

# Professional Development Plan



## Red Hook Central School District 2016-2019

**PROFESSIONAL DEVELOPMENT PLAN**  
RED HOOK CENTRAL SCHOOL DISTRICT  
SCHOOL YEARS 2016-2019

**DISTRICT NAME:** Red Hook Central School District

**BEDS CODE:** 13170106000

**SUPERINTENDENT:** Mr. Paul Finch

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**YEAR (S) PLAN IS EFFECTIVE:** 2013-2016

**Composition of Professional Development Teams**

District Team (Required)

\_\_\_5\_\_\_ # administrators/staff

\_\_\_10\_\_\_ # teachers

\_\_\_1\_\_\_ # others (Representation from higher education)

Number of school buildings in district: \_\_\_4\_\_\_ The majority of the team members are teachers and there is at least one teacher from each building.

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### PROFESSIONAL DEVELOPMENT PLANNING TEAM

The Red Hook Central School District Professional Development Plan meets the requirement of the 100/2(dd) Regulations of the State of New York. The purpose of the plan is to improve student learning by providing meaningful, focused professional development opportunities that are aligned with the New York State Common Core Learning Standards. Members of the Professional Development Committee are:

Mill Road Primary:	Leah Pagan - First Grade Leighann Lusito – ESL Barbara Shoemaker - Library
Mill Road Intermediate:	Stephanie Comerford – Reading Andrew Burkhardt - Fifth Grade
Mill Road K-5	Amy Hudgens - Technology Integrator Leighann Lusito – ESL
Linden Ave. Middle School	Beth Goldberg - Math Kristen Larsen- Art
Red Hook High School	Nick Ascienzo – Math Craig Burguiere – Social Studies
Administrators	Paul Finch - Superintendent Erin Hayes - Mill Road Primary Brian Boyd - Mill Road Intermediate Katie Zahedi - Linden Avenue MS Jill Berardi- Linden Avenue MS Phil Campbell - Red Hook HS Amanda Greene – Red Hook HS Tom Cassata - Red Hook HS Joe DeCaro – Director of PPS Donna Seelbach – Director of Technology Donna Gaynor – Assistant to the Supt. C & I
Higher Education	Donna Elberg - Bard College

Although entire school based teams are not included on the planning team, representation from the buildings participated in the planning on the district level team. Approximately 40-50 hours are devoted to staff development annually. This time includes the planning, deliver, application and/or evaluation of professional development activities.

## **I. Introduction**

This Professional Development Plan for the Red Hook Central District describes a vision for adult learning that is collaborative, continuous, embedded in daily practice and focused on student achievement. This model builds on and strengthens the successes already evident in the district. We strive to strengthen this culture that supports adult learning by providing a framework that affords every educator an opportunity to enrich his/her practice.

Throughout this document, we reference the ultimate goal of professional development: improved student learning. While being mindful of that core purpose, it is important to acknowledge the additional benefits of this comprehensive professional development plan:

- improving job satisfaction
- improving our ability to recruit and retain new educators
- increasing our knowledge of innovative practices
- meeting the NYSED requirements for professional development planning

The scope of professional development (PD) in Red Hook will not be limited to attending a workshop or participating in a seminar with a visiting expert. Professional development will consistently be an ongoing process that involves sustainable improvement in student learning and instructional practices. This requires evaluation of student performance and teacher self-assessment, identifying possible courses of action, testing new approaches, assessing results and then beginning the process anew. This work is best done with colleagues and not alone, because each of us is limited by our own perception of the problem and knowledge of possible solutions.

In the Red Hook Central School District, our approach to professional development is to make certain that all educators have the best possible skills, content knowledge, and preparation for teaching. The needs of learners in the twenty-first century demand innovative, progressive, and cutting-edge instruction.

## **II. New York State Education Department Regulations and Requirements**

This Professional Development Plan meets the requirements of the 100.2 (dd) Regulations of the State of New York. The purpose of this plan is to improve student learning by providing meaningful, focused, professional development opportunities that are aligned with the Learning Standards of New York State (NYS). Additionally, public school districts are required to have a professional development plan which describes how it will provide all of its teachers, teaching assistants and long-term substitute teachers with substantial professional development opportunities *and* how it will provide its professional certificate holders with opportunities to maintain such certificates in good standing based upon successfully completing 100 hours of professional development for teachers and 75 hours for teaching assistants every five years. Red Hook Central School District does not hire Teaching Assistants.

