

Jordan-Elbridge CSD



Professional Development (Continuing Teacher Leader Education) Plan 2020-2021

Last updated 6.2020

MISSION

To cultivate the best in personal growth and achievement

VISION

Providing the best in educational opportunities by...

- Sustaining a culture that supports the intellectual and developmental needs of all
- Being committed to excellence in education and exceeding expectations
- Building a safe, dynamic learning environment where all are valued and respected
- Expanding our home-school-community partnerships
- Operating in a fiscally responsible manner

VALUES

JE Eagles are...

Just and caring

Excellent in all that they do

Ethical in their behaviors

Accepting of all

Global thinkers

Learners first

Examiners of why and how

Selfless

NYSED REGULATIONS

The 100.2 (dd) regulations of the State of New York require all public school districts to publish a professional development plan. Said plan is to outline how the District will provide all teachers, teaching assistants and long term substitutes with continuing teacher leader education (CTLE) opportunities. The intent of said offerings is two- fold:

- To promote improved student learning outcomes
- To provide licensed staff with the necessary training to maintain their status as a certificate holder in good standing

PURPOSE

The District recognizes that intentional professional development has the potential to promote improved student achievement. In order to do so, the content of professional development must afford faculty the opportunity to gain a deeper understanding of specific, research-based pedagogical approaches. Implementation of best practices is the mantra and alignment to the District's goals and initiatives is a given.

OBJECTIVES

As part of the District's strategic plan, stretch goals and SMART goals are set by buildings and department and grade level professional learning communities (PLCs). These goals yield targets for which action plans are developed. The composition of these action plans in concert with the gaps identified through data analysis and the needs identified through the staff survey inform the District's offerings.

STRATEGIES

Congruent to the strategic plan are the District's instructional must-haves (strategies). It is understood by the school community that these must-haves serve as a systemic means to achieve continuous improvement. As such, there is an expectation that these strategies will be common to all classrooms. Professional development offerings are part of the activities by which these strategies are operationalized.

CONTINUING TEACHER LEADER EDUCATION (CTLE) ACTIVITIES

The District's CTLE activities are planned on a yearly basis and take multiple forms including:

- In-district trainings
- OCM and CO BOCES offerings
- Superintendent staff development days
- NYSED webinars
- Professional organization workshops/conferences
- Teacher center courses/workshops
- College courses/workshops
- EAP courses/workshops
- Mentorship
- Committee activities
- Faculty, department and/or grade level PLC meetings
- Visitations
- Book studies

NEEDS ASSESSMENT

Administration assesses the needs for ongoing and future CTLE offerings in several ways:

- Analysis of the district's ESSA results including:
 - o Graduation rates: 4 year, 5 year, and 6 year
 - o ELA achievement
 - o Math achievement
 - o Chronic absenteeism rate
 - o College, career and civic readiness
- Analysis of School Safety and the Educational Climate (SSEC) reports
- Review of current research in content and pedagogy

Additionally, the District asks the team leaders and the teaching assistant building representatives to canvas their colleagues to identify topics of interest/need on an annual basis.

2020-2021 OFFERINGS

Due to budget constraints, the 2020-2021 offerings will be limited as follows:

- Trainings that do not require substitutes
- Trainings delivered during the school day
- Trainings delivered during superintendent's conference days

Topics of said trainings will include:

International Baccalaureate

- Development of stand-alone instructional units and interdisciplinary units to fit the MYP program
- Standardization of grading practices and transition to an IB reporting system.

Instructional Technology

- An instructional coach from Cayuga-Onondaga BOCES will continue to support the needs of the PK-12 PLCs as well as individual teachers, teaching assistants, and administrators.

New Teachers

- An instructional coach from Cayuga-Onondaga BOCES will continue to support the development of first year teachers. Additionally, a mentor will be assigned to all first year teachers and the coordinator will oversee the program to ensure that individual needs are met.

MENTORING

The New York State Mentor Teacher program was established in 1986 with the enactment of Section 3033 of Education Law. In 2004, the Board of Regents adopted regulations (CR 100.2 (dd) (iv)) requiring all school districts to provide a mentored experience to initial certificate holders during their first year of employment. The goal of the District's mentor program is to accelerate the process in which a new teacher becomes highly effective as measured by their capacity to advance student achievement.

