

Dover Union Free School District
2368 Route 22
Dover Plains, New York 12522

Professional Development Plan

Updated June 2010

DISTRICT DATA

District:	Dover Union Free School District
B.O.C.E.S.:	Dutchess B.O.C.E.S.
BEDS Code:	13-05-02-02-0003
Superintendent:	Michael Tierney
Address:	2368 Route 22 Dover Plains, New York 12522
Telephone:	(845) 832-4500
Fax:	(845) 832-4511
Years Plan is in Effect:	2010 - 2013

COMPOSITION OF PROFESSIONAL DEVELOPMENT TEAM

Superintendent:	1
Building Principals:	3 or 4
Teachers:	12
B.O.E. Members:	2
Curriculum Specialist:	1
Parents:	2
Director of Special Ed.	1

I. Professional Development Planning Team

1. Describe briefly how the Dover Union Free School District plan will ensure that the needs of schools in the district are met.

This four-year plan focuses on the staff and professional development needs, goals, strategies, and activities for teachers within the Dover Union Free School District. Rather than focus on a single year, this plan will project-out the professional development needs of all teaching staff over the next four years. A total of 35 hours of professional staff development opportunities for all teachers will be sought annually, totaling 175 hours over the 5-year period.

Our district's Instructional Curriculum Management Committee (I.C.M.C.) has been selected to serve as the Professional Development Plan Committee. This group consists of the Superintendent of Schools, Assistant Superintendent of Curriculum and Instruction, four building principals, teachers from all four buildings, a teacher union representative, Board of Education members and parents. This group has historically helped lead the district with program, curriculum and staff development decisions. Since the composition of the committee encompasses the central office and all four buildings (K-2, 3-5, 6-8, 9-12) the needs of all areas should be communicated and met. As such, the role and responsibility of each team member is to:

- a) Communicate specific building needs and desires to the committee
- b) Focus on student outcomes and social and emotional needs through improvements to program and curriculum
- c) Ensure accountability through clear communications and dissemination of information and decisions
- d) Encourage and promote professional growth and development for all staff

Utilization of the I.C.M.C. to serve as the Professional Development Planning Team was readily accepted by the district staff. This group serves as educational leaders within their departments and schools. The members' liaisons with department chairs, School Improvement Teams and faculty in general allow for the communication necessary for success. The group as a whole utilizes a collaborative approach and seeks consensus on decisions.

Although the plan will project professional development plans for the next few years, this is a living document that may change over time, as the district's needs change.

2. On average, identify the number of hours a teacher will be involved with staff/professional development on an annual basis. This may include the planning, delivery, application, and/or evaluation of professional development activities.

The Dover Union Free School District is committed to supporting the professional development of all teachers. This plan will guide our efforts, but it may not reflect all activities to be undertaken from 2010 - 2013. In addition, the activities in this plan may change as the needs of the district change.

Dover is seeking 35 hours of professional development for all teachers every year. Over a five-year period that will equal 175 hours.

As a district, Dover has been cyclical in its commitment to professional development. With this plan, dawns a renewed commitment of the district to professional

development. The hiring of new employees in the district, mature staff, new state standards and assessments, rising graduation requirements, the need for technology infusion into instruction, and the serving of a high needs student population are all factors driving the need for more staff development.

Through faculty feedback, high need areas for professional development are as follows:

A. Utilizing Data for Instruction

- ◆ Using technology to track and assess student learning
- ◆ Using assessment data to prescribe interventions
- ◆ Examining test data
- ◆ Completing an item analysis
- ◆ Using data to inform instruction

B. Core Areas in which all staff will be trained

- ◆ Cooperative Learning
- ◆ Effective Teaching/Classroom Interventions
- ◆ Reading and Writing in the Content Area
- ◆ Learning Styles Theory/Differentiation of Instruction
- ◆ Co-teaching
- ◆ Balanced Assessment

