

# **Averill Park Central School District**

## ***Professional Development Plan 2020-2021***

Re-adopted by Board of Education  
February 8, 2021.



# AVERILL PARK CENTRAL SCHOOL DISTRICT

## DISTRICT PROFESSIONAL DEVELOPMENT TEAM

### Members

### 2020-2021

James Franchini	Superintendent of Schools
Mathew Hladun	Assistant Superintendent of Schools for Teaching and Learning
Kate Dorgan	Director of Teacher & Student Supports/Committee Chair
Camille Harrelson	Director of Special Education & Student Supports
Josh Gela	Principal
Brian Rhode	Assistant Principal
Christina Mein	Assistant Principal
Melissa Weatherwax	Teacher/Tech Integration Specialist/Community Member
Susan Ford	Teacher
Terry Miller	Teacher/APTA President
Beth Magill	Teacher/Curriculum Specialist/Mentor Coordinator/Community Member
Sera Deo	Teacher/Parent/Community Member
Jane Lobosco	Teacher/Intervention Specialist
Karyn Rees	Teacher
Louisa Sorriento	Teacher
Maryann Reese	Teacher
Heather Wright	Teacher

# AVERILL PARK CENTRAL SCHOOL DISTRICT

District Name: Averill Park Central School District  
BEDS Code: 491302060000  
Superintendent: James Franchini  
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Year(s) Plan is Effective: 2020-2021

## 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.

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Signature (Superintendent of Schools)

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Date

## Professional Development Planning Team and Core Beliefs

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The Averill Park Professional Development Committee has a diverse membership that represents each school level. The committee meets regularly and is responsible for planning, implementing, and evaluating professional development activities for the district to meet the diverse needs of the students.

The professional development plan within Averill Park is designed to prepare and support staff to help all students achieve high standards of learning and development. The committee meets to assess staff needs and identify a list of annual objectives that tie staff training to student performance and teacher effectiveness. This method allows for a focused approach to providing purposeful training towards relevant and achievable goals.

The core beliefs guiding the Professional Development Plan are:

- ❑ *High quality professional development is focused, sustained, work embedded, collaborative and purposeful professional learning that results in student achievement and teacher effectiveness.*
- ❑ *Professional development programs, facilitated by administrators and teachers/staff support faculty in assuming leadership roles that enhance the learning community.*
- ❑ *Professional development that is focused on student learning should be aligned with curriculum and instruction as well as the culture of the District.*
- ❑ *Recognizing that every educator engages in professional learning every day, the District strives to provide differentiated, varied and embedded professional development activities.*

## NEEDS ASSESSMENT/DATA ANALYSIS FOR PROFESSIONAL DEVELOPMENT

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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; 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

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### **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 listed on the proposal form
- ❖ 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 Teaching & Learning website and listed in 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 can continue with course participation to further their own learning.

Mandated annual trainings such as Right to Know/Blood Borne Pathogens, DASA, School Violence, EDLaw 2D, and Sexual Harassment will be provided to all staff at the beginning of each school year.

**Out of district offerings:**

Local offerings from commonly used providers are shared on the AP Teaching & Learning website.

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 reimbursement for conferences must use the Stafftrac conference template for determination of approval.

**Approval & Record Keeping**

The Professional Development Committee will review and ensure opportunities for those with Initial and Professional certification to complete 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. This program 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.

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 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.

Hours allocated within the teachers' school year to meet this requirement include:

- 4- Superintendent's Conference Days
- Workshops, conferences, in-service offerings, and technology integration opportunities
- Online courses and webinars
- 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)

CTLE providers that are frequently used at Averill Park are:

Averill Park Central School District	NYSUT
Local BOCES - Questar or Capital Region	CASDA
Greater Capital Region Teacher Center	SAANYS
NYSED	RBERN

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. 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.

[NYS sample documentation form](#) can be found on the District's Teaching & Learning website.

## TEACHER MENTORING PROGRAM

Additional information is described in the "Mentoring Guidebook"

located on the Teaching & Learning website

<https://sites.google.com/apcsd.org/professionallearning/home>

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### 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. It's 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 teachers have the option to work with a peer mentor for the purpose of supporting a culture of continued growth and collaboration among teachers. Third year teachers work independently but are required to attend training throughout the year.

### Mentor Selection

The Mentor Coordinator will secure a list of tenured professionals interested in being a mentor and who have completed an application. The building principal/Asst Superintendent for Teaching & Learnings 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 a 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

During the year, participate in 3 release days. 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.

Option for 3 release days

## Professional Development Goals 2020-2021

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The global pandemic, which began in the spring of 2020, changed the way education is delivered to children. As the teaching staff entered into the 2020-21 school year, several themes and support needs were evident. These needs will drive the district’s professional development support throughout the school year.

**Goal 1: *Teaching and engaging students in a remote or concurrent classroom setting.***

Action	Time frame
Required asynchronous course “Teaching in a Hybrid Model”	August 2020 prior to start of 1st day of teaching
Regular embedded support from Tech Integration Specialists (group or individual)	Throughout the year
Training sessions on Learning Management Systems (SeeSaw, Google Classroom)	Start of year & fall
Ed Technology sessions- ex: Nearpod, Gizmo, Google Platform & apps, Edpuzzle etc	Summer & throughout the year
Faculty Meeting/Academic Learning Team collaboration sessions with colleagues of best practices	Throughout the year
Faculty Meeting Session on Danielson Frameworks for Remote Teaching	Prior to the start of APPR required observations
Superintendent Conference Day, break out sessions	September & January
<b>Evaluation:</b> Throughout the school year, building principals/teacher leaders will survey staff on current needs. This information will drive future offerings.	

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

Action	Time frame
Required asynchronous course on impact of trauma & current social emotional needs of students	August 2020 prior to start of 1st day of teaching
Wellness Warriors Committee Programs	Throughout the year

Student Wellness Day - gr 6-12	January 28th
Regular embedded support from building counselors, psychologist(s), and/or social worker	Throughout the year
Superintendent Conference Day, break out sessions	September & January
<b>Evaluation:</b> Throughout the school year, building principals/teacher leaders will survey students & staff on current needs. This information will drive future offerings.	

**Goal 3: Continued capacity building on the foundational elements of effective Professional Learning Communities (PLC).**

Action	Time frame
Teacher Leader Summer Institute	July 28 & 29, 2020
District Teacher Leader meetings (DLT) <ul style="list-style-type: none"> <li>- Ongoing discussions framed around the book "Help Your Team"</li> </ul>	Monthly
Academic Learning Team meetings (ALT) <ul style="list-style-type: none"> <li>- Implement meeting norms</li> <li>- Discussions focused on the core questions of a PLC: <ul style="list-style-type: none"> <li>- What do we want students to learn?</li> <li>- How will we know if they have learned?</li> <li>- What will we do if they don't learn?</li> <li>- What will we do if they already know it?</li> </ul> </li> </ul>	Monthly
Mentees in year 2 & 3 will participate in a Book Club (PLC) using resources from the District Professional Learning Library.	Monthly
<b>Evaluation:</b> Teacher Leader & Mentoring surveys throughout the year.	

