LaFayette

Professional Development Plan
2018-2019

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LaFayette Central School District

Mission Statement

The mission of the LaFayette Central School District's Professional Development Committee is to improve and sustain the professional growth of district employees through collegially planned learning opportunities that continue to support the institution's strategic goals.

Approved. 2017.7.27

LaFayette Central School District

Vision Statement

Our vision is to build the capacity of all employees regarding safe and secure learning environments and instructional best practices.

Approved. 2017.7.27

LaFayette Central School District

Professional Development Committee Membership

Name	Title
Karen Ocque	Director of Instruction and Pupil Services
Kelly Fredericks	JSHS and BP School Psychologist
Elizabeth Murray	ONS Elementary School Teacher
Winonah McCoy	ONS Elementary School Teacher
Ashley Kolbeck	GS Elementary School Teacher
Kaitlin Maloff	GS School Psychologist
Maura Daly-Picciotti	JSHS ELA Teacher
Maria Edwards	JSHS ELA Teacher
Kevin Morel	JSHS Math Teacher
Sean Zehner	JSHS Science Teacher / Technology Coordinator
Sue Bang	jSHS Library Media Specialist
Jason Ryan	JSHS Principal
Simone Gonyea	ONS Dean of Students
Jeremy Belfield	Superintendent of Schools

Introduction

The purpose of the LaFayette Central School District's professional development plan is to improve the quality of teaching and learning, and to provide individual, school, and district solutions to targeted areas in need of improvement or strengthening. Our professional development program is intentionally designed to build skills and capacities that will enhance the knowledge of curriculum content, design, and delivery, as well as one's ability to develop a safe and secure learning environment. This professional development plan is directly aligned with the district's strategic goals and is intended to ensure that teachers, teaching assistants, substitute teachers, support staff, and administration participate in professional development to remain current with their profession as they help all students meet or exceed state and local standards.

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

New York State Education Department
Regulations and Requirements

This Professional Development Plan meets the requirements of the 100.2 (dd) Regulations of the State of New York. The purpose of this plan is to improve student learning by providing relevant and focused professional development opportunities that are aligned with the Learning Standards of New York State. Additionally, public school districts are required to have a professional development plan which describes how it will provide all of its teachers, teaching assistants and long-term substitute teachers with substantial professional development opportunities and how it will provide its professional certificate holders with opportunities to maintain such certificates in good standing based upon successfully completing 100 hours of professional development for teachers and level three teaching assistants every five years.

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Philosophy

Exemplary programs focus a school district's attention and resources on professional development strategies for improving student learning, achievement, safety, and security. In addition, there are a variety of conditions that are salient when implementing sound and effective professional development programs. As such, professional development in LaFayette will:

- reflect a commitment to ongoing and continuous relevant professional development that is based on the analyses of multiple sources of data and supported by research.

- include sufficient time and follow up support provided to staff to master new content and strategies.

- maintain a differentiated and developmental approach to meet individual and district needs relating to the teaching and learning process.

- involve all staff in the identification of developing the learning experiences in which they will be involved.

- include the use of flexible times and models essential for successful implementation of professional development and collaboration.

- prioritize human, monetary, and material resources to meet the professional development needs of staff.

- align with the district mission and vision statements, the district strategic plan, district's APPR plan, district's Comprehensive Improvement Plan, and the New York State Learning Standards.

- alignment with the New York State Professional Development Standards (http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf):
    1. **Designing Professional Development:** Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.

