

Wantagh Union Free School District
Wantagh, New York 11793

PROFESSIONAL DEVELOPMENT PLAN

2014 - 2017



Superintendent: Maureen Goldberg
3301 Beltagh Avenue
Wantagh, New York 11793
(516) 679-6300
Fax (516) 679-7806
E-mail: goldbergm@wantaghschools.org

Wantagh Union Free School District
Wantagh, New York 11793

PROFESSIONAL DEVELOPMENT PLAN

TABLE OF CONTENTS

Introduction	3
Composition of Professional Development Team	3
Needs/Data Analysis	4
Professional Growth Opportunities	4
Time	5
Length of Course Selections	5
Selection of Courses	6
District Mentoring Program	6
Attachment I: Needs Assessment Sources Used	8
Attachment II: Needs Assessment Prioritizing	9
Attachment III: District Resources	11
Attachment IV: Implementation Plan	12
Statement of Assurances	13

Wantagh Union Free School District

Wantagh, New York 11793

PROFESSIONAL DEVELOPMENT PLAN

Introduction

In accordance with State regulations and guidelines, this plan offers the capacity for the ongoing improvement of the quality of teaching and learning by providing opportunities for teachers to participate in substantial professional development. These opportunities for growth will ensure that all teachers continually remain current with their profession in meeting the learning needs of their students.

The teachers and administrators of the Wantagh School District are committed to improving the quality of teaching to meet the needs of all students in our district. The members of the professional staff recognize that varied, on-going, and sustained professional staff development is critical in meeting student needs and in meeting the New York State Common Core Learning Standards. As such the Professional Development Plan supports the district's mission statement which states:

Through a commitment to educational excellence in a secure, supportive environment, the Wantagh Union Free School District shall inspire students to develop a strong sense of individual worth and respect for others, to become lifelong learners and independent thinkers, and to fulfill themselves as concerned responsible citizens in a diverse world.

Composition of Professional Development Team

The Wantagh Public School District's professional development plan is the culmination of the work by the district-wide professional development committee.

Since the Wantagh Union Free School District is composed of five schools (three elementary schools, one middle school, and one high school), teachers and administrators at all levels are represented. As a result, the Professional Development Team consists of:

- Assistant Superintendent for Instruction
- Directors & Supervisors
- Principals
- Assistant Principals
- Teacher Representatives
- School Support Personnel
- Parent Representative

Needs/Data Analysis for the Professional Development Plan

Each school's needs are represented on the Professional Development Team in several ways:

- A district-wide needs assessment reflects the district's needs, as well as each individual school's preferences.
- At least one member of the Professional Development Team is a representative of each school in the district.
- Several members of the Professional Development Team also serve as members of the Staff Development Day Committee and loop feedback to both groups.
- Evaluations from staff development days from all constituencies identify short and long term needs and provide important feedback for future planning.
- District Instructional Council meets regularly to examine instructional programs, review new course proposals, and provide feedback for necessary staff development. The committee examines current trends from our District Instructional Council.
- Surveys are administered to staff members to determine specific professional development needs.

The professional development plan was constructed based upon district goals and student and teacher needs as defined by the New York State Common Core Learning Standards.

A digital survey tool will be administered to the teachers each year. Based upon the needs reported by the teachers, courses and professional growth opportunities will be developed. Ongoing evaluation of programs and courses will provide feedback with respect to goal attainment.

Improving academic achievement by all students has been the central goal for defining training needs in all aspects of the standards. Congruence between student and teacher needs, as well as district goals and objectives, are used to determine plan priorities. ***The primary goal of the plan is to improve student performance and teacher practice.***

Wantagh's Professional Development Plan is a dynamic document. Needs are continually identified and professional development is customized based upon levels of need and knowledge. Initial levels of expertise are identified and training is constructed to address each level on an annual basis. Short and long term goals are created based upon the individual's assessment of skill level and proficiency. Professional development is periodically repeated to address the needs of new personnel or to provide updates to veteran teachers.

Professional Growth Opportunities

Throughout the school year, there are a number of opportunities for professional growth. These include:

- Three Staff Development Days
- Faculty Study Groups
- Collegial Circles
- Department/Grade Level Meetings

- Professional periods / Common preparation times
- In-service courses
- Release time
- Turnkey training
- Staff development committees
- Program/building committees
- New Teacher Orientation (summer and monthly)
- Action Research Projects
- Participation in the district's mentoring program
- Visitations to other school districts
- Participation in consortiums
- Attendance at conferences

Time

Overall the Wantagh School District generally provides all teachers with a substantial amount (minimally 35 hours) of staff development per year. The approximate time is allocated as follows:

• Staff Development Days	17 hours
• Faculty study groups	4 hours
• Department/grade level meetings	8 hours
• Professional periods	5 hours
• In-service Courses	varies
• Release time	3-6 hours
• Turnkey training	varies
• Staff development committees	7 hours
• Program/building committees	15 hours
• New Teacher Orientation	28 hours
• New teacher monthly workshops	15 hours
• Action research projects	varies
• Participation in the district's mentoring program	25-30 hours
• Visitations to other school districts	7 hours
• Participation in consortiums	6-10 hours
• Attendance at conferences	varies

Length of Course Selections

Courses are available and offered through the Wantagh-Seafood Teacher Center or through the Office of the Assistant Superintendent for Instruction. Courses may be thirty, fifteen, ten, or five hours in duration. Teachers are able to take a series of abbreviated courses in an effort to reach the fifteen hours required for an in-service credit.

Courses are conducted after school from one to three hours. On Saturdays and/or Sundays, courses may be held for a full day.

Course offerings are provided by both in-district and out-of-district teachers and administrators in all curricular areas, K-12. Courses begin as soon as possible following dismissal and mandated contractual time at the both the elementary and secondary levels.

The Wantagh-Seaford Teacher Center, NYSUT, BOCES, local universities and other education providers' offerings may begin later in order to give the instructors time to travel to the site.

Selection of Courses

Once a course is chosen, teachers must submit a course approval form through the web-based program *My Learning Plan*. All courses must be approved by the department supervisor or director (if applicable), the building principal, and the Assistant Superintendent for Instruction. Total hours will be maintained and each teacher will be able to access his or her professional portfolio. In the event that enrollment is insufficient for a district-sponsored course, the course may be canceled, regardless of prior approval.

District Mentoring Program

Our district is dedicated to the professional growth of teachers at all levels of their careers and is cognizant of unique needs of new teachers. Research indicates that a significant number of teachers leave the profession after a few short years. As a result, Wantagh has a three-pronged approach to our staff development program to increase the retention of new teachers and improve their ability to enhance student achievement.

First a four-day summer orientation program in August orients new teachers to our district's professional learning culture. Second, during the year, ten monthly workshops, equaling fifteen hours, provide guidance and support to help beginning teachers transition from preparation to practice. In addition, the monthly workshop format offers our new teachers the opportunity to become part of a supportive cohort, learn the culture of the community and district, understand district expectations, and exchange professional ideas. Third, all new teachers and teachers with fewer than three years of experience are eligible to participate in our mentoring program, which has been in place for the past several years. A joint venture by administration and the teachers' union, our mentoring program has flourished and provides new teachers with daily, sustained support in the classroom by our own master teachers.

District mentors are carefully selected and matched with a new teacher in conjunction with administrative and union support. Special care is taken to ensure that a mentor possesses the personal attributes, professional expertise, and collaborative spirit to ensure a positive and productive mentoring experience. Mentors undergo a training session and throughout the year, are offered opportunities to attend conferences, collegial circles, and workshops to hone their skills. Time spent in training sessions is applied towards a mentor's staff development hours.

Since our mentoring program is not evaluative, mentors are given resources to help them become supportive coaches for their interns. Release time, joint preparation periods, and after school time are allotted for mentors and interns to work together. Funds are available through the district's mentor grant or through its professional development fund for mentors and interns to attend common professional conferences. Since it is our belief

that our mentor program is mutually beneficial to both our mentors and interns, we grant staff development hours to each.

Evaluations from all three prongs of our new teacher support program (i.e., summer orientation, monthly orientation and mentoring) are carefully reviewed to determine future needs. Staff development opportunities are planned with the needs of the novice teacher in mind.

Wantagh Union Free School District Professional Development Plan
Attachment I: Needs Assessment Sources Used

The following sources are used to identify the district's needs:

- Teacher surveys
- Curriculum surveys
- New York State School Report Card
- BEDS Data
- Highly Qualified Teachers (NCLB Requirements for Certification)
- Student performance results disaggregated by ethnicity, gender, SES, and other special needs
- APPR Data
- Average Yearly Progress Reports (AYP)
- State benchmarks for student performance
- Longitudinal data
- Special education referrals
- Graduation and drop-out rates
- Student needs/interests
- Retention rates
- Discipline referrals
- Confidential student information
- Teacher self-assessment
- Teacher turnover rates

