

Saranac Central School District

Professional Development Plan

July 1, 2020 - June 30, 2021

COMPOSITION OF PROFESSIONAL DEVELOPMENT TEAM

Saranac Professional Development Team

Javier Perez - Superintendent

Kate Francisco – Principal

Connie Garman – Principal

Tracy Manor – Principal

Kathleen Moore - Principal

Kristina Brown - Teacher

Mark Burrell - Teacher

Theresa Figoni - Teacher

Lisa Gratto - Teacher

Jackie LaPoint - Teacher

Beth LePage - Teacher

Lisa Napper - Teacher

Laura Odell – Teacher

Sandra Rock - Teacher

Donna Baker – Higher Education, Parent

DISTRICT VISION STATEMENT

To provide for the Saranac District Community a strong foundation for its children that will enhance their strengths and inspire them to become lifelong learners and productive citizens.

DISTRICT MISSION STATEMENT

To provide learning experiences that foster excellence, empowering all students to achieve their greatest potential, and preparing them for the challenges of 21st century society. To offer nurturing support that will help students apply acquired knowledge in life situations and achieve their goals.

DISTRICT GOALS **2020-2021**

1. Integrate technology into both instructional practices and student work across all buildings in the District.
2. Provide daily opportunities for students to develop their abilities in the 21st century skills of communication, collaboration, creativity, and critical thinking.
3. Ensure a safe and supportive learning environment students and staff.

I. SARANAC CENTRAL SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT PLAN

I.1. On average, please identify the number of hours a teacher will be involved with professional development on an annual basis. This may include the planning, delivery, application and/or evaluation of professional development activities.

The vision of the Saranac Central School (SCS) Professional Development Planning Team is to provide for improvement in teaching and learning by preparing and supporting its educators. SCS is committed to providing its teachers with opportunities for substantial professional development (approximately 20 hours) on an annual basis, with a goal that each teacher who possesses a Professional Teaching Certificate will attain no less than 100 hours of professional development, every five years. The Professional Development Plan for the SCS is part of a coordinated, sustained, comprehensive and planned approach for the continuous improvement of all staff. The Plan is designed to help improve student learning and student outcomes.

SCS will provide its membership with a varied menu of opportunities for professional development. Professional development may include hours dedicated to the planning, delivery, application and/or evaluation of the professional development activity. Professional development activities may include, but are not limited to activities paid by SCS and/or paid by the teacher. The annual plan will include components for:

- Individually guided staff development (formal and informal).
- Training (theory, demonstration, practice, coaching and feedback).
- Collaborative inquiry-based study groups (focus groups).
- Supervision and evaluation.
- Peer mentors and classroom visits.
- Conference and workshop attendance.
- Mentor/Intern activities

Other: Needed additions for plans July 1, 2015 and beyond:

Holders of professional certificates in the certificate title “English to Speakers of Other Languages”: Requirement that 50 percent of the required clock hours for such certificate title be in language acquisition (aligned with the core content of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for ELL’s)

Holders of professional certificates for all other classroom teaching services: Requirement that 15 percent of the required clock hours for such certificate titles being language acquisition.

Other:

- Exemption from PD requirements- ELL population is < 5% or < 30 students.
- Reporting requirement: PD goals have been met from previous year and district has complied with PD plan

II. NEEDS/DATA ANALYSIS FOR PROFESSIONAL DEVELOPMENT PLAN.

II.1. Describe how the professional development plan is aligned with NYS Common Core Learning Standards and assessments, student needs and is articulated within and across grade levels.

The SCS Professional Development Plan is designed with the intentions of supporting faculty as they implement the New York State Learning Standards in the Pre K-12 curriculum. Through the continuation of the PDP, special emphasis will be placed on math and reading in the content areas, the writing program, and increasing communication both vertically and horizontally across the K-12 continuum and within content areas. The incorporation of technology and 21st Century learning within classroom instructional practices will be also be a focus.

Continued communication will enable educators to provide continuous feedback to one another and to the student population regarding areas of success and areas in need of improvement. The SCS District will foster this ongoing communication through the use of grade level data analysis teams such as SBIT, Instructional Support Teams/Child Study Teams, district level teams (such the Shared Decision-Making Teams & Technology Teams), and networking opportunities for content area teachers through the alignment of the Pre- K-12 curriculum.