C. Infusing Technology into the Schools

- ◆ Basic computer skills
- ◆ Competency in Implementing 21st Century Technology Standards
- ◆ Accessing information through the internet
- ◆ Presenting information through Power Point and other vehicles
- ◆ Web page development and utilization
- ◆ Using technology to increase student achievement
- ◆ Using data bases and records management systems

D. Skills to Help Reach the High Needs Students

- ◆ Co-teaching/Fully Inclusive School
- ◆ Utilizing alternative instructional strategies for all abilities
- ◆ Response to Intervention process and responsibilities
- ◆ Instructing and challenging students at their academic level through differentiated instruction
- ◆ Providing appropriate leveled reading materials in the content area so students will have a successful reading experience (differentiated instruction)

Additionally, all new teachers will be mentored for at least one year by a teacher selected by administration. Mentoring guidelines for the District are provided in Dover's Peer Mentoring Handbook.

New teachers will be trained in district priorities on the basis of need and priority. This will be determined on an individual basis from interviews, district training, and building needs as outlined in this plan.

Staff Development Priorities – 2010 - 2013

District-wide:

- District Initiatives
- RTI
- Use of Data to Inform Instruction
- Balanced Assessment
- Co-teaching
- Fully Inclusive School
- Professional Learning Communities
- Schmoker Model (macro data analysis)
- Deconstructing Standards Benchmarks into Learning Targets
- Matching Assessment to Learning Targets
- Differentiated Instruction
- 21st Century Technology Standards/Technology Plan/AUSSIE Database
- Web page design to our school
- SmartBoard Training – Beginning/Medium/Advanced

Wingdale Elementary School:

- PAF
- Wilson Training
- Hudson Valley Writing Project
- Lexia
- Running Records
- DRA
- AUSSIE
- Others

Dover Elementary School:

- Hudson Valley Writing Project
- Putnam County SS Integrated Curriculum
- Student-lead Parent/Teacher Conferences
- Running Records
- DRA
- Use of “Mini’s”
- Writing in the Content Area
- Differentiated Reading
- Use of Station Learning
- Lexia
- Others

Dover Middle School:

- Systematic Training for Effective Teaching (STET)
- Locating/Monitoring Appropriate Classroom Interventions
- Communicating with Home
- Gradebook Training
- Using Google Docs in the classroom

- Using “Mini’s” in the Classroom
- Hudson Valley Writing Project (core teachers other than ELA)
- Cooperative Learning
- Thinkfinity
- Use of Test-Generating Software (Castle Learning, Examgen, etc.)
- Others

Dover High School:

- Systematic Training for Effective Teaching (STET)
- Locating/Monitoring Appropriate Classroom Interventions
- Communicating with Home
- SmartBoard Training (Beginner and Advanced)
- Gradebook Training
- Using Google Docs in the classroom
- Using “Mini’s” in the Classroom
- Hudson Valley Writing Project (core teachers other than ELA)
- Cooperative Learning
- Thinkfinity
- Use of Test-Generating Software (Castle Learning, Examgen, etc.)
- Others

Types of Activities/Events for Professional Development

- ◆ Superintendent Conference Days
- ◆ Early Dismissal ½-Day Conferences
- ◆ Conference/Workshop Attendance
- ◆ After School In-service Offerings
- ◆ Professional Association Meetings
- ◆ Class/Program Visitations
- ◆ Professional Reading/Writing (with pre-approval)
- ◆ Presentations to Other Groups
- ◆ Curriculum Writing
- ◆ Grant Writing (mini-grants, etc.)
- ◆ University Course Work
- ◆ Serving on Committees That Evaluate Programs/Textbooks/Curriculum
- ◆ Technology Training/Workshops
- ◆ Department Chair Program-Directed Meetings
- ◆ Mentoring / Peer Coaching
- ◆ Supervising Interns or Student Teachers
- ◆ Specific Training Sessions (E.L.A., Math Assessments, etc.)
- ◆ Pursuit of National Teacher Certification
- ◆ Literacy Circles
- ◆ National Board Certification Activities
- ◆ Team Meetings
- ◆ Faculty Meetings
- ◆ School Improvement Team Meetings
- ◆ Instructional Curricula Management Committee (ICMC)
- ◆ Summer Retreat
- ◆ PLC Time during the Course of the Day
- ◆ Webinars/On-line Learning
- ◆ Other Items that May Be Considered By Approval of the Superintendent

