

Wilson Central School District

PROFESSIONAL DEVELOPMENT PLAN/

CONTINUING TEACHER

AND LEADER EDUCATION (CTLE)

2017-2018

Introduction

The New York State Education Department has mandated that each public school district in the state have a Professional Development Plan to ensure that all teachers have substantial opportunity for Professional Development (CTLE) in order that they remain current with the profession and meet the learning needs of students. The Wilson Central Board of Education supports Professional Development (CTLE) in policy and practice and recognizes its ultimate potential to empower students in achievement of the New York State Learning Standards and the Common Core Standards.

Purpose

The purpose of the Professional Development Plan is to:

1. Improve the quality of teaching and learning in order to meet or exceed the capacity for all students to meet the standards set by New York State.
2. Increase systemic support for effective teaching and learning.
3. Provide opportunities for all staff members to participate in high quality professional development.

Needs Analysis

Throughout the school year teachers and administrators will examine data from New York State Assessments, Regents Exams, and local measures to identify gaps in learning or deficiencies in instruction. They will also identify strengths to capitalize and promote as part of collaborative learning. In addition, staff will complete an individually or building guided staff development proposal form and an assessment form each year that allows them to reflect on the year's professional development opportunities.

Professional Development Opportunities:

The Wilson Central School District supports Professional Development and recognizes its importance as we continue to strive toward higher standards for all students. The work required in classrooms not only requires teachers to reflect on current practice but also to investigate and practice new strategies. Research has shown that the most effective professional development is data driven, standards based, continuous, contextual and job- embedded.

Professional Development (CTLE) opportunities shall include but not limited to the following activities:

- Superintendent's Conference Days
- District Staff Development Offerings
- BOCES Workshops
- Curriculum Work
- Capacity Building for State Assessments
- District/building guided staff development
- Visitations to other professional's classrooms in district or out of district.

Expectation for Participation

All staff members are expected to seek out appropriate professional development trainings and are encouraged to attend other Professional Development opportunities (CTLE activities) as appropriate and approved by his/her supervisor.

Teachers required to complete the 100 hours of Professional Development (CTLE) every five years as prescribed in Commissioner's Regulations 100.2 Part 80 are also expected to take advantage of the opportunities for additional hours provided by the District through Professional Learning Communities, after-school workshops as well as approved out-of-district workshops.

For credit-bearing university or college courses, each semester-hour of credit shall equal 15 clock hours of CTLE credit, and each quarter hour of credit shall equal 10 clock hours of CTLE credit. For all other approved continuing teacher and leader education courses, one CTLE credit hour shall constitute a minimum of 60 minutes of instruction/education.

Alignment with New York State Standards, Assessments and Student Needs

Professional Development opportunities (CTLE) that provide information and implementation for New York State Standards and Common Core Learning Standards will be provided. Alignment for the Common Core Learning Standards will also involve vertical as well as horizontal alignment. Teachers will be encouraged to work across grade levels to make sure there are no gaps in student learning. Teachers will be expected to work within grade level teams and/or departments in order to make sure instruction is consistent and comparable from class to class.

Professional staff and para professional school personnel who work with students with disabilities and/or English Language Learners will be encouraged to take advantage of workshops provided by BOCES and other organizations to improve their skills and knowledge in meeting the needs of the students.

Training in School Violence Prevention

Newly certified teachers are required to complete two clock hours of course work or training in school violence prevention and intervention in accordance with section 3004 of Education Law. Training in school violence prevention and intervention is available through registered teacher education programs at New York State colleges and universities, Coordinated School Health Network Centers located at certain BOCES, and other service providers approved by the State Education Department.

Mentoring Program

The intent of the Mentor Teacher Program is to provide new teachers with a systematic structure of support that helps them become familiar with the school, district, refine their practice and better understand their professional responsibilities. The program is an integral part of a teacher's first year of teaching and is the beginning of a teacher's Professional Development activities.

Sustainability

The Professional Development Assessment form and other needs analysis will be the catalyst for ensuring sustainability of effective and on-going Professional Development. Teacher evaluations and observations by administrators will address the effectiveness of Professional Development (CTLE) for improving instruction and improving student achievement.

Accountability

Teachers with professional certification are responsible to complete 100 hours of Professional Development every five (5) years. The State Education Department will ask that the certificate holder attest to his/her completion of the 100 hours prior to his/her re-registration. He/she will also be responsible to retain a record of the Continuing Teacher, Leader Education (CTLE) programs attended and the number of hours completed. Certificate holders will attest that they have completed 100 hours of required CTLE, must retain records of completed CTLE, and must provide

documentation if requested showing that they have complied with CTLE requirements.

The responsibility of the district to report completed CTLE activities relates to the status as a sponsor. As an approved sponsor, the anticipated plan is for the district to upload, through the online TEACH system, information related to CTLE programs and activities provided to certificate holders. This information shall include: participants, number of hours provided, and the type of CTLE programs or activities provided. All approved sponsors will be required to provide those who attend CTLE activities with a certificate of completion for purposes of record-keeping, and is required by statute.

All participants of Professional Development workshops (CTLE activities) are required to complete the post-conference form and may be asked to share or turn-key the content of the workshop. Participants may be surveyed to determine the usefulness of the information provided in the workshops.

Implementation Plan

District Goal	Target Area	Professional Development	Timeline	Evaluation	Funding Source
<p>Increase student achievement in all curriculum areas for all students.</p>	<ul style="list-style-type: none"> • Data Analysis • Assessment Practices • Instructional Practices- Differentiated Instruction And Direct, Explicit Instruction. • The effective use of technology to improve teaching practices and student learning. • Curriculum Refinement 	<ul style="list-style-type: none"> • Support from ON/BOCES ELA • Support from ON/BOCES Math Specialist • In house, Self-directed support on Social studies Framework • In house, Self-directed support for NYS Science Learning Standards • Vertical and Horizontal grade level data analysis and instructional assessment practices. • Ongoing professional development- Building and Individually Guided. • Department and grade level meetings • CSLO-Model schools technology training-Erie 1 BOCES. • Superintendent's Conference Days 	<ul style="list-style-type: none"> • Throughout the 16-17 school year. 	<ul style="list-style-type: none"> • Post conference discussions • Informal Observations • Formal Observations • Student Performance Data • Professional development Survey 	<ul style="list-style-type: none"> • General Funds • Title II A mentoring support

Name of providers to be included in the Wilson Central Schools Professional Development Plan (CTLE)

Provider: (agency or consultant)	Contact:	Description
Jessi Toepfer	Jtoepfer@onboces.org	Staff Specialist at O/N BOCES to provide PD for component districts
Michael Fisher	mlfisher@onboces.org	Staff Specialist at O/N BOCES to provide PD for component districts
Erie 1 BOCES	Sgraser@e1b.org	This is inclusive of all staff specialists on staff to complete PD in the areas of Science, Social Studies, Administration and Special Education
Antoinette DiBellonia (Reading Recovery)	adibellonia@onboces.org	Reading Recovery Teacher Leader
We R 3 C (Robert T. Purrifico)	bpurifico@wer3c.org	
Access Mathematics (David Gerspach)	dgerspach@sweethomeschools.org	
Teacher Center	Cherman@onboces.org	
Jeanne Tribuzzi-Educational Consulting	JTribuzzi@gmail.com	
Angela Stockman WNY Education Associates	stockmanangela@gmail.com	
Education Solutions (Susan Rothwell)	susanrothwellmath@gmail.com	
Gregory W. Ahlquist	greg_ahlquist@websterschools.org	
Michelle Logan	mlogan@ntschools.org	LLI Training
Elizabeth Scully	escully@nwcsd.org	LLI Training
Solution Tree	akrazmien@lew-port.com	
Jennifer Golias	igolias@nwcsd.org	Math PD
RSE-TASC	dvigrass@onboces.org	
Orleans/Niagara BOCES	jtoepfer@onboces.org	
Nora O'Bryan	NObryan@nwcsd.org	
ASCD	gostertag@ascd.org	

Andrew Krazmien	akrazmien@lew-port.com	
Jon Erwin		
Marcus Thomeer		
TCI Trainers		
Albany Center for Autism and Related Disabilities		
PESI, Inc.		
Cornell University		TCI
Dynamic Learning Maps		NYSAA
Southern Regional Education Board - Tech Centers that Work		
Technical Assistance Center of New York		
Association of Career and Technical Education Administrators		
Association of Career and Technical Education		
Skills USA		
Cohen Technologies		2N William Street, Pearl River, NY 10965
G Robert Oyer, LLC		5300 Powers Road, Orchard Park, NY 14127
Wilson CSD		
Erie 2 BOCES		
Amherst Viking Sewing Gallery 1551 Niagara Falls Blvd., Amherst, N.Y. 716-831-1233 Amherst@vikingsewinggallery.com		
Science Teachers Association of New York State		
Buffalo State College		
Wilson Teacher Center		
NYS AFLT (New York State Association of Foreign Language Teachers)		
National Interscholastic Athletic Administrators Association 9100 Keystone crossing, Suite 650, Indianapolis, IN 46240; ph-317-587-1450		
New York State Public High School Athletic Association; 8 Airport Park Blvd, Latham, N.Y. 12110; ph. 1-518-690-0771		
New York State Insurance Reciprocal		

NIAAA (National Interscholastic Athletic Administration Association)		
USA Heads Up Football		
American Red Cross		
Anyone Can Save A Life		
New York State Athletic Administration Association		
Kids Escaping Drugs 920 Harlem Rd. W. Seneca, NY 14224 716-827-9462 JHutchings@ked.org https://ked.org/		
Parent Network of WNY 1000 Main Street, Buffalo NY 14202 716-332-4170 info@parentnetworkwny.org https://parentnetworkwny.org/		
Castle Learning		