II.2. Describe how the professional development plan is continuous, reflecting a multi-year approach to improve student performance.

The continuous and ongoing review of the student achievement data available to the staff allows for adjustments of the professional development plan every 6 months if necessary. The plan is driven by student achievement data and includes components for both individual and group professional development, depending on the needs of the faculty. The plan will be reviewed on a regular basis by the building and District Shared Decision-Making Team (SDM), any PDP Sub Committees and the District PDP Committee to keep the professional development plan current while meeting the changing needs of staff members. Formal and informal survey results from staff are also used to make modifications to the professional development offerings as necessary.

II.3. Identify how the data used supports the goals, objectives, strategies and activities in the professional development plan:

Supported staff development will:

- Be tied to the SCS District mission, organizational vision, and goals.
- Be designed collaboratively.
- Be based on effective practice and sound educational research.
- Be aligned with the technology plan.
- Provide sustained support through training, demonstration, guided practice, coaching and feedback.
- Support the internal professional discussion, sharing, and reflection of information, ideas, strategies and skills.
- Be evaluated based on improved student competencies.

Professional development will:

- Ensure depth of content knowledge and standards.
- Provide a strong foundation in the pedagogy of particular disciplines.

- Provide more general knowledge about the teaching and learning processes and about schools as institutions.
- Be rooted in and reflect the best, most current research.
- Contribute to measurable improvement in student achievement.
- Expect teachers to be intellectually engaged with ideas and resources.
- Be supported by sufficient time and resources to enable teachers to master content and pedagogy then integrate them into practice.
- Designed by representatives of those who participate in it, in cooperation with professional development experts.
- Take a variety of formal and informal forms such as:
 - State and national conferences
 - School improvement teams
 - Local workshops
 - Data analysis workshops
 - Internal and external consultants
 - Inter-visitation/peer networking

Expectations:

There is an expectation that all staff will:

- Share knowledge with colleagues through a variety of strategies such as written reports, focus groups, faculty meetings and informal sharing.
- Implement the ideas of skills and assess their potential effectiveness on student competencies or accomplishment of their job.
- Identify further needs for support, assistance, coaching and training.
- Report periodically on how the training was used to accomplish the improvement of student learning.
- Participate in Mentoring/Mentee activities when appropriate.
- Be given opportunities to provide feedback concerning professional development opportunities.

III. TEACHER MENTOR PLAN:

Mentoring of first year teachers is now a required component of district Professional Development Plans and the certification process. In order to improve student achievement these programs are aimed at increasing teaching skills, providing support and increasing retention of new teachers. Skilled educators are a powerful and pivotal resource in facilitating new teacher mentoring and induction. This program is designed to meet the mandate for training of mentors, as well as potential future mentors. It will provide a focused approach to acquiring the skills and dispositions that are critical to being a successful mentor. It facilitates the acquisition and practice of the necessary skills of communication, observation, conferencing, coaching for professional growth and reflective practice. Participants will first explore a proven conferencing and visitation model and then explore a model based on examination of student work. Avoiding the pitfalls of "one size fits all," this program will provide mentor skills, while remaining respectful of the uniqueness of individual district.

III.1. SARANAC CENTRAL SCHOOL ELECTION OF MENTORS/MENTOR QUALIFICATIONS (minimum of five):

1. A minimum of 4 years' experience or have earned tenure in the District.
2. Desire, enthusiasm and commitment to teaching and to the proposed mentor/intern program.

3. Experience working with student teachers.
4. High ratings on district's evaluation instrument.
5. Willingness to spend extra time on teaching and the proposed mentor/intern team.
6. Good relationship with community and parents.
7. Influential with colleagues and good leadership ability.
8. Possession of the following qualities: patience, dependability, effective communication and organizational skills.
9. Willingness to participate in Mentor/Teacher Training Activities (required).
10. Excellent knowledge of content.

III.2. SELECTION CRITERIA:

1. Match mentors/interns in the same subject area, when possible.
2. Place mentors/interns in the same building under one building principal, where possible.
3. Match mentors/interns on the same time and same workday schedule.
4. Match the personalities of mentors/interns.