**Wantagh Union Free School District Professional Development Plan
Attachment II: Needs Assessment Prioritizing**

<i>Student Performance Issues</i>	<i>Teacher Content/Practice Need(s)</i>	<i>District Goal</i>
<ul style="list-style-type: none"> • Students of all abilities need to perform at high levels of achievement. 	<ul style="list-style-type: none"> • Differentiated instruction • ABA Training • Integrate technology into the curriculum • RTI strategies and advanced classroom management strategies • Provide teachers with mechanisms to help students cope with bereavement/loss 	<ul style="list-style-type: none"> • Maximize individual worth • Foster independence and self-reliance • Become masters of problem-solving, decision-making and critical thinking • Create concerned, responsible citizens in a diverse world • Fulfill individual potential
<ul style="list-style-type: none"> • Students will utilize reading and writing strategies for fiction and non-fiction across the curriculum. 	<ul style="list-style-type: none"> • Teach reading strategies in the content areas • Teach ELA strategies across the curriculum (listening, reading, speaking, and writing) • Broaden understanding of writing strategies across curricular areas, particularly in K-12 ELA classrooms 	<ul style="list-style-type: none"> • Create concerned, responsible citizens for a diverse world • Create literate individuals
<ul style="list-style-type: none"> • Students will develop technological skills. 	<ul style="list-style-type: none"> • Continue multi-level technology training and content integration by providing staff development in technology skills, enhancing teaching styles and productivity 	<ul style="list-style-type: none"> • Utilize technology effectively • Access information and develop 21st century workplace skills • Foster independence and self-reliance • Become masters of problem-solving, decision-making and critical thinking

	<ul style="list-style-type: none"> • Utilize classroom banks of computers as centers for differentiated instruction • Use technology to address skills across the curriculum 	<ul style="list-style-type: none"> • Create concerned, responsible citizens for a diverse world
<ul style="list-style-type: none"> • Students will use global resources in an electronically rich environment. 	<ul style="list-style-type: none"> • Offer training in current technology • Evaluate appropriate websites • Utilize and integrate library resources and databases • Provide staff development in global resources 	<ul style="list-style-type: none"> • Foster independence and self-reliance • Become masters of problem-solving, decision-making and critical thinking • Utilize technology effectively • Access information and develop 21st century workplace skills

Wantagh Union Free School District Professional Development Plan
Attachment III: District Resources

The following resources will be used to implement the Professional Development Plan:

Fiscal Resources:

- District budget
- District Professional Development Fund
- District Mentoring Program Grant (when available)

Staff Resources:

- Curriculum developers/writers
- Content specialists
- Exemplary teachers

Providers:

- Teacher Center
- In-house exemplary teachers/administrators
- Institutions of higher education
- Nassau BOCES
- SCOPE
- SETRC
- NYSUT
- Professional development institutes
- Outside consultants

Community:

- Major local employers
- Community-based organizations (Wantagh Foundation for Educational Excellence)
- Parents (Parent-Teacher Associations, 6-12, SEPTA)

Wantagh Union Free School District Professional Development Plan
Attachment IV: Implementation Plan

<i>Objective</i>	<i>Facilitator</i>	<i>Implementation Strategies</i>	<i>Opportunities</i>	<i>Method of Evaluation</i>
1. To meet the needs of all learners	<ul style="list-style-type: none"> • Director of Pupil Personnel • Building Principals • Supervisors / Directors • Teachers 	<ul style="list-style-type: none"> • Teach differentiated learning strategies • Teach RTI strategies 	<ul style="list-style-type: none"> • Release Time • Summer • Fall • Spring • Before and after school workshops • Evenings • Weekends • Staff Development Days 	<ul style="list-style-type: none"> • Classroom observations • Surveys • Student data • CSE and Annual Reviews • Test data
2. To infuse reading and writing strategies into every content area	<ul style="list-style-type: none"> • Director of Reading • Teachers • Supervisors / Directors • Outside consultants 	<ul style="list-style-type: none"> • Write curriculum 	<ul style="list-style-type: none"> • Release Time • Summer • Fall • Spring • Before and after school workshops • Evenings • Weekends • Staff Development Days 	<ul style="list-style-type: none"> • Class observation • State test scores • Student Data • Teacher input • Assessment tools
3. To integrate technology and computer software into the curriculum and classroom instruction	<ul style="list-style-type: none"> • Director of Technology • Supervisors / Directors • Teachers • BOCES Model Schools • Computer education mentors • Computer education turnkey teachers and webmasters 	<ul style="list-style-type: none"> • Implement Technology Plan • Staff Development Day 	<ul style="list-style-type: none"> • Release Time • Summer • Fall • Spring • Before and after school workshops • Evenings • Weekends • Staff Development Days 	<ul style="list-style-type: none"> • On-line surveys • Informal and formal assessment tools • Rubrics • Technology planning committee • Student data

School District: Wantagh Union Free School District
BEDS Code: 2802-23-03-0000

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 include :
 - Assistant Superintendent for Instruction
 - Directors & Supervisors
 - Principals
 - Assistant Principals
 - Teacher Representatives
 - School Support Personnel
 - Parent Representative

- 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.

Signature (Superintendent of Schools)

Date: