

# Fillmore Central School

## Professional Development Plan

2021-2023

### **Background on the Development of the Standards**

In its report to the Regents Higher Education Committee in October 2007, the State Professional Standards and Practices Board for Teaching discussed the project it had undertaken to draft standards in the area of professional development in order to assist schools in providing high quality professional development to teachers and others in the school community.

The standards were developed to align with the New York State Learning Standards and were based on an analysis and adaptation of the National Staff Development Council's Standards for Staff Development as well as other national, state, and professional standards. In late fall of 2007, the Department sent a preliminary draft set of standards to the field for review. Response to the proposed standards was overwhelmingly positive and hundreds of comments and suggestions were received over the six-month comment period.

In June 2008, the Standards Board presented a draft of the proposed New York State Professional Development Standards to the Regents Higher Education Committee. The Regents provided guidance on its further development and suggested revisions. Input from the Regents and from the field was incorporated into the final draft document, which was approved by the Board of Regents at its February 2009 meeting.

### **New York State's Commitment to Professional Development**

The efforts of the New York State Board of Regents, the State Education Department, and the State Professional Standards and Practices Board for Teaching have resulted in formal processes that promote and support professional development for all educators and other school personnel. Listed below are existing State requirements and systems that build a strong foundation for professional development in New York:

- Commissioner's Regulation 80-3.6 (b)(1) requires that Professional certificate holders and Teaching Assistant III certificate holders complete professional development every five years (175 hours for teachers and school leaders and 75 hours for TA IIIs) in order to maintain their certification.
- Commissioner's Regulation 100.2(dd) Professional Development requires each district and BOCES to collaboratively develop a plan for professional development that is annually revised and approved by its board of education.
- Commissioner's Regulation 100.2(o) Annual Professional Performance Review (APPR) focuses on the process of teacher evaluation and improving professional practice in the context of local needs and resources. This regulation requires that those with unsatisfactory performance receive a teacher improvement plan with appropriate professional development.

The State Education Department also administers a number of State and federal programs that support on-going sustained professional development to schools and BOCES, such as the State's Teacher Center Program, the Mentor-Teacher Internship Program, and Title IIA Teacher Quality grants. In addition, various State-supported professional development networks share the goal of improving student achievement by supporting educator growth and change in practice, for example, Boards of Cooperative Educational Services (BOCES), Special Education Training Resource Centers (SETRC), and Bilingual/ESL Technical Assistance Centers (BETAC).

## The Ten Standards for High Quality Professional Development

- 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.
- Content Knowledge and Quality Teaching: Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
- Research-based Professional Learning: Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research.
- Collaboration: Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.
- Diverse Learning: Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
- Student Learning Environments: Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
- 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.
- 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.
- Technology: Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
- Evaluation: Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

### Fillmore Central School Professional Development Plan

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

*On average, Fillmore teachers will be involved in approximately 20 hours of staff development per school year. The application and evaluation of workshop information will be in addition to these hours.*

### Fillmore Professional Development Plan Needs Assessment

**1. Describe how the professional development plan is aligned with the New York standards and assessments, student needs and is articulated within and across grade levels.**

*In order to identify the specific needs of the District, Fillmore Central School conducts an annual extensive Gap Analysis. Using scores from the New York State Math and ELA assessments in 3<sup>rd</sup> - 8<sup>th</sup> grade, iReady assessments K-8, and Regents exam results, the district is able to identify key areas to be addressed from year to year. Since the Gap Analysis is conducted using New York State and parallel assessments there is a strong alignment with the state standards.*

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

*The annual analysis of state assessments, standardized assessments, and teacher developed parallel assessments will foster on-going professional development relevant to the needs of the students in the District. The professional development plan allows for the adjustment of professional development activities to parallel the current needs of the students.*

**Sources used to identify the basis of our needs analysis:**

- NYS 3<sup>rd</sup> - 8<sup>th</sup> Grade ELA Results
- NYS 3<sup>rd</sup> - 8<sup>th</sup> Grade Math Results
- Regents Exam Results
- iReady
- Attendance Rates
- School Report Card
- BEDS Data
- Title 1
- Grade level/ department meetings
- Teacher identification of needs

**Congruence between student and teacher needs and district goals and objectives will determine plan priorities.**

*Standard area teams worked to analyze assessment results to determine congruence between student and teacher needs in the Fillmore Central School District.*

**FILLMORE CENTRAL SCHOOL  
PROFESSIONAL  
DEVELOPMENT PLAN**

**Annual Goal:** Pre-K-12 teachers and administrators will actively participate in a minimum of 20 hours of professional development activities, provided by NYS approved providers of professional development to increase student success and encourage professional growth.

