

Long Lake Central School

Professional Development Plan

2014-2015

Professional Development Plan

District Name: Long Lake Central School District

BEDS Code: 2007010400001

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Professional Development Planning Team:

The PDP Team will consist of a minimum of one high school teacher, one elementary teacher, one administrator and one BOE member.

Professional Development Expectations:

Teachers, administrators and teaching assistants in the Long Lake School District shall participate in professional development activities both within the school system and outside the district.

These activities can include conferences, faculty meetings, professional readings, in-service training, seminars, workshops, webinars, professional meetings, Superintendent Conference days, mentoring, internships, S.A.V.E. training, DASA training, Code of Conduct reviews, Special Education trainings, grant writing, Regional Special Education Technical Assistance Support Center trainings (RSE-TASC), BOCES network meetings/trainings, True North Network meetings/trainings, Adirondack Teacher Center trainings, and standards based instruction and assessment activities.

Each year professional staff will maintain a log of all professional development activities. This log will be added to each staff members personnel file and the TEACH system. Staff will also complete a professional development needs plan survey to be utilized by the PDP Team in planning training for professional development. Data from teacher evaluations will also be used by the PDP Team in determining professional needs of staff.

Purpose of Professional Development:

The Long Lake Central School District seeks to enhance students' cognitive, social, emotional and academic achievement and performance and to develop and retain quality professional staff. The purpose of the Professional Development Plan is to provide the professional staff with the skills, knowledge, and support to help enhance all students' achievement and performance. The mandated Professional Development Plan will link to the LLCS Board Policy 6160, the LLCS Employee Handbook, the New York State Standards, the Common Core Standards, the Federal No Child Left Behind Act, and New York State Teaching Standards.

Specific to New York State regulations:

The Commissioner's Regulations 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.

The 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.

The 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.

Professional Development Goals will:

- Foster a culture of continuous improvement for all engaged in the learning endeavor.
- Improve the learning of all students, including those with different educational needs, learning styles and abilities, and those from diverse cultural and linguistic backgrounds.
- Provide challenging opportunities for high achieving students.
- Clarify research based expectations for what teachers should know and be able to do to support student learning.
- Provide collaborative leadership and shared responsibility for improving teaching and learning.
- Provide training over time that is job-embedded and be directly relevant to classroom practice.
- Give opportunities for practice of new strategies, time to reflect on changes, and time to integrate new learning into the teaching practice.
- Be supported with adequate resources, including administrative and board of education support.

Professional Development Goals continued:

- Contribute to the instructional program of the school.
- Contribute to improved education for students.
- Meet state and federal mandates including NY State Common Core Standards and No Child Left Behind.
- Enhance the professional competencies and/or instructional abilities of staff.
- Be a district wide commitment.
- Be updated annually in a collaborative manner and include plans for a mentoring program and professional review practices.
- Be supportive of New York State Teacher Standards and The National Board for Professional Teaching Standards

Needs Assessment/Data Analysis sources include:

NYS School Report Card
BEDS Data
Student attendance rates
Dropout rates
Graduation rates
State Benchmarks for student performance
Longitudinal data (Regents Examinations, NYS 3-8 tests, etc.)
School Improvement Plans
IOWA tests, DIBELS screenings, DRA screening, etc.
Local assessments
Student growth and achievement assessments
Committee reports (Technology, Health/Safety/Wellness, District Planning, etc)
Needs Assessment Survey Results
Teacher Evaluations

Performance Measures:

NYS School Report Card
Local assessments
Curriculum map evaluation
APPR
Student growth and achievement assessments
Professional Growth Projects

Activities and Timeframe:

2014-2015 True North Consortium Staff Development
 FEH BOCES Staff Development
 District Wide Curriculum Mapping
 District Wide Technology Training
 District Wide NYS Common Core Standards Training
 District Wide Student Learning Objectives Training
 District Wide Health, Safety and Wellness Training
 District Wide Best Teaching Strategies Teacher Training
 District Wide Special Education Training
 STEAM Training
 Hamilton County Trainings/Workshops
 Teacher Center Offerings