III.3. SELECTION PROCESS:

Building Principals will submit a list of proposed teachers, who have consented to participate in the Mentor/Intern Program, to the Superintendent to be approved for the designated school year.

III.4. ROLE OF THE MENTOR:

When possible, Mentors will initially be provided training over the summer. Mentors and Interns will meet to determine the specific direction to take in planning and organizing sessions. Assistance may be available through Instructional Services Center at CVES. Mentors will meet with their interns to review and discuss classroom practices. The mentor must use judgment to determine if additional support is needed. The mentor will also be expected to provide observable lessons in situations where that is deemed beneficial. The confidentiality of the mentor/intern relationship is stressed from the point of initial entry into the program and throughout the training activities. The Superintendent reviews this with all team members and especially the building principal.

III.5. ROLE OF THE PRINCIPAL:

Our district realized from the first year that the success of the mentor/intern program rested with the support afforded by the individual building principal. The Superintendent makes a point, each year, of stressing the need for continuity of instruction, confidentiality within the mentor/intern relationship, and the development of trust and cooperation within the total mentor/intern team. The building principal will:

- Contribute ideas and suggestions based on feedback from mentor(s)/intern(s).
- Attend network activities when invited.
- Actively support mentors and interns as needed.

III.6. INTERNS:

Any teacher hired in the Saranac Central School District, who possesses an Initial Certificate, must participate in the Mentor Program. Any new teacher to the district who holds a Professional Certificate will be afforded a mentoring experience, when possible. The Superintendent must review individual credentials and prior experience in the specific teaching area. Interns must participate fully in all requirements of the program. Self-evaluations, regular lesson planning sessions and participation in training opportunities are all essential components of the intern's participation. Interns are expected to maintain responsibility for the curricular demands of their class. Close articulation between the replacement/co-teacher and intern is necessary to include clear and complete substitute lesson plans.

III.7. EVALUATION:

The Mentor/Intern in the initial meeting shall base self-evaluation on the activity criteria identified.

III.8. PROGRAM SUPPORT:

There will be up to 5 school days available for the Mentor/Intern pair each school year in which to meet.

III.9 DISTRICT MENTOR/INTERN PROGRAM:

For teachers who do not qualify for the NYS Grant Funded Mentor-Intern Program described above, or in the event that Saranac Central School District is not selected to participate in the grant program, the District will provide a program as follows:

- New teachers shall be assigned a mentor.
- Mentors and Interns will be provided with up to 5 full days or 10 half-days of release time to work on curriculum, instructional strategies, policies, procedures and any other issues deemed necessary, relevant and appropriate by the mentor and the intern. Agenda items for these meetings shall be turned in to the building principal prior to each meeting.
- A written report of the use of release time will be provided to the building principal at the conclusion of each meeting.

IV. Needs Assessment Resources

- School Report Cards
- Special Designation School-Title I
- Student attendance rates
- Graduation and drop-out rates
- Student performance results disaggregated by ethnicity, gender, socio-economic status, and other special needs
- Standardized tests
- Longitudinal data
- Teacher surveys
- Curriculum surveys

- Internal data sources such as iReady and/or School tool (academic and behavioral data)
- Student surveys
- Career Zone transitional data
- CDOS Credentials and/or Advanced Designation Diplomas awarded
- Panorama Survey Data

V. District Resources

V.1. What professional development funds, staff resources, external professional development providers and other human and fiscal resources are available or may be developed in your community?

Allocations of staff development monies are based on long term planning to meet organizational goals. The distribution of these funds will be divided among organizational staff development, individual professional development, and administrative initiatives. It is recognized that some staff development activities will require time away from regular duties and student contact. This is acknowledged and will be supported in a planned fashion. Every effort will be made to maximize student contact time while balancing the essential need for continuing professional development activities. Essential district fiscal resources include State and Federal grants and SCS District resources.