In order to ensure that an accurate record of Professional Development activities are maintained, each building principal, in collaboration with the teacher, will keep on file a record of Professional Development activities on www.mylearningplan.com. Each teacher is responsible for ensuring that accurate records are kept for his/her professional development activities utilizing My Learning Plan. The district has also made the transition to My Learning Plan as a way to track and account for professional development.

II. Needs/Data Analysis for Professional Development Plan

1. Describe how the Professional Development Plan is aligned with New York learning standards and assessments and student needs.

The needs, goals, strategies, and activities of the plan use the standards and assessments as a foundation. Professional development activities have been linked to the New York State Standards and Assessments and will continue to do so. Initial focus was

on the areas of E.L.A. and math. However, focus will continue in all other areas including social studies, science, foreign language, the arts, and occupational studies.

Needs assessment information was used to identify student strengths and weaknesses. These included a review of:

- ◆ The NYS learning standards as need areas for professional development
- ◆ Student performance data on the State assessments in English language Arts, and Math, grades 4 and 8, and Regents
- ◆ Student attendance data
- ◆ School District Report Card data as issued from the State
- ◆ Student and parent input
- ◆ BEDS Data
- ◆ Faculty and Committee discussions
- ◆ Learning standards documents
- ◆ State benchmarks for student performance

A survey of teacher strengths and needs identified areas for training as follows:

- ◆ Computer Technology
- ◆ Effective Teaching
- ◆ Classroom Management
- ◆ Standards and Assessments
- ◆ Examining and using test data

2. **Describe how the Professional Development Plan is continuous, reflecting a multi-year approach to improve student performance.**

The plan provides for a projected three-year plan. Central to the approach is the belief that truly effective professional development must be ongoing. One-shot presentations are less effective than sustained efforts for training which will ultimately lead to improved student learning.

The identified core areas of professional development will remain as critical areas for training for years to come. This will avoid chasing “one year fads” that come and go so quickly that students and staff get caught in constant distracting changes that inhibit sustained growth more than help it.

By utilizing a sustained approach, teachers will master and thus utilize more effectively the critical skills deemed significant by the district. Once new learning begins, it will be important for teachers to have time to evaluate and implement their new skills, revisit their learning experience through additional training, adjust and refine their skills, and then further implement and master them. Student learning thereby will be enhanced as instructional skills increase.

12-Step Schmoker Model

Attached is the 12-Step Schmoker Model. This model is a step-by-step process that focuses teams and departments to use data to identify areas of weakness. Once identified as problem areas, the team or department works together to develop assessments and lessons that are used in the classes in question. Teams will then use assessments to review progress of the identifiable area. It is a district-wide goal to have every teacher working in this model on a continuous cycle. Teams and departments share their findings with the building principal and the principal is responsible to bundle the data of the state tests, standardized tests and other relevant data. Teams and departments will report on their work periodically.

Before teams begin their work, team norms should be developed. Norms will set up long-term success.

The following is a step-by-step meeting agenda – please do in order.

Step 1: Goal for the year. (Macro Goal). Take a result on a common assessment like Terra Nova, math final developed by county consortium, ELA test, etc. Target that assessment and make a goal. The goal has to be measurable in terms of results on an assessment. It can be any of the following:

- a) Increased % of students scoring at or above level 3
- b) Increased % of students scoring at level 4
- c) Increased % of students scoring _____ on a specific section of test. Extended response (DBQ) paragraph development, etc.

* Example of measurable goals. Please look at Attachment B/C.

* We will increase the % of students who will score at mastery on the Earth Science Regents from 28% to 33%.