2. **Content Knowledge and Quality Teaching:** Professional development expands educator's content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
3. **Research-Based Professional Learning:** Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.
4. **Collaboration:** Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate in a respectful and trusting environment.
5. **Diverse Learning:** Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
6. **Student Learning Environments:** Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
7. **Parent, Family, and Community Engagement:** Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.
8. **Data-Driven Professional Practice:** Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
9. **Technology:** Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
10. **Evaluation:** Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

LaFayette
Central School District

Professional Development Topics

The District has identified the following professional development topics as focus areas:

1. Standards

2. Curriculum

3. Common Interim and Summative Assessments

4. Literacy

5. Data Analysis and Goal Setting

6. Increasing Performance of Identified Subgroups

7. Exemplary Instructional Practices

8. School Culture and Climate

9. Instructional Technology

10. Family Engagement

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Professional Development Formats

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

1. Inquiry and Data Teams:
   a. Analyze student data and student work to determine needed changes in the delivery of instruction
   b. Participate in reviews of class performance data over time to make decisions about one's own professional development, based on student outcomes
   c. Collaborate with other teachers and teaching assistants to examine case studies of student work and development
2. Coursework:
   a. Linked to improvement of instructional technique or content knowledge, which may or may not be in pursuit of a teaching or advanced teaching degree
   b. For more advanced certification or certificates in additional areas or in accordance with teaching assignment requirement for extension to certification
3. Coaching:
   a. Additional support provided during the regular school day in order to implement instructional programs and instructional practices
4. Lesson Study and Peer Coaching:
   a. Peers observe colleagues' student focused lessons. Engage in reflective discussion of the lesson. Evidence gathered is used to improve the lesson and instruction. The revised lesson is taught in another setting.
5. Mentoring:
   a. Provide support to new teachers in order to increase their skills and prepare them for the transition from preparation to practice to improve student achievement
6. Curriculum Development:
   a. Revising curriculum to address the gaps determined through analysis of student scores and work
   b. Creating common formative and summative assessments
   c. In-District and/or State Level
7. Conferences/Workshops:

a. Participation in courses or other learning opportunities offered in and out of district (Local, state, and/or national conferences, BOCES, Institutions of Higher Education, Teacher Centers, Independent Professional Development Service Providers, etc.)

8. Collaboration:
   a. Two or more teachers engage in research projects related to district initiatives
   b. Two or more teachers develop new programs
   c. Two or more teachers work collaboratively on research-based instructional practices and procedures

9. Study Groups:
   a. Groups of teachers meet regularly to study a topic(s) relevant to their teaching to gain a deeper understanding

10. Modeling:
   a. An experienced teacher or expert observes a classroom and then models a lesson or best practice

11. Professional Development Presentations:
   a. Present topics to in and out of district staff

12. Webinars:
   a. A live online educational presentation during which participating viewers can submit questions and comments

13. Cooperating Teacher:
   a. Support student teachers or field internships

14. Committees:
   a. Serve on committees that develop plans and/or procedures to support staff and student growth

15. National Board:
   a. Pursue National Board certification or recertification

16. Staff Meetings: 30 minutes of staff meetings focus on professional learning

17. Sabbatical:
   a. Work related to content speciality or enhancement of teaching strategies

18. School Visitations:
   a. Teachers are permitted to visit other higher performing or exemplary districts or schools

19. Professional Learning Communities:
   a. A committed collaboration of staff focused on learning, rather than teaching, in which they hold themselves accountable for results and school improvement

LaFayette
Central School District   **Action and Evaluation Plan**

Although professionals in LaFayette are continually improving their craft and honing their skills through their own self-improvement efforts, systemic change and growth requires collective and sustained efforts. A comprehensive professional development plan promotes student achievement by providing learning opportunities for staff that is aligned with major school and/or district goals identified through regular needs assessments and a professional development planning process. The professional development planning process is:

1. **Identify** school/district educational goals
   - Review existing educational goals
   - Analyze student achievement data: past, present, projected trends
   - Diagnose areas of student and staff needs
   - Establish improvement with measurable goals expressed in terms of desired outcomes and within the context of the learning standards and district's priorities

2. **Prepare** for implementation
   - Outline flexible and integrated professional development strategies and activities that address the needs and goals identified
   - Identify sources of expertise to assist with identified needs and goals
   - Determine professional development topic and format at each level (district, school, team, or individual)