V.2. Identify the internal and external resources you will use to help you meet your goals (check all that apply):

Fiscal resources:

- Title Funds
- State Funding
- Grants
- District General Operating Budget

Staff resources:

- Curriculum Director/developers
- Content specialists
- Exemplary teachers
- NERIC/Model Schools
- RSE-TASC
- Teacher Resource Center (NCTRC)
- CVES/Instructional Services Center
- Master teachers
- Turnkey trainers
- TCIS Certified trainers
- Mentor teachers
- MIE (Microsoft Education) Certified Trainers

Providers:

- Institutions of Higher Education-SUNY Plattsburgh, Clinton Community College, Clarkson University, Cornell University, Stanford University
- Teacher Resource Center (NCTRC)

- X CVES (including ISC)
- X NERIC (including Model Schools/Bright Bytes - Clarity)
- X RSE-TASC
- X NYSUT Education Learning Trust
- X Accredited on-line graduate level courses
- X NYS Master Teacher Program
- X CFES (College for Every Student)
- X APL Associates Effective teacher Trainers
- X Master Teacher- Professional Literature Resource
- X Curriculum Associates (iReady)
- X Staff Development for Educators (SDE)
- X Schoology
- X ASCD (Assoc. for Supervision & Curriculum)- Digital Professional Learning Solutions
- X FEH/Oswego BOCES (cross contracts)
- X NYS approved sponsors for speech and language, occupational & physical therapy
- X Reading Mastery and or Corrective Reading Consultants – McGraw Hill
- X Regional Master Teacher Fellow, CVES BOCES Science Facilitator – Cookie Barker
- X Sustainable Learning Solutions – Dr. Robert Dillon
- X Innovative Teaching, Learning, and Leadership Consultant- George Couros
- X Microsoft Corporation (MIE Academy/Consultants- Christopher White/Karen Montgomery)
- X Bozeman Science (Paul Andersen)
- X iSchools Initiative, Inc.
- X SNAP: Stanford NGSS Assessment Project (Stanford University)
- X NCRCAD (North Country Regional Center for Autism Spectrum Disorders)
- X Professional memberships (including but not limited to STA, SAANYS, ASCA, NYSPA, STANYS, NYSCSS, AMTNYS, NYSEC, NYSAFLT)
- X NYSIR (New York Schools Insurance Reciprocal) Online University
- X Dave Melnick (NFI Vermont Inc. Family Center) – Trauma Informed Practices
- X Panorama Education

Community:

- X Parents
- X Family School Organizations

V.3. Please identify any funds the district has received for professional development which are not used to implement this plan, and why:

N/A

VI. SARANAC CENTRAL SCHOOL GOALS AND OBJECTIVES:

Goal 1: Integrate technology into both instructional practices and student work across all buildings in the District

Objective: Incorporate technology into instructional practices.

Strategies	Activities	Who	Timeframe	Performance Measure/Data
Implement the NYS Standards of technology as	-Staff Development Days, networking opportunities, utilizing local resources for specific training	Building Prin., Board of Education, Supt., Faculty/Staff, Shared Decision-	Ongoing	Evaluation within technology class K-6

appropriate for the Saranac CSD	-Technology class/Instruction K-6	Making/Building advisory teams, Internal/ external PD providers		
	-Inclusion of new technologies within Pre-K – 5 instructional practices (specifically, programs such as iReady, Schoology, Office 365, Nearpod, Reading A-Z, Brain Pop, Flip Grid, See Saw, IXL, etc.)	Building Prin., Board of Education, Supt., Faculty/Staff, Shared Decision-Making/Building advisory teams, Internal/ external PD providers	Ongoing	Increased use of technology resources Pre-K – 5. (analyze percentage of use)
	-Inclusion of technology within instructional practices (specifically use of Schoology and Office 365 in grades 6-12	Building Prin., Board of Education, Supt., Faculty/Staff, Shared Decision-Making/Building advisory teams, Internal/ external PD providers	Ongoing	Increased use of Schoology and/or Office 365 suite 6-12 (analyze percentage of use)
Continue to implement the ISTE (International Society for Technology in Education) Standards appropriate for the Saranac CSD	-Staff Development Days, networking opportunities, and utilizing local resources for specific training networking opportunities. -Technology class/Instruction K-8, SLED team, HS robotics electives	Building Prin., Board of Education, Supt., Faculty/Staff, Shared Decision-Making/Building advisory teams, Internal/ external PD providers	Ongoing	Evaluation within technology class K-6
Utilize SMART Schools Phase 3 funds to begin planning for Pre-K – 2 tech needs.	-Increased incorporation of newest technologies into instructional practices (ie (Schoology, Office 365, Flip Grid, Nearpod, Reading A-Z, Brain Pop, IXL, etc...) -Increase opportunities for students to utilize technology for personal productivity.	Building Prin., BOE, Supt., Faculty/Staff, Shared Decision-Making/Building advisory teams, Internal/ external PD providers	Ongoing	Increased use of network-analyze percentage of use including bandwidth)

Goal 2: Provide daily opportunities for students to develop their abilities in the 21st century skills of communication, collaboration, creativity, and critical thinking.

