

# LANSINGBURGH CENTRAL SCHOOL DISTRICT



## PROFESSIONAL DEVELOPMENT PLAN 2019 - 2020

B.O.E. Approved: January 27, 2020

LANSINGBURGH CENTRAL SCHOOL DISTRICT  
2019 - 2020 SCHOOL YEAR  
Superintendent: Dr. Antonio Abitabile

PREFACE

Our mission at the Lansingburgh Central School District is to provide a safe and nurturing educational environment where high expectations, rigor, life-long learning and civic responsibility are developed and encouraged. It recognizes that quality professional development is essential to the continuous improvement of the educational process. The district has long demonstrated a commitment to connecting professional development to the improvement of student results and will continue to promote and assure the ongoing development and growth of its professional staff.

GOAL

To continue to implement and monitor the academic strategies, professional development and availability of resources as established in the District Comprehensive Improvement Plan and the Professional Development Plan.

# PROFESSIONAL DEVELOPMENT PLANNING COMMITTEE

## **Mission of the Professional Development Planning Team:**

To design an effective professional development program that ensures every activity is focused on student learning and classroom practices so that our schools become a learning community, not just for students, but for teachers, administrators, and all staff members.

## **Professional Development Planning Team:**

Cynthia DeDominick, Former Superintendent

Rebecca McGrouty, Director of Curriculum and Staff Development

Shaun Paolino, Director Of Pupil Personnel Services

Gina Fusco, Director of Instructional Technology

Thomas Hopkins, RPES Principal

Ian Knox, TES Principal

Carrie Phelan, KMS Principal

Matthew Vandervoort, LHS Principal

Mary Haydock, Teacher, RPES/LTA

Lori Filarecki, Teacher, TES/LTA

Eileen Culliton, Teacher, LHS/LTA

Colleen Buff, Teacher, KMS/LTA

Lindsey Gibson, District TOSA for Instructional Technology

## **The team has representation from each of the following constituent groups:**

All four Lansingburgh CSD school buildings:

Lansingburgh High School

Knickerbacker Middle School

Rensselaer Park Elementary School

Turnpike Elementary School

Lansingburgh Teacher's Association

Lansingburgh Administrator's Association

Central Administration

# DISTRICT PROFESSIONAL DEVELOPMENT INITIATIVES

## **Professional Development Initiatives for 2019-2020:**

- Embedded professional development in the form of coaching teachers
- Increase participation in professional development opportunities (conferences, in-services, staff-facilitated sessions) measured by number of participants, total number of hours of in-services and conferences, and number of staff-facilitated workshops.
- Address deficits in programming as defined by staff in professional development evaluations, measured by number of staff replying to survey and content of responses.
- Build leadership capacity by promoting staff-facilitated sessions in each building, measured by number of sessions offered by staff.
- Increase collaboration between and among buildings K-12, measured by outcomes (units, curriculum maps, documents, projects, assessments, transition programs) developed through and aligned with professional development opportunities
- Continue support in the implementation of balanced literacy approach K-5
- Facilitate balanced literacy approach in grades 6-8
- Facilitate implementation of Writer's Workshop K-5
- Data Driven Instruction in ELA and Math 6-8
- Continued support in Trauma Sensitive Schools PK-12
- Continued support in the implementation of the Next Generation Science Standards K-12
- The mentoring and support of new teachers
- An emphasis on improved student learning
- Equitable access to resources to participate in professional development initiatives
- The value of educational innovation in a supportive environment
- Opportunities to explore, question, and debate in order to integrate new ideas into classroom practice

## **The following resources are included in the identification of professional development priorities:**

- Goals set forth by the District Comprehensive Improvement Plan (TES, RPES, LHS)
- Goals set forth by the School Comprehensive Improvement Plan (KMS)
- Data analysis - school report cards, district Comprehensive Information Report, teacher surveys, evaluations of previous workshops, evaluation of NYSED subgroups.
- District Mission Statement
- Lansingburgh Academy Mission Statement
- Anecdotal and informal feedback from staff, TOSAs, administration, parents, and Board of Education
- Formal assessment of current and past professional development programs