* We will increase the % of students scoring at Level 3 or above on the 6th grade ELA from 58% to 62%.

* On the Spanish Proficiency, we will increase the % passing from 72% to 76%.

All clearly state the test/prior exam results and a measurable goal for the group to attain.

Write this goal on Attachment A – All have to agree this is attainable. Do not write from 60% to 100% that would be nice...but unrealistic.

Step 2: Look at item analysis of last year's results. Look for trends or areas of the test that are poorer than national norms/state averages/similar school averages.

Comparisons to other schools or national averages are important here because the lowest % correct on a question does not always mean it was a weakness it could be a distinguisher. (Example page 4)

We want to identify 2 areas where we were below other schools on a specific question or questions that were similar. (i.e. – Main idea, multiplying fractions, or whatever subject we developed a goal from.)

Step 3: Fill out goal worksheet. Define the two areas of weakness identified by your data analysis. Finish filling in Attachment A – See an example of one filled out (Attachment A).

Step 4: Now each grade level has a clear area to work on. Together, develop a summative assessment or performance task that will prove that a student who does well on that summative assessment or performance task will now be proficient in that area of weakness.

- Test generators/past tests
- Old ELA Exams/teacher generated
- Textbook exams
- Data mentor

Paragraphs/writing assignment/performances should have an agreed upon rubric.

Step 5: With the summative assessment in place, teams work together to develop:

- | | |
|-----------------------------------|---------------------------------|
| a) Essential learning | } Whatever your team calls them |
| b) Objectives | |
| c) "Knows", "Do's", "Understands" | |
| d) Power standards | |

This will get students to the desired mastery.

Please use brainstorm worksheet (Attachment D).

Step 6: State where in the curriculum this topic or area of weakness target is located. Note: If this area is the first unit taught, you may want to plan a review lesson or an assessment of how students learned that idea. Sometimes an area was not in the curriculum and needs to be added.

Step 7: Once objectives are developed, teams work to develop lesson by grouping objectives into daily lessons and following the checklist of an effective lesson.

- Have clearly defined objectives that tell students what we are learning/why we are learning it/how we are learning/how we will be assessed (formatively).
- Purposeful reading/writing to be a part of each lesson
- Step-by-step demonstration of skill
- Modeling of Exemplary → Poor work so students know what is expected
- Clear outcomes rubric/lab/writing assignment
- Opportunity to practice these skills
- A formative assessment of the objectives that identify who understands the lesson and who needs more help.

Step 8: Once the lessons are developed, collaboratively the lesson(s) are to be taught. Please invite principal in to see the lesson. Also, other teammates could observe. It is important (but not mandatory) to try and identify an area of weakness that would be addressed between November 1st – December 15th so we can go through the cycle twice a year.

Step 9: Give assessment at the conclusion of the unit or lesson: Reflect on the results, celebrate gains, and analyze weaknesses.

Step 10: Show classes the success and keep models of lesson in curriculum and keep student samples to show future classes.

Step 11: Share lessons with others/find another area of weakness using data.

Step 12: What do we do with the students who did not learn to proficiency? (Internal question)

**Dover School District Professional Development Plan
Needs Assessment Prioritizing**

Technology

Congruence between student and teacher needs and district goals and objectives will determine plan priorities.

Student Performance <u>Deficiency</u>	Teacher Content/ <u>Practice Need(s)</u>	District Goal/ <u>Objective No.</u>
◆ Access ratio of students to computers to well below state level (of 1 to 8).	◆ Computer technology training needs of teachers is as follows:	4.1 To purchase computers so that all students and staff have access to computers.
◆ Determining reliable resources is limited.	◆ Utilize technology to communicate with staff, students and parents.	4.2 To integrate computer technology into all subject areas.
◆ Students are deficient in keyboarding skills district wide.	◆ Demonstrate an ability to integrate technology into core curriculums.	4.3 Create a district web page.
◆ Faculty has limited knowledge on proper use of computer applications.	◆ Demonstrate basic computer skills such as word processing, e-mail use, accessing information on the internet and basic applications.	4.4 To train staff in e-mail, power point and various computer application skills.