## **III. Philosophy**

The purpose of the Red Hook Central School District's professional development plan is to improve the quality of teaching and learning, and to directly align this plan with our

continued commitment to putting students first, professionalism, instructional technology, respect for all, high expectations, learning standards, and shared decision-making. Professional development is a multi-faceted, information-based process that is strategically planned to provide individual, school and district solutions to targeted areas in need of improvement or strengthening. Our professional development program is intentionally designed to build skills and capacities for improvement through comprehensive and ongoing learning. We believe that sound and practical professional development programs are positive links to establishing effective instructional practices that will enhance the knowledge of curriculum content, design and delivery. Research in the field of education and professional development has revealed a series of characteristics and practices observed in exemplary programs. These principles focus a school district's attention and resources on professional development strategies for improving student learning and achievement. In addition, there are a variety of conditions that are salient when implementing sound and effective professional development programs. As such, professional development in Red Hook will:

- reflect a commitment to ongoing and continuous professional development that is based on the analyses of multiple sources of data
- include sufficient time and follow up support provided to staff to master new content and strategies ensure that content of professional development focuses on what students need to know and be able to do and is explicitly linked to the effect on student learning
- make certain that content of professional development will provide opportunities to gain an understanding of the theory underlying the knowledge (context) and skills being learned
- support the implementation of best practices as evidenced by research
- provide both a focus on instructional repertoire and content-specific skills. Instructional improvement requires that teachers possess a deeper understanding of both their academic disciplines and of specific pedagogical approaches
- impart opportunities to explore, question, and debate in order to integrate new ideas into classroom practice
- maintain a differentiated and developmental approach to meet individual and district needs relating to the teaching and learning process
- involve teachers in the identification of what they need to learn and in the development of the learning experiences in which they will be involved
- include the use of flexible times and models as essential for successful implementation of professional development

Although professionals in Red Hook are continually improving their craft and honing their skills through their own self-improvement efforts, systemic change and growth requires collective and sustained efforts. Our comprehensive professional development plan promotes student achievement by providing learning opportunities for staff that is aligned with major school and/or district goals identified through regular needs assessments and a professional development planning process. The professional development planning process is:

#### 1. **Identify** school/district educational goals

- Review existing educational goals for state, district and schools
- Analyze student achievement data: past, present, projected trends
- Diagnose areas of student need

- Establish improvement with measureable goals expressed in terms of desired outcomes and within the context of the learning standards and district's priorities whenever possible

## 2. **Plan** for implementation

- Outline flexible and integrated professional development strategies and activities that address the needs as identified through school and district goals
- Identify sources of expertise to assist with identified needs and goals
- Select PD content and process at each level (district, school, team, or individual)
- Identify sources and uses of financial resources

## 3. **Implement** professional development strategies

- Integrate learning models that provide choice, differentiated learning, sustained collaboration and ongoing support
- Incorporate best practices into teaching, learning and leadership
- Identify critical factors for successful implementation

## 4. **Monitor** progress

- Identify success measures for professional development activities
- Identify data sources and gathering method for each measure
- Plan for articulation of findings
- Keep records of PD implementation, participation and feedback
- Administer feedback surveys and collectively analyze results

### **A. Description of the Plan**

The Professional Development Plan was developed from assessing previous PD goals, district and state assessments, and a review of district goals. Goals, objectives, strategies and activities were established that offer capacities for understanding child development and for improving quality of teaching and learning by providing opportunities for all teachers to participate in professional development.

The driving force for this plan relates to the development of the whole child. This is accomplished through the analysis of annual state assessments, locally development assessment measures and input and feedback from staff, parents and community. Congruence between student needs and teacher needs will be used to determine the plan's priorities. Purposely the goals and objectives focus on improving student performance by addressing teacher practices in the classroom.