# PROFESSIONAL DEVELOPMENT DELIVERY

*Professional development opportunities will be made available to all teachers. Opportunities may be targeted for specific groups, teams, and schools. Teachers are invited and encouraged to participate in activities and identify additional opportunities to meet needs. Leadership roles are assumed by teachers as they engage in meaningful work-embedded responsibilities at the building, district, regional, and state levels.*

## **Lansingburgh Academy**

- Optional, after-school programs designed by the Professional Development Team facilitated by staff. (See Appendix E)

## **Other grant funded professional development**

- In-service offered within the regular school day, and outside of regular school hours, to assist with the implementation of instructional strategies consistent with the Next Generation Learning Standards, and other N.Y.S. mandated standards. (See Appendix A, B, C, D)

## **Questar III**

- The district subscribes annually to the full range of in-service offered by Questar III BOCES. (See Appendix F)

## **Conferences, Consultants, and Coaching**

- Offered by, or contracted through, a variety of organizations such as CASDA, colleges and universities, the N.Y.S. Education Department, the Greater Capital District Teacher Center, private consultants, and others. (See Appendix A, B, C, D)
- Instructional coaches and curriculum specialists provide job-embedded support for teachers. (See Appendix A, B, C, D)
- Building Level Professional Learning Communities created at the secondary level for educators to collaborate and inquire about professional practices and partake in action research to achieve better results for the students they serve (See Appendix A and B).

## **Professional Development Requests**

We recognize that throughout the school year, there may emerge previously unidentified needs for professional growth and learning topics not planned for. In order to assure professional development offered in the Lansingburgh Central School District aligns with our district goals and vision, we have developed a process for proposing new professional learning opportunities. Professional development approved through this process will be considered part of this plan for the 2019-2020 school year (See Appendix G).

## Professional Development Request Procedures

For CTLE credit for professional development, proposed outside of this PD plan, the professional development offering must be approved through the District as follows:

1. The person(s) who are requesting the professional development must completed a LCSD Professional Development Proposal form through My Learning Plan (Appendix G)
2. After the proposal is submitted on My Learning Plan, the building principal will approve or deny the request. Their approval signifies that the Professional Development being offered is aligned with the professional development plan, directly relating to district and building goals for the 2019-2020 school year
3. The appropriate Director will then submit the proposal to the Director of Curriculum and Staff Development, who will review that all appropriate approvals have been reviewed.
4. It is the requestor's responsibility to ensure that they have attended and completed the professional development, subsequently finalizing the professional development in My Learning Plan.
5. The Director of Curriculum and Staff Development will then finalize the form, ensuring credit is given.

## ELEMENTS OF THE PROFESSIONAL DEVELOPMENT PROGRAM

- Teachers possessing the professional certification and working 90 days or more in Lansingburgh Central School District will be required to register on TEACH and complete 100 hours of professional development every 5 years in accordance with the current New York State Education Department CTLE requirements. Included will be all district-sponsored workshops (Lansingburgh Academy, Superintendent's Conference Days, Teacher Center and CASDA courses, and other workshops and activities qualifying for district in-service credit, and other professional development activities as approved by the Superintendent of Schools or his/her designee) (Appendix J)
  - Of those 100 hours, teachers possessing the professional certification will be required by NYSED to complete 15 hours of ENL credit hours within five years
- Teaching Assistants possessing the Level III N.Y.S. Certification must maintain professional development every five years for the certification to remain valid. (See Appendix J)
- All teachers are required to participate in a minimum of ten hours professional development annually through Superintendent's Conference Days, and half days, as designated by the Superintendent.
- The District/Teachers Association contract provides for the awarding of in-service credit leading to salary increment, in groups of 15 contact hours, equivalent to one

credit. This applies to pre-approved in-service occurring outside the regular school work day.

- Staff development occurring within the contractual school work day
  - Teachers who are approved to participate in staff development occurring during the school day (most notably at workshops offered by the Questar III BOCES) will receive credit toward their 100 hours.
- Each year, Professional Development Programs designed by the district, will be directly aligned to the specific and unique needs of the district, and will consider student achievement indicators, needs of teachers, and instructional shifts.
- Teachers are responsible for maintaining records of this work on My Learning Plan and on a CTLE record-keeping form. They will maintain their CTLE certificates and provide copies to the district upon request (Appendix J and K).

## PROGRAM EVALUATION

The district program of professional development is evaluated annually, using:

- District-created professional development evaluations, including:
  - Superintendent Conference Days (Appendix L)
  - Superintendent Conference Half-Days
  - Contracted staff development
  - Lansingburgh Academy (Appendix M)
- Analysis of student achievement data
- Professional Development Committee members will meet minimally one time yearly with staff to obtain feedback regarding staff development needs.
- Contracted evaluations for grant-funded programs
- Evidence of the knowledge and skills in classroom walk-through and observations by principals
- Informal and anecdotal feedback of participants

## PROGRAM FUNDING

- Federal Entitlement Grants
- Competitive Grants
- Local Funding

# MENTOR PROGRAM

**Mentoring Program (Excellence in Teaching)** - The purpose of the mentoring experience is to improve the skill and retention of new teachers as they transition from academic preparation to their first professional appointment.

- Required of all first-year probationary teachers through Lansingburgh Academy (required 15 hours per year for probationary teachers and long-term substitute teachers); 15-hour of specifically designed programming for second and third year teachers is also required. These workshops will occur outside the regular school day. (See Appendix H)

## **Teacher Mentor Program**

- The mentoring program will provide guidance and support to teachers during their first three years of teaching in the district. New teachers will be mentored by district curriculum specialists, teacher mentors, consultants, and staff developers. This includes meetings, consultations, and other activities as deemed necessary by the administration and/or curriculum specialist. Release time for teachers for professional workshops, conferences and visitations will be available as approved by the administration.
- New teacher support may include; in-class modeling of instructional strategies, lesson planning, student management, professional development, teacher collaboration, assessment, and orientation to school policies and procedures. All teachers holding an initial certificate, within their first year of employment as a teacher, will be required to complete the 15-hour Excellence in Teaching program, Lansingburgh Academy, and additional mentoring activities on an individual basis planned collaboratively with the curriculum specialist. Activities will occur during the school day and/or outside of school hours. Curriculum specialists will be knowledgeable of adult learning theory, teacher development theory, elements of a mentoring relationship, time management methodology, peer coaching techniques, effective/ instructional planning, and assessment and delivery systems. Curriculum Specialists will be assigned to work with specific teachers, beyond first year teachers, in consultation with the administration. (See Appendix H)
- Probationary (and long-term substitute) teachers are required to attend a minimum of 15 contact hours of professional development each year of the probationary period, offered through Lansingburgh Academy. First year teachers will attend a one day, six hour summer orientation and accrue the remaining nine hours during the school year, attending building level New Teacher meetings.
  - In the rare occasion that a first year teacher is unable to attend the summer orientation, an individual plan will be developed for that teacher with the Director of Curriculum and Staff Development before the start of school in September.

## APPENDICES

- A. [2019 - 2020 Lansingburgh High School Professional Development Plan](#)
- B. [2019 - 2020 Knickerbacker Middle School Professional Development Plan](#)
- C. [2019 - 2020 Rensselaer Park Elementary School Professional Development Plan](#)
- D. [2019 - 2020 Turnpike Elementary School Professional Development Plan](#)
- E. [2019-2020 Lansingburgh Academy Catalog](#)
- F. [2019-2020 Questar Schedule](#)
- G. [2019-2020 LCSD Professional Development Request Form](#)
- H. [2019-2020 New Teacher Mentor Program](#)
- I. [NYSED CTLE Requirements](#)
- J. [District Created CTLE Individual Record](#)
- K. [NYSED Created CTLE Individual Record](#)
- L. [Professional Development Evaluation](#)
- M. [Lansingburgh Academy Evaluation](#)

## RESOURCES

[Learning Forward Standards for Professional Learning](#)

[International Society for Technology in Education \(ISTE\) Standards for Educators](#)