**Dover School District Professional Development Plan
Needs Assessment Prioritizing**

Behavior Management

Failure to comply with code of conduct.

Congruence between student and teacher needs and district goals and objectives will determine plan priorities.

<u>Student Performance Deficiency</u>	<u>Teacher Content/Practice Need(s)</u>	<u>District Goal/Objective No.</u>
◆ Courtesy and respect for students and staff.	◆ Classroom management needs of teachers are as follows:	5.1 To upgrade code of conduct.
◆ Inappropriate language.	◆ Classroom management skills.	5.2 To develop a teacher mentor program.
◆ Not accepting of the differences of others.	◆ Responsive Classroom training.	5.3 To implement a Peer Mediation program among students.
◆ Respect for school rules.	◆ Functional behavior assessment training.	5.4 To develop a district Character Education Program.
◆ Playground, bus and cafeteria conduct.	◆ Working with special needs students.	5.5 To instruct teachers on effective techniques for classroom management.
◆ Dressing appropriately.		
◆ Does not take advantage of educational opportunities.		
◆ Failure to meet requirements of class.		

**Dover School District Professional Development Plan
Needs Assessment Prioritizing**

Instructional Strategies

Congruence between student and teacher needs and district goals and objectives will determine plan priorities.

Student Performance <u>Deficiency</u>	Teacher Content/ <u>Practice Need(s)</u>	District Goal/ <u>Objective No.</u>
◆ Test results are deficient in some areas.	◆ Teacher skill needs are as follows:	6.1 To develop a full understanding among faculty of the new standards and curriculum and their relationship to corresponding assessments.
◆ Block scheduling, with 90 minute periods dictates needs for a varied instructional approach.	◆ Knowledge of standards and curriculum.	6.2 To train staff in learning style theory and corresponding instructional practices.
	◆ Effective teaching strategies that address all learning styles.	6.3 To train staff in the use of computers and technology for integrated instruction.
	◆ The ability to integrate subjects with technology and other content areas.	6.4 Implement a teacher mentor program.
	◆ See attachment on following page about Evidence of Successful Planning.	

Administrators who will perform evaluations will be looking for evidence of successful planning and assessment of student learning. Part of the evaluation process will be looking at evidence that this is occurring on a regular basis. The following is a checklist of components for effective lessons. It is understood that all of these items cannot be evident in every lesson, but when examining a unit of study, they should all be included. Objectives, activities, readings, writing assignments, and lecture should have clear links to assessments and rubrics.

- Have clearly defined objectives that tell students what they are learning/why they are learning it/how they are learning/how they will be assessed (formatively).
- Purposeful reading/writing to be a part of each lesson
- Step-by-step demonstration of skill
- Modeling of Exemplary → Poor work so students know what is expected
- Clear outcomes rubric/lab/writing assignment
- Opportunity to practice these skills
- A formative assessment of the objectives that identify who understands the lesson and who needs more help

**Dover Union Free School District
Professional Development Plan**

District Resources

What professional development funds, staff resources, external professional development providers, and other human and fiscal resources are available or may be developed in your community?

Identify the internal and external resources you will use to help you meet your goals (check all that apply):

Fiscal resources:

- Dwight D. Eisenhower
- 611/619 Consolidated Grant
- Title I
- SINI I Monies
- Chapter 57 Funds

Staff resources:

- Curriculum developers
- Content specialists
- Exemplary teachers
- Asst. Superintendent for Curriculum and Instruction

Providers:

- Institutions of Higher Education
- Teacher Resource Centers
- BOCES (e.g., SCDN, SE-TASC, BETAC)

Community:

- Major employers
- Community-based organizations
- Parents

Please identify any funds the district has received for professional development which are not used to implement this plan, and why.