3. **Implement** professional development strategies
   - Integrate learning models that provide choice, differentiated learning, sustained collaboration, and ongoing support
   - Incorporate best practices into teaching, learning, and leadership
   - Identify critical factors for successful implementation

4. **Monitor** progress
   - Identify success measures for professional development activities

- Identify data sources and gathering method for each measure
- Keep records of professional development implementation, participation, and feedback
- Administer feedback surveys and collectively analyze results

Action	Audience	Timeframe	Evidence
Mandated			
DASA	District Wide	Sept. 2018	Online Quiz
Emergency Plan	District Wide	Sept. 2018	Online Quiz
School Safety	District Wide	Sept. 2018	Online Quiz
Mental Health	District Wide	Sept. 2018	Online Quiz
Right to Know	District Wide	Sept. 2018	Online Quiz
Bloodborne Pathogens	District Wide	Sept. 2018	Online Quiz
Special Education	Districtwide	Sept. 2018	Review of 504 Plans and IEPs
RTI			
Universal Screeners	Instructional Staff	July 2018 - June 2019	Training Courses Universal Screening Results
RTI Inquiry Team	RtI DDT	Sept. 2018 - June 2019	Meeting Minutes
RTI Data Teams	Instructional Staff	Sept. 2018 - June 2019	Meeting Minutes
RTI Tiers	Instructional Staff	Sept. 2018 - June 2019	Universal Screening Results
Instructional Technology			
Technology Standards	Instructional Staff	Sept. 2018	APPR 1.6 A

Survey			APPR 6.1 C
Technology Software	District Wide	Sept. 2017 - June 2018	Observation / Post Observation
Technology Best Practices	District Wide	Sept. 2017 - June 2018	Observation / Post Observation APPR 1.6 A APPR 6.1 C
English Language Arts			
Literacy Strategies and Structure LiPS Guided Reading	Instructional Staff	July 2017 - June 2018	Observation / Post Observation APPR 1.2 A APPR 3.4 A Literacy Profile K-6
Writing Strategies and Structure	Instructional Staff	July 2018 - June 2019	Units of Study PreK-8 Benchmarks APPR
Curriculum and Instructional Practices			
Content Areas Instructional Practices	District Wide	July 2018 - June 2019	APPR 3.4 A APPR 3.6 A End of Unit Data eDoctrina
School Culture and Climate			
Common Expectations and Language	District Wide	July 2018 - June 2019	Development of Multi-Tiered System of Support

LaFayette Central School District Mentoring and Induction Program Plan

2018-2019 School Year

Mission Statement

LaFayette Central School District's Mentoring and Induction District Design Team's mission is to develop and implement a mentoring and induction program that will:

- Ensure the personal and professional well-being of beginning teachers and new staff;
- Increase instructional effectiveness through sound classroom management and instructional strategies;
- Provide the process of self-reflection;
- Promote continual professional growth; and
- Assist teachers in fulfilling district expectations and state requirements

Vision Statement

LaFayette Central School District's Mentoring and Induction District Design Team's vision is to equip mentors and mentees with the professional support needed in order to help prepare and retain quality staff that maximize the potential of every student.

Composition of Original Mentoring and Induction District Design Team

Maura Daly	English Teacher: JrSr
Ashley Kolbeck	Second Grade Teacher: GS
Winonah McCoy	Preschool Teacher: ONS
Karen Ocque	Director of Instruction and Pupil Services
Leonardo Oppedisano	Advisor and Science Teacher: BP
Diane Pratt	Special Education Teacher: ONS
Tiffany Turner	Assistant Superintendent for Business

Original Functions of Mentoring and Induction District Design Team

The committee will meet up to 5 times a year after school and/or during the summer.