**Objective #1:**

Every Pre-K-12 teacher and administrator will attend and/or actively participate in professional development activities, conducted by SED approved contractors, an average of 20 hours per school year (100 hours over 5 years) to address identified District, standard team and/or grade level goals to include professional development for working with Students With Disabilities and English Language Learners.

**Objective #2:**

Every Pre-K-12 teacher and administrator will write an annual, self-directed goal that will focus on the areas of professional competency outlined by New York State Professional Development Standards and/ or District identified needs.

**Objective #3:**

All personnel will receive training in school violence prevention and intervention training annually, as per Commissioner's Regulation (100.2dd).

**Objective #4**

All teachers new to the district will be assigned a mentor for a minimum of one school year.

- Teachers with no independent classroom experience will be mentored for a minimum of one year.
- Teachers new to Fillmore with independent classroom experience will be mentored for one year.
- The length of time a teacher will be mentored may be lengthened at the recommendation of the administration.

**Objective #5**

All teachers will receive continued technology integration trainings to include, but not limited to:

- Technology integration professional development will be provided by SED approved professional development providers to continue to sustain the implementation of 1:1 devices for students K-12.
- Teachers will continue to be provided training on online course management platforms utilized by FCS for teachers to collaborate and share schoolwork with students.

**District Initiatives:**

- Fillmore is involved in a continuous initiative to align curriculum, assessment, instruction, and student achievement. Professional development activities increasing teacher knowledge and competency in these crucial areas is highly recommended.
- Fillmore is a 1:1 technology district for staff and students. All teachers and administrators will participate in professional development around the instructional use of technology.

## **Plan Evaluation**

The success of the professional development plan will be evaluated in two manners. The first evaluation tool will be an annual analysis of student assessment results. The needs assessment identifies the needs of the District in each of the standard areas. Professional goals that are written to address the District needs should result in an increase in student achievement.

The second evaluation tool will be the evaluation of the individual goals of each teacher and administrator in the District. Teachers will meet annually with an administrator to discuss the implementation of their annual goals and their effect on student achievement.

## **Professional Development Activities**

The professional development committee has determined that professional development activities will encompass, but will not be limited to the following types of activities to fulfill the 20-hour requirement of professional development. Professional development activities should be connected to each individual's goals to fulfill the professional development requirement. Professional development activities may include:

- Workshops/ conferences
- Curriculum development/ alignment
- Peer review activities
- Mentoring activities
- Superintendent's day in-service training
- Standard team meetings
- Parallel assessment development
- Graduate course work
- Original research work
- Grant writing
- Training in the use of educational technology
- Self-tutorial programs
- Applying for and obtaining National Board Certification
- Peer coaching
- Working with a consultant in a classroom to introduce new initiative
- Professional book study
- Online and distance learning opportunities

Each teacher and administrator to show evidence of professional development participation should keep documentation of Professional Development activities. Documentation shall include:

- |  |  |
|--|--|
| ▪ Certificates of workshop completion                            | ▪ Complete research work/ grants                         |
| ▪ Standard team meeting minutes, indicating participants present | ▪ Written curriculum                                     |
| ▪ Meeting attendance/ documentation form                         | ▪ Parallel assessments                                   |
| ▪ Publicized work  | ▪ Annotated bibliography of professional growth material |

## **Providers of Professional Development**

Professional development opportunities will only count toward the annual 20 hour requirement if they are provided by a NYS approved provider of professional development. To that end, Fillmore Central teachers and administrators will participate in professional development provided by (contracted with):

- Fillmore Central School
- Cattaraugus-Allegany BOCES
- GST BOCES
- Erie I BOCES
- Amy VanDerWater
- Tequipment
- CA Teacher Center
- Apple Training
- View Sonic
- Renaissance Learning

## **Annual Goal Writing**

Fillmore Central School believes the writing and assessing of self-directed goals to be an effective tool to guide the professional development of teachers and administrators in an effort to enhance their own practice and increase student achievement. Each teacher and administrator will write one goal in the areas of curriculum, instruction or assessment and professional growth. Teachers and administrators should be encouraged to set high expectations for themselves and feel comfortable in taking risks without worry.

## **Goal Writing Timeline**

- August/ September- Teachers and administrators will write annual goal.
- September- The goals and objectives will be submitted to the school administration for review by September 15 or by the last school day of the month.
- September 30- Every teacher and administrator will receive a copy of their annual goals back from the administration with comments about the goals.
- June (and/or during discussions during observations) -Teachers and administrators will meet to discuss their annual goals and their impact on student achievement.

Professional Development Plan  
Annual Goal  
20\_\_ - 20\_\_

Goal Competency Area:

Goal: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Objective #1: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Objective #2: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Evaluation: (should mirror your goals and objectives)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Administrator's Comments: \_\_\_\_\_  
\_\_\_\_\_