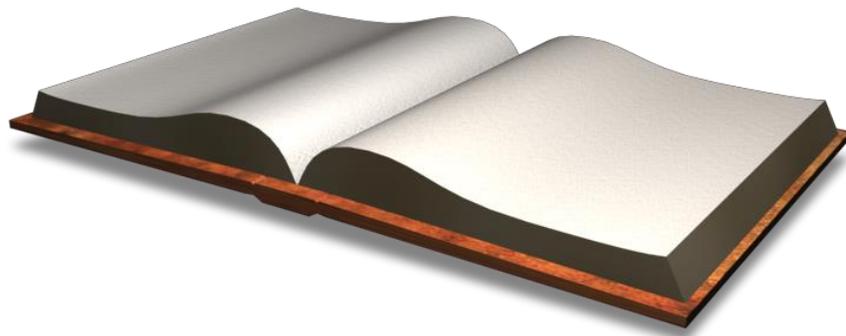


Ravena-Coeymans-Selkirk Central School District



Professional Development Plan 2016-17

Approved by the Board of Education August 30, 2016

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2016-17 RCS PROFESSIONAL DEVELOPMENT COMMITTEE

Brian Bailey	Assistant Superintendent for Curriculum and Instruction
Diane Pry	Teaching Assistant
Carolyn Filson	Teacher
Matthew Miller	Teacher
April Pisciotta	Teacher
Elyse Loughlin	Teacher
Cara Buckley	Teacher
Allison Slater	Teacher
Jennifer Wolfe	Teacher

(These are all names from 2014-2015)

The district Professional Practice Committee (PPC) has oversight over the professional development planning team. Facilitated by members of PPC, this team of district staff, teachers, and administrators are involved in the ongoing planning, delivery and evaluation of staff development throughout the school year. These team members will also act as liaisons to the Building Leadership Teams (BLT) in each building. PPC will review the entire Professional Development Plan by October of each year.

I. Introduction

This Professional Development Plan for the Ravena-Coeymans-Selkirk Central School 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
- promoting shared decision-making and inclusive leadership

The Professional Development Plan recognizes and targets both district-wide and building-based initiatives. The plan is anchored in the National Staff Development Council (NSDC).

<http://www.sedl.org/pubs/sedl-letter/v19n01/nsdc-standards-tools.html>

"Increasing the effectiveness of professional learning is the leverage point with the greatest potential for strengthening and refining the day-to-day performance of educators." – Learnigforward.org

Context Standards

- **Learning Communities**
Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district.
- **Leadership**
Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement.
- **Resources**
Staff development that improves the learning of all students requires resources to support adult learning and collaboration.

Process Standards

- **Data-Driven**
Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.
- **Evaluation**
Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.
- **Research-Based**
Staff development that improves the learning of all students prepares educators to apply research to decision making.
- **Design**
Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal.
- **Learning**
Staff development that improves the learning of all students applies knowledge about human learning and change.
- **Collaboration**
Staff development that improves the learning of all students provides educators with the knowledge and skills to collaborate.

Content Standards

- **Equity**
Staff development that improves the learning of all students prepares educators to understand and appreciate all students; create safe, orderly and supportive learning environments; and hold high expectations for their academic achievement.
- **Quality Teaching**
Staff development that improves the learning of all students deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

- **Family Involvement**

Staff development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately.

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 175 hours of professional development for teachers and 75 hours for teaching assistants every five years.

III. About Ravena-Coeymans-Selkirk

Vision Statement

All students will be challenged to reach their full potential. As a district, we will provide the breadth and depth of experiences that will excite our students and prepare them to excel as citizens in a global community.

We will demonstrate empathy, compassion, civility and foster respect for self, others, property and the environment. We are committed to open communication with all stakeholders.

Our district will be a place where staff and students will be successful. The community will support the educational process and take pride in our schools, and in the work and accomplishments of our students and staff.

Mission Statement

The Ravena-Coeymans-Selkirk Central School District strives to be an exemplary 21st-century learning community whose graduates are well-prepared to excel in a complex, interconnected and changing world.

Beliefs

Students are our future and will be given the tools they need to reach their full potential.

Teachers are leaders and role models who foster learning and inspire students to reach their full potential.

Principals are educational leaders who promote success.

All Support Staff are essential partners in providing a safe and healthy school learning environment.

The Superintendent is the District leader whose responsibility is to help the District and community realize the vision.

The Board of Education are the community members responsible for setting policies that are consistent with District beliefs.

Parents are essential partners in their children’s education.

The Community is our partner in these endeavors, supporting our work, providing suggestions and ideas, and fostering citizenship, character and school pride.