- Perform yearly review of plan and revise
- Coordinate mentor/mentee training
- Determine program effectiveness

Mentor Role and Qualifications:

The role of the mentor is to engage, inspire, assist, encourage and advance the professional learning of the beginning teacher and to model professional conduct as well as embody a vision of excellence in teaching. To successfully achieve this role the mentor themselves must be a learner who seeks to continuously improve their own craft and demonstrates/has achieved the following:

- Tenured with the LaFayette Central School District
- Completed at least 5 years of service with the LaFayette Central School District
- Hold Permanent/Professional Certification
- Commitment to or completion of mentor training prior to assignment
- Demonstrates instructional excellence and a solid knowledge of standards based planning and instruction.
- Shows evidence of continued professional development
- Possesses a positive reflective attitude
- Demonstrates professionalism, confidentiality and leadership

Mentoring Application/Selection Process:

Mentor candidates will complete and submit an Initial Mentor Application that includes a narrative by the applicant for their reasons for wanting to be a mentor. The Design Team will review all completed applications and match mentor candidates to mentees as they are hired into the district. The intent will be for the mentor to continue with each of his/her mentees through a minimum of one year with a possibility for additional years if needed. If at anytime the mentor/pairing is not successful, the mentor (or the mentee) should review their concerns with the Mentor Coordinator. He/she will review the concerns with the design team and if there is agreement, a new mentor assignment will be made.

Mentor Training/Responsibilities:

- Mentors commit to completing the mentor training prior to the initial mentoring assignment and additional after school days as communicated by the Mentor Coordinator.
- Provide guidance and support to new teachers in school routines, procedures and systems.
- Be available and accessible when needed by the mentee
- Assist the mentee with professional goal setting
- Provide support (discipline, curriculum, and motivational techniques) to the non-tenured teacher
- Observe mentee in classroom (either in person or via videotaping) in the role of instructional coach once a year, and provide in a non-evaluative manner, constructive feedback

- Open his or her classroom to mentee and coordinate visits to other teachers' classrooms – Mentor and mentee are responsible for arranging sub coverage
- Work with mentee to devise lesson plans that are in alignment with NYS Learning Standards
- Review any curriculum work and building or district-wide assessment results with mentee
- Share information about available resources
- Provide guidance through the Observation process
- Provide insight and understanding of school culture and climate
- Serve as a non-judgmental "sounding board" for the non-tenured teacher
- Model and encourage self-reflection practices
- Assist mentee with use of district-wide software (e.g., SchoolTool, Reading Inventory, Google Docs, etc.)
- Encourage mentee to have open communication with parents and staff
- Promote a professional learning culture centered on school improvement
- Integrate mentee into the culture of the school, district, and surrounding community
- Meet with mentee at least one hour every week for a minimum of 35 hours for the school year
- Maintain digital mentor log. Share a copy with Mentor Coordinator on a quarterly basis. If mentoring a first year mentee you must share the mentoring log document with the Mentor Coordinator at the close of the school year to be kept by the district for seven years per New York State regulations.
- Complete evaluation of mentor program

Mentor/Mentee Relationships:

For a mentoring relationship to be successful, a mentee must be able to trust in the confidence that whatever he/she shares with his/her mentor remains confidential. The relationship should be one where a mentee can explore alternatives in teaching techniques, assessment strategies and district procedures without concern that the questions/topics will be used as part of the evaluation process. The role of the mentor is to be an instructional coach for the mentee; the role is **not** to be used as part of the formal evaluation of the mentee.

It is understood that items that violate federal law, state law or board policy will not be considered confidential: 1) where withholding such information poses a danger to the life, health, or safety of an individual, including the staff or students of the school or 2) where such information indicates that the new teacher has committed or been convicted of a crime.