### **B. Professional Development Activities**

Starting in 2016, teachers that hold a professional certificate must complete 100 hours of professional development to maintain their certification. Teachers will be offered opportunities to meet the 100-hour mandate through a variety of activities. Such activities when related to student learning needs may include but are not limited to:

Participating in District Mentoring Program  
Department Meetings  
Superintendent's Conference Days

Faculty Meetings  
In-Service Courses & Workshops  
District-wide Committee Work

Building Committee Work  
New program implementation  
Pre and post observation conferences  
Interschool visitations  
Original research projects  
Grade level meetings  
Collaborations with higher education

Training/Scoring of State Assessments  
New Teacher Orientation  
Inter-classroom visitations  
Curricula development  
Grant writing  
Interactive Opportunities (Web-based)  
Membership/participation in professional organizations

Prior approval of the activities must be received for meeting the Professional Development requirement. In addition, teachers may enroll in District approved graduate and/or undergraduate course on their own personal time. These courses may be for salary increment and also meet the 100-hour regulation requirement. The content of the Red Hook Central School District's professional development plan is being supported in part by the New York State BOCES, RICs, RBERNs, RSE-TASCs, Teacher Centers, and approved consultants.

### **C. Needs Assessment**

As part of the ongoing professional development planning cycle, the Red Hook Central School District reviews multiple sources. The following documents are analyzed annually to determine the focus and content of the Professional Development Plan.

#### **Student Achievement Data**

- Report Cards
- School Report Card
- VADIR Reports
- Student Attendance and Discipline Reports
- Rtl Universal Screening and Progress Monitoring
- College Board results (AP, IB, SAT, ACT)
- Academic Intervention Services Record
- College Placement Rates
- Special Education Classification Rates and Annual Reviews
- Graduation and Drop-out Rates
- Teacher Observations
- Disaggregated Student Achievement Data
- NYS and District Assessments (NWEA, Regents Exams, Gr. 3-8 Testing)

#### **Additional Data Sources**

- BEDS Data
- Shared Decision Making Teams (BLT and DLT)
- District, School, Department Goals/Objectives
- Staff Attendance
- Mentor Program Evaluations
- SED Regulations and Mandates
- Program Evaluations
- Annual Professional Performance Reviews (APPR)
- Teacher Retention and Turnover Rates
- Longitudinal Student Performance Data

- Teacher reflections
- Student performance results disaggregated by ethnicity, gender, SES, and other special needs
- State benchmarks for student performance
- District-established benchmarks for student performance
- Curriculum mapping/gap analysis
- Number of students in Honors and A.P. classes
- Needs Assessment Surveys
- Administrative Recommendation
- PPS staff input

### **Surveys**

- Professional Development Needs Assessment Surveys
- Professional Development Needs Assessment Technology Surveys
- Professional Development Evaluation/Feedback Surveys

### **D. Professional Development Plan Alignment**

The Professional Development plan is a continuous and fluid plan. Each year the Plan will be reviewed to reassess alignment of goals and outcomes. Based on the previous year's results as they relate to student achievement and teacher needs, the Plan will be revised based on:

- Annual review of results from State and District testing
- Review and assessment of performance measures, outcomes/district & building goals
- Information obtained from surveys, focus groups, consultants, etc.
- Bi-Annual Review by committee
- Needs Assessment/survey
- Teacher Evaluations
- MLP attendance

The Plan focuses on professional development that improves the learning of all students by monitoring progress and helping to sustain continuous professional growth.

### **E. Needs Assessment Prioritizing**

Student and teacher needs, along with district goals and objectives, will determine the Plan's priorities as it guides us in 21<sup>st</sup> Century learning. Ongoing analysis of data sources will help to identify areas of need:

- Have continuous improvement in learning at all levels of academic content areas.
- Provide the operational ability to collaborate in a virtual world.
- Prepare for the world of work and the role as citizens.
- Encourage individuals to show initiative and seek out new opportunities, ideas, and strategies.
- Draw conclusions from a vast amount of data and determine the next steps and opportunities available.

**1. Describe how the professional development plan is aligned with New York State learning standards a/o Common Core State Standards and assessments, student needs, and is articulated within and across grade levels.**

The Red Hook Central School district curriculum aligns with the NYS Learning Standards and the Common Core State Standards and assessments. Through professional development opportunities and curriculum grants, teachers will continue to engage in curriculum mapping to ensure congruence and eliminate gaps in instruction. The modifications in the curriculum and the new assessments may generate specific professional development needs. Student performance on assessments is analyzed and areas in need of improvement are closely examined. Resources, of both time and funds, are allotted to provide teachers with opportunities for professional development in those areas.

