structures. Its goal is to minimize the transition to the District thus maximizing student learning and development and to enrich all teachers' knowledge about teaching and learning (pedagogical practices). The Mentoring Program is part of a larger system of Professional Development Plan. New teachers will work with a mentor who will offer support, challenge and vision throughout the first year of their employment at Averill Park. Second year & third year teachers have the option to work with a peer mentor for the purpose of supporting a culture of continued growth and collaboration among teachers.

Mentor Selection

The Mentor Coordinator will secure a list of tenured professionals, with five years of experience in APCSD, who are interested in being a mentor and who have completed an application & attended an approved mentor training. The building principal/Asst Superintendent for Teaching & Learning will work with the Mentor Coordinator to find the right mentor for the newly hired professional.

Priority will be given to teachers who meet the criteria and most closely match the subject area/grade level of the Mentee.

Role and Responsibilities of the Mentor

- Regular interaction with the mentee
- Confidential feedback on curriculum and instructional planning/delivery, classroom environment/management, and professional responsibilities
- Model teaching techniques, effective communication skills with families and display professionalism
- Offering support through empathic listening and by sharing of experiences
- Facilitating reflection and problem solving on methodology & counseling through difficulties
- Accessing building, district and state resources for the new teacher
- Scheduling visits at mutually agreed upon times to allow for structured conversations around areas of interest and concern
- Keeping an accurate record of time spent with the new teacher and submit to the Mentor Coordinator at the end of the year
- Attend mentor training sessions and informational meetings
- Self-evaluate, using a provided checklist, to assess his/her relationship with the Mentee

Preparation of Mentors

Mentors will have completed the District's "Danielson Frameworks for Teaching" training. Additionally, they will minimally complete 6-hours of Mentor training. Mentors will meet with the Mentor Coordinator to ensure understanding of the role they are taking on and required reporting of time spent.

Mentors will attend New Teacher Orientation with Mentees in August and have at least one half-day to work with the mentees on orientation to their assigned buildings. Quarterly group meetings will occur during the school year in addition to individual times set up between the mentee and mentor.

Mentoring activities may include:

- New Teacher Orientation
- Development of goals
- Peer-coaching
- Mentor model/demonstration lessons
- Participation in in-service courses
- Building level Mentor-Mentee support groups
- Visitations (within and outside of the district)
- Mentor/Mentee planning sessions and/or discussions on topics such as curriculum, instructional strategies, preparation for evaluation, teacher responsibilities, classroom management, or parent conferences

Time allotted for mentoring

For mentees that are new to teaching:

Prior to the start of the year: Meet with Mentee a minimum of 6 hours

Monthly: Meet with Mentee individually for a minimum of 2 hours

During the year:

Attend 3 building meetings together and participate in 3 release days

Participate in 3 release-time experiences. First one must be before December 1st.

For mentees with prior teaching experience:

During the year, meet with a monthly mentee group for a minimum of 15 hours per year.

Participate in 2 release-time experiences.

CTLE hours for Mentors

Teachers who provide mentoring may earn CTLE clock hours in the following manner effective December 31, 2019.

- Teachers acting as a mentor to a new classroom teacher (year 1) as part of a school district's mentoring program, may credit up to 30 hours of such time towards their CTLE requirement in each five-year registration period.
- Teachers acting as a mentor to a teacher candidate (after year 1) may credit up to 25 hours of such time towards their CTLE requirement in each five-year registration period.

Professional Development Goals 2023-2024

Goal 1: *Teaching and engaging students within the classroom setting.*

Action	Time frame
Strengthening the Foundation - Question 1 & 2 Essential Standards Common Formative Assessments (CFA's)	Teacher Leader Training- July November Conference day work January Conference Day BLT/ALT meetings throughout year
<i>Danielson for Teaching</i> training for new teachers	September
Regular embedded support from Tech Integration (group or individual) Elementary focus: Gr 2-3 teachers with new devices District-wide: Rolling out of NYS Computer Science- Digital Fluency Standards	Throughout the year Fall 2023 K-5: Targeted grade level meetings beginning in November 6-12: Faculty meetings
K-12 implementation of Next Generation of Science Standards.	ALT meetings, Renewal release day throughout the year.
Non-instructional staff & Substitutes- trainings on school safety procedures, first aid, tech tools for the classroom, building protocols, & topic specific content that applies to their unique assignments	Start of school & continue throughout the year upon hiring and on half days
Evaluation: Inservice evaluation responses Throughout the school year, building principals/teacher leaders will survey staff on current needs to drive future offerings.	

Goal 2: *Supporting the social emotional/wellness needs of students*

Action	Time frame
Character ed Work at all levels	Summer EDC work Monthly meetings at each building Monthly PBIS topics at the HS level
Algon OMH grant work	August 14th or Sept 5th Workshop Nov. 1 workshop for all staff at AMS Coaching days during the year
Elementary MTSS-I: PBIS work via NYS grant program. Coaching for district and building level teams & teachers	July 12th August 17th Monthly dates TBD
<i>Connection with families/community</i> START Center Family Counselor- 2 days/wk	Throughout year
Evaluation: EDC summaries Building/district MTSS team meeting notes Survey of staff Feedback from START Center counselor	