Mentee Responsibilities:
- Attend all training and meetings for mentees
- Meet and conference with mentor on a regular basis
- Participate in various professional development opportunities with mentor and/or other mentees
- Arrange for mentor to visit classroom at least once
- Be open and receptive to mentor's non-evaluative peer feedback
- Engage in self-reflection regarding professional and personal areas of strength and weakness
- Seek help and feedback from mentor when needed
- Observe mentor and other experienced teachers at least once
- Maintain confidentiality
- Set goals for self, with mentor input, and regularly monitor progress toward goal attainment
- Become familiarized with district curriculum, procedures, policies, district software, and technology
- Commit to participation in all aspects of the Mentor Program
- Complete all necessary evaluation forms
- Mentees need to maintain and update a monthly log and share it with mentor coordinator on a quarterly basis. First year mentees need to send the log to the Mentor Coordinator at the close of the school year to be kept by the district for seven years.

Program Evaluation/Reflection:

The mentoring design team will create a meeting schedule throughout the year, up to four meetings, to review the progress and events occurring within the program as well as the mentor-mentee assignments.

The committee will also meet at least one time a year to reflect, review, and evaluate the program by means of surveys given to both mentors and mentees. These surveys may ask for feedback on the following topics:

- New Teacher Orientation
- Mentor/Mentee Handbook
- Release Days
- Meetings between Mentor and Mentees
- Meeting Scheduled with the Mentor Coordinator
- Trainings/Workshops Provided
- Level of Support Provided
- Strengths of Program
- Suggestions and Recommendations for Improvements

The responses will assist in revising the Mentor Program plan for the following year.   The plan will be a living document.

Mentor Stipend:

2018-2019 Hourly PD Rate (32.81 and/or 24.46)

LaFayette Central School District Mentor Application

Please Note: In order to be eligible for the position of a mentor, you need to meet the following criteria:

- Tenured with the LaFayette Central School District
- Completed at least 5 years of service with the LaFayette Central School District
- Hold Permanent/Professional Certification
- Commitment to or completion of mentor training prior to assignment
- Demonstrates instructional excellence and a solid knowledge of standards based planning and instruction.
- Shows evidence of continued professional development
- Possesses a positive reflective attitude
- Demonstrates professionalism, confidentiality and leadership

Name _____   Date of Application _____

Area(s) of Tenure _____

Certification Area(s) _____

Grade and/or Subject(s) currently taught _____

Grade and/or Subject(s) previously taught (including in other districts)
_____

Do you have prior mentoring experience?   Yes   No

Do you have prior peer coaching training?   Yes   No

Do you have any other training and/or experience that would be applicable to the job of a mentor?   Yes   No
If yes, please explain.

_____

_____

_____

_____

Please include a statement of why you are motivated to apply to be a mentor, as well as any personal qualities that you believe would benefit a mentee and our district as a whole.

_____

_____

_____

_____

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_____

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Provisions for School Violence Prevention and Intervention

District and School Emergency plans exist and are updated yearly. The District has a Mental Health Committee. The committee's purpose is to provide staff guidance for various scenarios they may encounter. Also, see action plan for School Culture and Climate as well as mandated quizzes.

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Provisions for English as a New Language

The District does not have any students enrolled requiring ENL services. Therefore, the District seeks permission on an annual basis from the commissioner for an exemption from the professional development requirements noted in 100.2 of the New York State Regulations.

References

Guilderland Central School District. *Professional Development Plan 2014-2015*. New York: Guilderland Center, 2016. Web. 7

December 2016.

Phoenix Central School District. Professional Development Plan 2014-2017. New York: Phoenix, 2016, Web. 7 December 2016.

Cattaraugus-Allegany-Erie-Wyoming BOCES. *Cattaraugus-Allegany-Erie-Wyoming BOCES Organizational Professional*

Development Plan 2016-2017. New York: Olean, 2016. Web. 7 December 2016.

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Appendix A: Topics and Providers

Professional development topics may include, but are not limited to the following listed below during the 2018-2019 school year as well as the organizations/providers who may offer the workshops and trainings.