The goal of the professional development program is to move towards a more job-embedded, informal learning environment. This occurs within the school or district and each teacher engages in some form of learning each day. Activities are teacher-driven and are based upon clearly defined district and/or school objectives. Grade level and content area teams regularly work together writing curriculum, developing benchmarks, creating interdisciplinary units, and developing strategies to meet the needs of students. The Elementary Curriculum Committee, with representation from each grade level and special area, meets monthly and engages in cross-grade level articulation.

The Red Hook Central School District encourages teacher learning using Turnkey training. Through these trainings and through district-initiated projects, cadres of teachers become specialized and serve as resources for teachers in their own schools and across the district. This approach to developing experts within the district serves to foster leadership and professional growth among staff members. An example of this is district technology initiative which resulted in the Tech Camp offered in June 2016 with 90% of the facilitators being district teachers.

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

The structure for leadership among the teaching staff has been established and will continue. The Department Chairs, Elementary Curriculum Council and Professional Development Committee, in conjunction with their colleagues, will be involved in the planning for professional development. Each member of these three groups provides expertise in content areas, developmental needs of students, and gap and data analysis. The results of their work is incorporated into the district and school goals for improving student performance. The process of setting the goals, establishing an action plan and evaluating the results demands a multi-year approach.

Analysis of teacher evaluations will also be used to correlate professional development planning with teacher needs. This will further ensure a relevant and cohesive program that is implemented, monitored, and adjusted over a period of years.

### **3. Identify how the data used supports the goals, objectives, strategies, and activities in the professional development plan.**

Student data is used to help make decisions about school policy, curriculum, and instruction. Data is collected in a number of areas, including student academic performance, attendance, and specific needs. Looking at the numbers allows staff to identify patterns and discrepancies that may affect achievement.

A data administrator supplies information to district administrators and teachers. Data will be used to as part of a multi-factor approach to identify needs and direct the formulation of professional development.

Teachers will play a key role in using the results of the analysis to plan for program improvement and professional development through Elementary Curriculum Council, Department Chairpersons, monthly department and grade-level meetings.

## **F. School District Professional Development Plan**

### **District Resources:**

- Internal Fiscal Resources:
- Competitive Grants
- Federal Grants
- General Funding
- Faculty Meetings
- PD Focus Meetings
- Mentoring Program

### **Internal Staff Resources:**

- Red Hook Teachers Association
- Red Hook Administrators Association
- Instructional Technology Teacher
- Department Chairs
- Team Leaders
- Mentors
- NYS Master Teachers
- Nationally Certified Master Staff Members

### **External Providers' Resources:**

- BOCES/SETRC/BETAC
- Local Institutions of Higher Education
- Guest Lecturers/ Consultants
- Professional Groups, (NYSUT, SAANYS)
- Creative Solutions Services

Model Schools  
Arts in Education Providers

**External Community Resources:**

PTA/PTSA  
Red Hook Education Foundation (RHEF)  
Community-based organizations (Rotary, Lions)  
Community Foundation of the Hudson Valley  
Clearwater Organization  
Preschool Learning Consortium

**G. RHCSD Goals:** See attached

**H RHCSD Mentoring Plan:** See attached

## SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT PLAN STATEMENT OF ASSURANCES

The superintendent certifies that:

- Planning, implementation and evaluation of the professional development plan were conducted by a professional development team that included teachers, administrators, and others identified in the plan.
- The plan focuses on improving student performance and teacher practice as identified through data analysis.
- The plan describes professional development that:
  - is aligned with state content and student performance standards
  - is articulated within and across grade levels
  - is continuous and sustained
  - indicates how classroom instruction and teacher practice will be improved and assessed
  - indicates how each teacher in the district will participate and reflects congruence between student and teacher needs and district goals and objectives.
- The plan indicates an evaluation of the effectiveness of the professional development and a mechanism to adjust activities based upon the evaluation.
- The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

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Signature (Superintendent of Schools)

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Date