

Final

Salem Central School District

Professional Development Plan
(PDP)

2017-2019

Salem Central School District Board of Education

2016-2017

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Administration

Dr. David Glover, Superintendent of Schools

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Ms. Shelette Pleat, PreK - Grade 6 Principal

Ms. Dawn Barrett, CSE Chairperson

District Vision

To be the exemplary model of a rural school district where parents and guardians aspire to have their children experience its educational program, students may obtain lasting and fulfilling careers with a sense of accomplishment, and graduates always remember their experience as a vital component of their success in life.

District Mission

Maintain a supportive and caring learning environment for the students of Salem, Rupert, and the surrounding area that creates opportunities for students both before and after graduation, promotes student success through a focused, intentional academic program, and engenders a sense of service to both school and community.

I. Introduction

Introduction

The State of New York requires school districts to create and implement a Professional Development Plan to meet the professional needs of our teachers and ensure the highest quality of education for our students. The intent of this plan is to focus the professional development of the faculty at Washington Academy.

Executive Summary

The purpose of this plan is to establish a framework to improve the professional practice of our teachers, meet New York State requirements for professional development, and implement in-service training to assist our teachers in meeting their continuing credit requirements for their teaching credentials. In compliance with Board Policy and State regulation, this document was created with the input from teachers, administrators, community members, students, and members of the Board of Education. This plan includes the areas of focus for the district, a time frame of what will occur, and the framework for evaluating the plan, which includes using changes to this plan in creation of the following plan. As with many plans, this is a living document that will adjust to meet fiscal and temporal constraints as well as the need of our teachers and students.

Beginning with the 2016 - 2017 school year, each school district must describe how it will provide their newly certified teachers and Level III teaching assistants with opportunities to participate in 100 hours of professional development every five year (20 hours per year) by a sponsor approved by NYSED. The professional development provided by the district must align with the goals outlined in the Professional Development Plan.

II. The Salem Central School District Professional Development Plan

A. Stakeholders Professional Development

Parent Group/Title I: Mandi Ridler, Janice Quartararo

HS Faculty/Staff Committee: Randy North, Carol McPhee, Vicki L. Perkins, Bob Carr

Elementary Faculty/Staff Committee: Paula Bourgeois, Susan Greene, Meredyth Monroe

CSE Faculty/Staff Committee: Tara Caligure, Julie Northshield, Erin Morse

B. Goals & Objectives

Goal #1: To improve and maintain the quality of the curriculum offered by the Salem Central School District

Objective 1: Faculty will expand their knowledge of the writing curriculum through the creation of a PK-12 scope and sequence that focuses on writing across the disciplines.

Goal #2: To explore and expand our pedagogical approach for teacher instruction in the classroom

Objective 1: Secondary teachers will explore the possibilities of service learning and its potential impact for student learning

Objective 2: Faculty will renew their understanding of classroom management skills through the creation and implementation of a cohesive student management structure

Objective 3: Secondary teachers will improve instructional differentiation skills through classroom practice with particular focus on Math and ELA curricula for special education teachers

Objective 4: Faculty will expand their knowledge of the Instructional Co-Teacher (ICT) model of instruction with increased application in the classroom setting

Goal #3: To enhance our skills and knowledge on the use of technology in the classroom

Objective 1: Faculty will improve the operational knowledge of instructional technology through increase learning and application in the classroom setting with special focus on assistive technology for special education teachers

Goal #4: To expand professional development to meet NYSED Commissioner's Regulations.

Objective 1: Faculty will expand their knowledge and application of instructional strategies, inclusive of language and content objectives, that will support English Language Learners as they increase English proficiency. [Currently on waiver.]

Objective 2: Faculty will participate in continuing education regarding state mandated training (e.g. Right to Know) through participation in appropriate trainings .

Goal #5: To empower faculty and staff to help students find success regardless of student background

Objective 1: Faculty will continue to expand their knowledge of the effects of poverty on students through continued study and application of learned techniques

Objective 2: Teachers will expand their understanding of mental health in students and its impact on learning

Objective 3: Faculty will develop and implement a mentorship program for students to improve student performance

Objective 4: Special Education faculty and staff will improve intervention techniques through gaining certification in non-violent interventions for students

C. Approval by the Board of Education

An updated version of this plan will be submitted to the Board of Education for approval on an annual basis.

D. Professional Development for Staff Members Certified after February 2004

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Beginning with the 2016-17 school year, the Professional Development Plan of each school district will overview how the school district will provide their certified teachers and Level III teaching assistants with opportunities to participate in 100 hours of professional development every five years (20 hours per year) by a sponsor approved by NYSED. The professional development provided by the district must align with goals outlined in the Professional Development Plan.

Starting July 1, 2016, teachers who hold a Professional Certificate or teaching assistants who hold a Title II certificate are required to complete 100 hours of professional development over a five-year period (approximately 20 hours per year) in order to maintain certification.

The ultimate goal of all efforts in this area is to increase the capacity of faculty members to enable and assist all students to higher academic achievement. The New York State Education Department recommends that the content of these professional development opportunities be directly related to:

- Enhancement of teachers' subject matter knowledge (content)
- Teacher knowledge, use and application of appropriate teaching techniques (pedagogy)
- Broadening and enhancing teacher abilities to apply more accurate and appropriate assessment methodologies (assessment)
- Enhancing teacher skills and options in effectively managing individual students and classrooms in both heterogeneous and homogeneous settings (student/classroom management)

E. Mentor Teacher/Intern Program

After February 2004, school districts are required to include their mentoring program for new teachers in the Professional Development Plan. The mentoring program must include procedures for selecting mentors, the role of mentors, the preparation of mentors, types of mentoring activities, and the time allotted for mentoring.

The goals of the Salem Central School District Mentor/Teacher/Intern program are:

- To orient newly certified employees to the profession.

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- To orient teachers and teaching assistants new to the district to their workplace.
- To provide emotional support and general guidance about the school district’s professional culture.
- To assist new teachers and teaching assistants with curricular and classroom management issues, grade level and building goals and standards, and other professional issues.

All tenured faculty members may apply to mentor a new staff member. From the pool of applicants, mentors are selected by Administration. They meet with their interns on a regular basis (TBD), keeping a log of topics and suggestions. In cooperation with building administrators, mentors and their interns observe in each other’s classrooms as Mentors are expected to maintain confidentiality of discussions, observations, and other contacts with their interns that pertain to professional issues.

Salem Central School District Professional Development Providers 2016-17

Salem Central School District	NYS Troopers
WSWHE BOCES	Renaissance Learning
Capital Region BOCES	School Messenger
NERIC	NYS Education Department
CUES BOCES	NYS English Council
CASDA	NYS School Board Association
NYSCATE	NYS Association for Health, PE, Recreation and Dance
University of Albany	LEGO Education
Sienna College	Wilson Language Training
College of St. Rose	Fountas and Pinnell/Heinemann
SUNY Plattsburg	ASCD
Washington County Sheriffs	