Objective: Enable teachers to address the diversity of educational needs of the student population including advance placement needs.

<u>Strategies</u>	<u>Activities</u>	<u>Who</u>	<u>Timeframe</u>	<u>Performance Measure/Data</u>
Continue to implement brain-based learning, researched based strategies and techniques, and innovative practices into classroom instruction.	-Staff Development Days, networking opportunities, and utilize local resources for specific training, and technology in-service. -Visible pedagogical shifts supporting 21 st Century learning within instruction. -Observation of best practices in peer classrooms both in/out of District	Liaison Com., Building Prin., BOE, Supt., Faculty/ Staff/ parents, Shared Decision-Making/Building advisory teams, Internal/ external PD providers	Annually	Review annually, analyze evaluation surveys/ academic data (including Technical and Cultural Readiness- iSchools initiative & Bright Bytes-Clarity survey results)/ behavioral data (including Panorama Climate Survey data)
Implement instructional practices regarding digital citizenship	-Creation of lessons (ie. Schoology self-paced course) from commonsensemedia.org for students and integrate into daily practice	Building Prin., BOE, Supt., Faculty/Staff/parents/students, Shared Decision-Making/Building advisory teams, Internal/ external PD providers	Annually	Annual review of completed lessons or courses (badge acquisition)

Continued involvement of curriculum teams	-Curriculum alignment/networking districtwide. Utilization of outside consultants to further our curriculum development.	Building Prin., faculty, dept. chairs, faculty/ staff, Shared Decision-Making/Building advisory teams, Board of Education, internal/ external PD providers	Annually	Annual review of SED expectations, review of curriculum and resources, annual review of student assessments (both state and local)
Increase opportunities for personalized professional development	-Investigate micro credentialing/digital badging opportunities	Building Prin., BOE, Supt., Faculty/Staff/parents, Shared Decision-Making/Building advisory teams, Internal/ external PD providers	Annually	Annual review of completed lessons or courses (badge acquisition)
Incorporate changes to learning spaces and student ownership of learning	-Continued modeling of innovative classroom practices, Staff Development Days, utilize local resources for specific training, networking opportunities, and technology in-service	Building Prin., faculty, dept. chairs, faculty/ staff, Shared Decision-Making/Building advisory teams, BOE, internal/ external PD providers	Annually	End year review/sharing of incorporated innovative practices
	-Continue SLED (Students Leading Education) team	Students grades 6-12, SLED advisor, Building Prin., BOE, Supt., Faculty/Staff/parents/students, Shared Decision-Making/Building advisory teams, Internal/ external PD providers	Ongoing	Evaluation of annual goals established.

Goal 3: Ensure a safe and supportive learning environment for students and staff.

Objective: Build upon the philosophy of PBIS District-wide and address the educational needs of all students.

Strategies	Activities	Who	Timeframe	Performance Measure/Data
Implement the strategies and techniques of PBIS as appropriate for the Saranac CSD	-Staff Development Days, networking opportunities, and utilize local resources for specific training	Building Prin., BOE, Supt., faculty/staff/parents Shared Decision-Making/Building advisory teams, Safety Com., internal/external PD providers	Ongoing	Annual evaluation using PBIS process and evaluate behavioral data obtained from Panorama Climate Surveys.
Promote social emotional learning programming in all schools				

VII. EVALUATION PLAN

VII.1. Purpose of Evaluation:

Evaluation of the professional development program has three important goals:

- Assessment of successful implementation of new practices and feedback from the participants
- To improve quality of the process
- To determine overall effectiveness of the program

The process for overall evaluation of the plan is ongoing, allowing for staff to practice skills and adjust learning strategies accordingly. This process began with the initial planning stage and will continue beyond completion.

Overall success of our Professional Development Plan will be evaluated based on the degree to which it has:

