

PROFESSIONAL DEVELOPMENT PLAN



2015-2018

Acknowledgement:

The district acknowledges the efforts of the following Professional Development Committee Members:

Sandy Ahart	Teacher Center Co-Director
Vicky Bauder-Rivet	Community Member
Joe Christensen	Intermediate Teacher
Anna Marriott	Teacher Center Co-Director
Sally Everts	Intermediate School Principal
Jill Meyers	Middle School Art Teacher
Amanda Mucedola	Middle School Science Teacher
Jonathan Nicoletti	Assistant Superintendent
Shawn Orcutt	Primary Teacher
Jennifer Paczkowski	Primary Teacher
Kaitlin Stone	High School English Language Arts Teacher
Jodie Verkey	Intermediate Teacher
Vince Vitale	Middle School Principal

Waterloo Central School District

The Waterloo Central School District is located midway between the northern ends of Cayuga and Seneca Lakes in the Finger Lakes Region of New York State. Agriculture and tourism are major industries. The urban centers of Ithaca, Rochester and Syracuse are within one hour's drive.

Four schools make up the Waterloo Central School District: Skoi-Yase Primary School (K-2), LaFayette Intermediate School (3-5), Waterloo Middle School (6-8) and Waterloo High School (9-12). Approximately 1,700 students attend the Waterloo Schools. Many students participate in extra and co-curricular activities. The District is committed to enhancing technology throughout the District.

The Waterloo School District is committed to improving the quality of education students receive through a commitment to a strong professional development program.

Mission Statement

“The mission of the Waterloo Central School District is to provide a safe environment and educational programs that will provide opportunities for all members of this community to obtain a well rounded education so they can be productive and successful in their personal and professional lives.”

PROFESSIONAL DEVELOPMENT

The ultimate goal of any school district is increased student achievement. Increasing the professional staff's ability to promote student achievement is fundamental in accomplishing this goal. This includes all professional staff, including those of special education students.

Waterloo Central School District takes professional development seriously and approaches it in terms of continuous improvement. Staff participates in professional organizations, staff development opportunities, and conferences. Additional ongoing professional development can occur in a wide range of arenas including faculty, grade level, and departmental meetings, peer-peer dialogue, team planning, school and district committee memberships, learning teams, participation in college courses, and formal training sessions.

Additional examples include:

1. **Customized Staff Development:** District initiatives are always focused on areas that need improvement. Professional development is designed to provide staff with the support necessary to learn and implement those initiatives. This support may be relevant to individual teachers, grade levels, departments, buildings or the district at large. In addition, any staff member can submit a staff development proposal which must be reviewed by the appropriate building principal and the Assistant Superintendent for Curriculum and Instruction.
2. **General Staff Development:** Superintendent's Conference Days may include general staff orientation, curriculum development, in-service education. Conference days are planned by the district and building level administration.

Staff development may take place in several ways throughout the school year. During-school, after-school, and summer in-service are the most common ways professional development is offered. During-school professional development is offered to staff during regular work hours. Staff are relieved from their teaching/work assignment to attend training. After-school and summer professional development is offered outside of the regular work day.

PROFESSIONAL DEVELOPMENT GOALS

The Waterloo Central School District has established three goals that guide our thinking and frame our vision of what we want to accomplish for the school district and its students now and in the future. They are:

- A. Standards of Excellence
 - A critical, reflective and evaluative approach to all of our work
- B. Tight Linkages
 - A common shared vision with all parts of the organization working in harmony
- C. All Students Engaged and Graduated
 - All students are positively and actively engaged in their own success

PROFESSIONAL DEVELOPMENT MODELS

A. JOB-EMBEDDED STAFF DEVELOPMENT

Waterloo Central School District provides a range of job-embedded learning for all staff; learning that occurs as staff and administrators engage in their daily work activities. Job-embedded learning is the result of educators sharing what they have learned from their teaching experiences, reflecting on specific work experiences to uncover new understanding, and listening to colleagues share best practices they have discovered while trying out new programs or planning and implementing a project.

This job-embedded learning occurs in a variety of formats can include action research and inquiry practices, the practice of collegial examination of student work, reflective practice, portfolio development, dialogue, interactive instructional faculty meetings, team interactions, networking, and coaching and mentoring opportunities.

B. NEW TEACHER DEVELOPMENT

All newly hired teachers participate in the following professional development during their first three years of employment:

1. Orientation of district expectations, building, and curriculum.
2. Differentiating Instruction and learning styles through mentor program.
3. Integration of technology into instruction.
4. In-service support and mentor-mentee meetings program. Topics may include working with paraprofessionals, classroom management, communicating with parents, issues unique to age/grade of students, assessment concerns, teaching at-risk students.
5. Job-embedded coaching with the building administrator.
6. Mentoring by a veteran teacher.
7. Other voluntary or mandated professional development opportunities specific to content or grade level.

C. ONGOING STAFF DEVELOPMENT INITIATIVES

Often it is necessary to implement broad initiatives to facilitate the achievement of short and long range district wide goals. These initiatives require the consistent and sustained application of professional development among all staff in the district. To accomplish this, ongoing formal and structured staff development is designed to support these initiatives. Specific professional development is offered to staff and the time needed to attend the training is provided.

D. WATERLOO TEACHER RESOURCE CENTER (TRC)

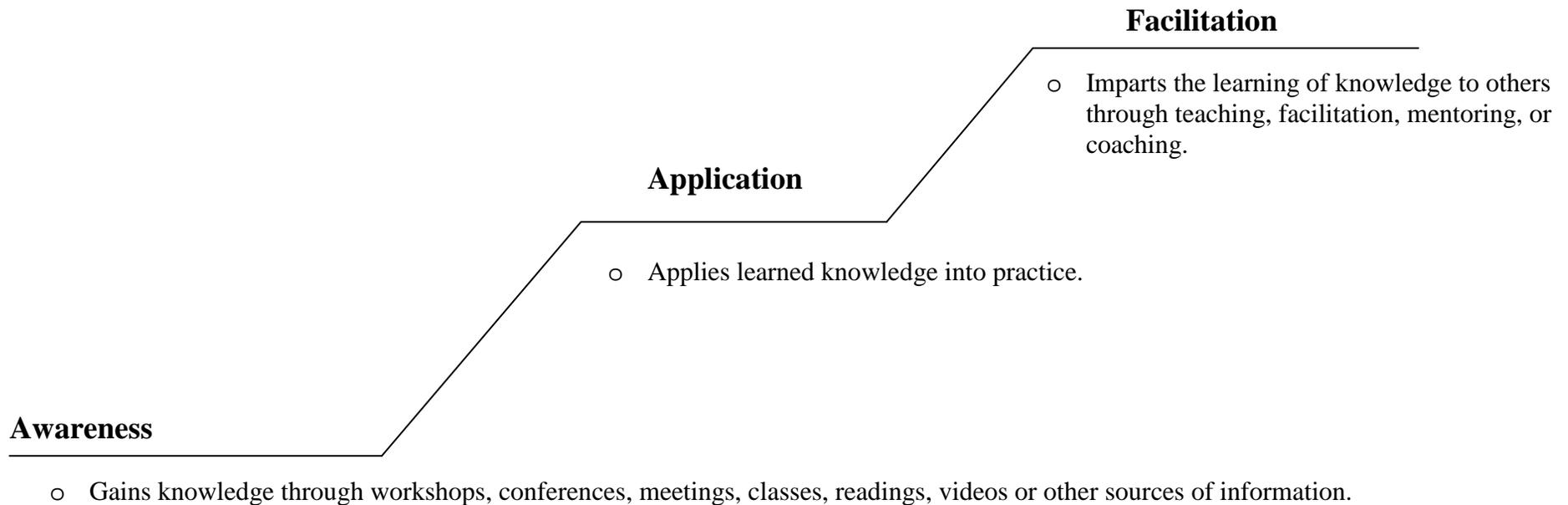
The Waterloo Teacher Resource Center provides focused staff development in a number of areas, particularly programs in Differentiated Instruction, learning styles, technology and curriculum review. The Center directors will serve our faculty during Superintendent's Conference Days and will continue to work with us to provide ongoing staff development.

When it is determined that professional development is needed in a particular area, the following implementation model will be utilized for staff training.

- Step 1. Pre-Assessment
- Step 2. Initial Training
- Step 3. Implementation
- Step 4. Follow-up/Sharing
- Step 5. Follow-up Advanced Training
- Step 6. Evaluation

NOTE: Feedback from staff is critical for successful implementation.

The intent of the preceding professional development model is to help individuals move their knowledge base from Awareness to Facilitation as depicted below:



ALIGNMENT WITH NYS STANDARDS

The Assistant Superintendent of Curriculum and Instruction and the District Administrative Team ensure that all professional development is aligned with the standards, is diagnostic-prescriptive in its nature, and originates from a data-driven process. In addition, the district's leadership structure of administrators and teacher chairpersons in each grade level and subject area ensures articulation within (horizontal) and across (vertical) the grade levels.

MULTI-YEAR STAFF DEVELOPMENT APPROACH TO IMPROVED STUDENT PERFORMANCE

Staff development for new and existing teachers is in place and ongoing. This creates a highly skilled faculty that values professional development. Plans for each major initiative are reviewed annually by district administration with the input of staff, and are communicated to district staff each year.

Our professional needs and data-driven processes require staff who use data and ongoing continuous student assessments to make daily classroom decisions. We use several computer-based record keeping systems for each child indicating the child's developmental progress and mastery as they move along the learning continuum to reach the commencement level standards.

The curriculum review process is a cycle that ensures a seamless interface between the written, taught, and tested curriculum.

PROFESSIONAL DEVELOPMENT HOURS

While it is impossible to calculate the average number of hours a staff member will be involved with professional development on an annual basis, all of our staff will be involved in a minimum of 20 hours of professional development offered through Superintendent's Conference Days and half-days. In addition, teachers should participate in approximately 15 additional professional development hours annually.

New York State created new regulations regarding teacher and teacher assistant certification effective February 2004. All teachers who hold a NYS "Professional" certificate must complete 175 hours of professional development every 5 years to maintain the validity of their certificate. All staff who hold a "Teaching Assistant III" certificate must complete 75 hours of professional development every 5 years. The Waterloo Professional Development Plan identifies professional development opportunities that can be completed towards these requirements. Professional Development is a cornerstone to school improvement in particular student achievement and the District encourages all teachers and teaching assistants to participate in professional development opportunities.

The Professional Development Committee created a list of activities that will be accepted by the District for Professional Development hours. Certain activities must receive pre-approval from the building principal and the Assistant Superintendent for Instruction. Activities should be associated with one of the goals of the present Professional Development Plan or a personal professional goal reflected in a teacher's APPR.

EXAMPLES:

- Superintendent Conference Days
- Professional Learning Community activities (Learning Clubs, Data Teams, etc.)
- Mentor Program(applicable to Mentor and Mentee)
- Training and Scoring of State assessments
- Data Analysis of State Assessment results
- Working with a student teacher
- Participation in Building/District Teams
- Grant Writing/Implementation of Grant
- Portfolio Development
- National Board Certification
- Peer Coach
- Team Meetings
- Child Study Teams
- Horizontal and Vertical Collegial Conversations

Pre-Approval needed for the following:

- Workshops, conferences, etc. (WTRC, BOCES, independent presenters)
- Curriculum Writing
- Presenting a Workshop
- Participation in Professional organizations
- Advisement to student activities/organizations
- Publishing
- Collegial Circles (Book Club, Action Research)
- Educationally related trips
- District will provide opportunities for teacher to attend S.A.V. E training as needed

It will be the responsibility of each teacher and teaching assistant to maintain records of their professional development hours for the New York State Education Department. **These records must be submitted to the District Office monthly for any members holding a Professional or Teaching Assistant III certificate.** A form has been created to record and submit professional development hours. **Describe how the Professional Development Plan is aligned with New York learning standards and assessments, student needs, and is articulated within and across grade levels.**

NEEDS ASSESSMENT

The following data may be used to help determine the areas where professional development needs to be targeted across the district:

1. School Report Card
 - a. Student attendance rates
 - b. Graduation rates
 - c. Dropout rates
 - d. Academic achievement (NYS assessments, Regents results)
 - e. Disaggregated data on student achievement
2. NYSED Initiatives
3. Teacher Retention Rate
4. Workshop Attendance
5. Teacher Surveys
6. BEDS Data
 - a. Uncertified Teachers
 - b. Student/teacher Ratio

EVALUATION

The most effective way to improve the achievement of our students is to improve the quality of teaching. Improving staff development requires empowering educators to develop new models for integrating learning into all aspects of the school. Effective staff development is:

- results-driven and job-embedded;
- focused on helping teachers become deeply immersed in subject matter and teaching methods;
- curriculum-centered and standards-based;
- sustained, rigorous, and cumulative; and
- directly linked to what teachers do in their classrooms.