An application to serve as a mentor is issued every spring. The applications are collected, reviewed, and selections are made by a committee comprised of the superintendent, assistant superintendent, a building-level administrator, and JETA leaders. Prior to the start of every school year, the District hosts a new teacher orientation at which time mentors begin to fulfill their role. The mentor program is supervised by a coordinator.

RECORD KEEPING FOR CERTIFICATE HOLDERS

All professionally certified administrators, professionally certified teachers, and level three teaching assistants are required to maintain a personal record of their continuing teacher and leader education (CTLE) hours as stated in Part 80-6 of the Commissioner's Regulations. Said personnel are required to complete 100 CTLE hours during each five year period, the first of which began in July 1, 2016.

EVALUATION OF THE CTLE PROGRAM

The evaluation of the District's professional development program occurs in multiple ways including:

- Feedback from participants is sought using a locally designed instrument.
- Participation rates are annually tracked.
- Student achievement data is analyzed to assess improvement in closing "gaps" and addressing "needs".
- Delivery and supervision of professional development activities is a component of each administrator's yearly evaluation.

Instructional Must-Saves

- Collective efficacy
- PLCs
- Lesson objectives, learning targets, and success criteria
- Formative and summative assessments
- Ratio
- Literacy instruction by all
- Growth mind set and grit
- Teach Like A Champion 2.0 strategies
 - Cold Call
 - No Opt Out
 - Format Matters
 - Right is Right
 - Stretch It
 - Cornell Notes



JORDAN-ELBRIDGE CENTRAL SCHOOL DISTRICT

June 7, 2019

Dear Team Leader

We pledge....

- To see you as an instructional leader.
- To listen to you. When we pose questions, it's not because we have an answer we expect to hear but rather because we value your professional expertise.
- To be human. We are not perfect so mistakes will undoubtedly be made. Those mistakes will be owned.
- To put forth the effort we ask of you. We will read, research, think, plan, budget, observe, analyze, and reflect, all to improve our own skill sets and knowledge bases.
- To challenge you. Part of continuous improvement is struggle. We will encourage you and hold you accountable. We will celebrate you and ask you to recognize ways to grow. We will offer a helping hand.
- To appreciate you. We will be quick to recognize your contributions. The applause will start with us.

We look forward to the promise of 2019-2020.

Jim and Janice

CTLE 2018-2019 EVALUATION			
NY PD STANDARD	QUESTION	RATING	COMMENTS
STANDARD ONE	IS THE PROFESSIONAL DEVELOPMENT BASED ON THE NEEDS OF THE PARTICIPANTS?	YES NO NA	
	IS THE PROFESSIONAL DEVELOPMENT SUSTAINED AND ONGOING?	YES NO NA	
STANDARD TWO	DOES THE PROFESSIONAL DEVELOPMENT PROMOTE EFFECTIVE INSTRUCTION AND ASSESSMENT?	YES NO NA	
STANDARD THREE	IS THE PROFESSIONAL DEVELOPMENT RESEARCH BASED?	YES NO NA	
STANDARD FOUR	DOES THE PROFESSIONAL DEVELOPMENT INCLUDE COLLABORATION?	YES NO NA	
STANDARDS FIVE AND SIX	DOES THE PROFESSIONAL DEVELOPMENT ASSIST TEACHERS IN MEETING DIVERSE STUDENT NEEDS?	YES NO NA	
STANDARD SEVEN	DOES THE PROFESSIONAL DEVELOPMENT INCLUDE WAYS TO ENGAGE PARENTS?	YES NO NA	
STANDARD EIGHT	IS THE PROFESSIONAL DEVELOPMENT BASED ON DATA?	YES NO NA	
STANDARD NINE	DOES THE PROFESSIONAL DEVELOPMENT INCLUDE INFORMATION ABOUT INSTRUCTIONAL TECHNOLOGY WHEN APPROPRIATE?	YES NO NA	
SUGGESTIONS/RECOMMENDATIONS/ADDITIONAL COMMENTS			
QUESTION		RESPONSE	
DO YOU PREFER HALF DAY AM, HALF DAY PM OR FULL DAY SESSIONS?			
DO YOU PREFER TO MEET ONCE A QUARTER OR ONCE A SEMESTER?			

WHAT TOPICS WOULD YOU
LIKE TO HAVE FEATURED
DURING 2019-2020?