Professional Development Priorities – The Five Pillars



IV. Needs Assessment

As part of the ongoing professional development planning cycle, the Ravena-Coeymans-Selkirk Central School District reviews multiple sources. The following items are analyzed annually to determine the focus and content of the professional development plan:

Student Achievement Data

- School Report Card
- NYS and District Assessments (e.g., 3-8 testing and Regents exams)
- Disaggregated Student Achievement Data
- Report Cards
- VADIR/DASA Reports
- Principal and Curriculum Content Specialist Data Analyses and Recommendations
- Counseling and Social Work Records
- Student Attendance and Discipline reports
- Graduation and Drop-out Rates
- Special education Identifications and Annual Reviews
- NYS Learning Standards
- College Placement Rates
- Academic Intervention Services and RtI Records
- Aimsweb elementary benchmark reading assessments
- College Boards (AP, SAT)

Surveys

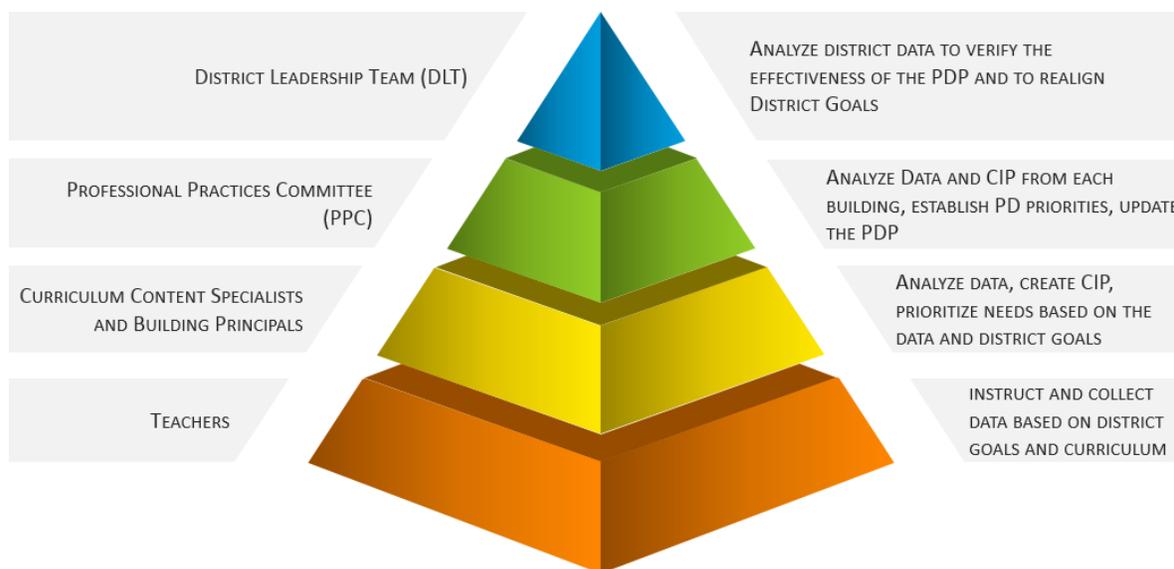
- Professional Development Needs Assessment Survey via Google Forms
- Professional Development Evaluation/Feedback Surveys

Additional Data Sources

- BEDS Data
- Longitudinal student performance data
- Teacher retention and turnover rates
- Annual Professional Performance Reviews and Observations/Evaluations
- Program evaluations
- Feedback from the BOE Curriculum and Instruction Committee and Building Leadership Teams
- SED Regulations and Mandates
- Mentor program evaluations
- Naviance student profiles

V. Guidelines for Developing Comprehensive Professional Development Plan

RCS PROFESSIONAL DEVELOPMENT PLAN (PDP) MODEL



- The PDP will be strongly influenced by the Continuous Improvement Plans as developed by:
 - Curriculum Content Specialists
 - Principals
 - Directors
 - District Office
 - the Board of Education

- Continuous Improvement Plans (CIP, Appendix A) will include:
 - Trends from Student Performance Data
 - Suspected Root Causes – What skills do the students need to learn?
 - Major Improvement Strategies – How will we improve student outcomes?
 - Aspirational Data Targets – What will our students be able to do after they experience these major improvement strategies?
 - Progress monitoring tools and timelines – How and when will successful acquisition of knowledge be measured.

- PDP plans (Appendix B) will include:
 - Trends from Student Performance Data
 - Suspected Root Causes – What skills do we as professional need to learn?
 - Major Improvement Strategies – What training do we need and how will it be delivered to our professionals?
 - Who – Who will be trained, who will organize the PD, and who will deliver the content?
 - Aspirational Data Targets – What will our professional staff be able to do after this PD?

- Progress monitoring tools and timelines – How will successful acquisition of knowledge be measured (based on student outcomes) and when will PD be delivered/completed.
- NSDC Standards Alignment

VI. Delivery of Professional Development

Professional Development Activities

- Seminars
- Workshops and Conferences
- Superintendent Conference Days
- Graduate courses
- Distance-learning and webinars
- In-service offerings outside of the school day
- Faculty, staff, and grade-level meetings
- Release time during the day
- Other individual or collaborative activities as approved by the principal/district office

Professional Development Providers

- Superintendent
- Assistant Superintendent for Curriculum and Instruction
- Building Principals
- Directors
- Curriculum Content Specialists
- District Staff
- Mentors for new teachers
- Model Schools
- Consultants/BOCES
- The Teacher Center

Methods of Assessing the Effectiveness of Professional Development

- Staff member/teacher/administrator written evaluations and recommendations for future PD
- Follow up discussions at team/grade level/department/faculty meetings
- Informal and formal observations of staff member/teacher/administrator performance
- Analysis of student achievement data