Effective professional development fosters the connection between subject matter and pedagogy. It expands teachers' repertoire of research-based instructional methods to teach content and helps students to master new skills. Professional development creates regular opportunities for collaborative planning, reflection, development of assessments, and serves to connect teachers to other professionals within and beyond their schools.

Data will be collected from various sources to determine the effectiveness of the professional development plan on an annual basis. A variety of sources will be used to gather data including, but not limited by, the following:

- benchmark data collection and review throughout the year by administrators and teachers;
- review of participant feedback on surveys, evaluation forms, etc.;

- administrative observation of teachers' classroom practices;
- peer review and/or focus groups where appropriate.
- quantitative and qualitative data analysis including student assessment data, survey data and building
- ongoing monitoring of the Mentor-Mentee Program

MENTORING PROGRAM

The Waterloo Mentor-Mentee Program follows similar guidelines set forth in the Commissioner's regulations. Professional Development Plans approved after February 2, 2004 include information on the school's mentoring program. The regulations outline specific components of a school's mentoring program that must be addressed in the Professional Development Plan. Each component is addressed below.

Selecting Mentors

Mentor applications will be available during the month of May. Mentor applications are filed annually. Certain criteria must be met by teachers in order to apply to be a mentor.

In order to be a mentor a teacher must

- ... be permanently/professionally certified.
- ... be tenured.
- ... demonstrate mastery of pedagogical skills.
- ... demonstrate mastery of content.
- ... demonstrate superior teaching abilities.
- ... have outstanding interpersonal skills.
- ... be willing to enhance the quality of the mentoring program.
- ... be approved by the building principal.

Mentor's Role

The role of the mentor includes:

- ... assimilating new teachers into the culture of the school, district and community,
- ... promoting the knowledge, skills, attitude, and values that are vital to success throughout a teacher's career.
- ... providing instructional and interpersonal support that will further the professional development of newly hired teachers.
- ... increasing collegiality among new teachers and experienced colleagues.
- ... promoting the professional and personal well-being of new teachers.

Mentor Preparation

Professional development opportunities for mentors will include:

- Program responsibilities
- Workshops on adult learning and teacher development
- Developing Interpersonal Relationships
- Coaching Techniques
- Time Management/Organizational strategies

Mentoring Activities

The component of the Mentoring Program includes the following:

- Discussions on focus questions
- Peer Review Process
- Review of lesson plans-instruction & assessment
- Peer Observations
- Attendance at Professional Development workshops
- Informal meetings

Time Allotted for Mentoring

Instructional time should be devoted to mentoring, which amounts to about 95 hours. This is fulfilled through a variety of means including:

- Release time from instructional duties
- Superintendent Conference Days
- Prior to or after the school day
- Summer training
- Mentor/mentee discussion groups

Mentor Program Participants - Record Keeping Requirements

Each mentor program participant must maintain certain documentation as a means of demonstrating accountability to the components and activities of the program. The following records are submitted by mentors:

- Maintain and submit monthly log of topics discussed, activities participated in and time allotments
- Observation Forms
- Evaluation form

**WATERLOO CENTRAL SCHOOL DISTRICT
PROFESSIONAL DEVELOPMENT HOURS FORM**

Name: _____

Building: _____

Grade/Subject: _____

Month/Year: _____

All teachers who hold a NYS “Professional” certificate must complete 175 hours of professional development every 5 years to maintain the validity of their certificate. All staff who hold a “Teaching Assistant III” certificate must complete 75 hours of professional development every 5 years. The Waterloo Professional Development Plan identifies professional development opportunities that can be completed towards these requirements.

Complete both sides of this form and submit it to the district office at the end of each month. It is your responsibility to keep a copy of this form and submit the necessary documentation to the District Office regarding professional development hours and certification.

PD Title and Description	Sponsored by:	Date & Location	Hrs. Completed	Attendance Verified by:

PD Title and Description	Sponsored by:	Date & Location	Hrs. Completed	Attendance Verified by:

I verify that the information above is accurate and I participated in the professional development described above. I know it is my responsibility to maintain a copy of this form and to submit a copy to District Office.

Signature

Date