Topic	Provider	Topic	Provider
DASA	OCM BOCES LaFayette CSD	APPR	OCM BOCES LaFayette CSD
Emergency Plan and School Safety	OCM BOCES LaFayette CSD NYSPD Armoured One	Arts	AOSA GRAOSA NAFME NYSSMA OAKE OCM BOCES SUNY Cortland NYSATA
Mental Health	OCM BOCES LaFayette CSD New York Center for Teacher Development Contact Syracuse	Unpacking Modules	OCM BOCES LaFayette CSD
District School Counseling Plan	OCM BOCES LaFayette CSD	CPR	Red Cross
Right to Know	OCM BOCES	Policy	Erie #1 BOCES
Bloodborne Pathogens	OCM BOCES	SUPA	Syracuse University
RTI Data Teams	LaFayette CSD Measurement Inc. New York Center for TEacher	College Credit Now	Onondaga Community College

	Development		
RTI Tiers	LaFayette CSD Measurement Inc. New York Center for TEacher Development	PLTW	RIT
RTI Inquiry Teams	LaFayette CSD Measurement Inc. New York Center for TEacher Development	Curriculum Development	OCM BOCES LaFayette CSD eDoctrina
Universal Screeners	LaFayette CSD Measurement Inc. New York Center for Teacher Development OCM BOCES	College Now	Tompkins Cortland Community College
Technology Standards	OCM BOCES LaFayette CSD	Google Apps for Education	OCM BOCES LaFayette CSD CNYRIC
Technology Software	OCM BOCES LaFayette CSD CNYRIC	SLS Communication Coordinator Meetings	OCM BOCES SLS
Technology Best Practices	OCM BOCES LaFayette CSD NYSTEEA NYSCATE CNYRIC	Poverty	Eric Jensen Madison County BOCES
Literacy Strategies ● LiPS ● Guided Reading	OCM BOCES Lindamood Bell LaFayette CSD	My Learning Plan	OCM BOCES Frontline Education
Literacy Structure	OCM BOCES	Math Modules	OCM BOCES

● Daily Five ● Guided Reading	LaFayette CSD		LaFayette CSD
Literacy Content Areas	OCM BOCES Lyn Seres Mary Conroy LaFayette CSD	English as a New Language	RBERN
Special Education	OCM BOCES LaFayette CSD	School Tool	OCM BOCES
Content Areas Instructional Practices	OCM BOCES LaFayette CSD	The Greater CNY School Library Systems Fall Conference	OCM BOCES SLS
Flipped Classroom	Jon Bergmann OCM BOCES LaFayette CSD New York Center for Teacher Development	Ethical Use of Digital Media/Copyright	OCM BOCES
Positivity Project	LaFayette CSD Syracuse University	Science Standards	OCM BOCES
Project Based Learning	LaFayette CSD OCM BOCES Buck Institute New York Center for Teacher Development	Special Education	OCM BOCES SEIS Linda Stummer New York Center for Teacher Development ARISE
Best New Young Adult Nonfiction	Kathleen O'Deen OCM BOCES	Standards Based Report Cards	OCM BOCES
Collegial Grant - Inquiry	NYS Teacher Center	Standards Based Grading	OCM BOCES
Vocabulary	vocabulary.com	Library Automation System Training	OCM BOCES SLS
Lead Evaluator Training	OCM BOCES	Native American Education	OCM BOCES

		Conference	
Minecraft in the Classroom	OCM BOCES	Physical Education	AHPERD LaFayette CSD
Coding	OCM BOCES	STEM	OCM BOCES
Math	OCM BOCES LaFayette CSD	Behavior Management	OCM BOCES
English	OCM BOCES	21st Century Skills	OCM BOCES
Counseling	OCM BOCES	Foreign Language	SUNY Cortland
Sensory Disorders	SUNY Cortland	Units of Study: Writing	LaFayette CSD Teachers College Reading and Writing Project