

Panama Central School

Professional Development Plan



Where We Learn & Grow Together

2022-23

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Introduction

By September 1, 2000, and annually by September 1st of each school year thereafter, each school district and board of cooperative educational services (BOCES) shall adopt a professional development plan that meets the content requirements prescribed. The purpose of the plan shall be to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development in order that they remain current with their profession and meet the learning needs of their students. The plan shall also ensure that holders of level III teaching assistants certificates and that substitute teachers who work on a long-term basis are provided the opportunity to participate in the professional development program of the district.

[8NYCRR 100.2(dd)(1)]

It has been the commitment of Panama Central School to support on-going staff development for all employees. In particular, Panama Central School has consistently allocated resources for the professional development of its instructional staff. As a result, the requirements of the State Education Department for the development of a systematic Professional Development Plan are consistent with the vision and mission of Panama Central School. The Professional Development plan will address the professional needs of the instructional and administrative personnel to assist them in developing their personal and professional capacities as they align with the New York State Professional Development Standards (Appendix C).

Needs Analysis

The professional development plan shall be structured in a format consistent with commissioner's guidelines and shall include a needs analysis.

[8NYCRR 100.2(dd)(2)(i)]

The Professional Development Sub-Committee conducts an ongoing Needs Assessment Analyses using surveys, as well as, student performance and demographic data to determine professional development needs for all staff. Student needs, as delineated by the New York State Learning Standards are determined by data gathered from building and district data analysis of student achievement and performance. The district determines teachers' professional development needs using program evaluation surveys. The survey affords the staff opportunities to evaluate and reflect on the content and effectiveness of current courses, workshops, and other professional development experiences as they directly relate to teacher understanding of content, pedagogy, and district initiatives. The instrument provides a forum for teachers to indicate preferences for future professional development opportunities.

The professional learning related to educator practice and curriculum development is culturally responsive and reflects the needs of the school community.

Student Performance Data

The Professional Development Team reviews multiple sources of data that represents student performance on standardized district assessments; universal screening assessments, and New York State Assessments in order to articulate district professional goals and priorities. Universal screening assessments instruments will consist of common formative assessments as well as curriculum-based assessments created in line with the P-12 NYS learning standards. The inquiry data driven process serves to maintain focus on both the professional development initiatives and the effectiveness of instructional strategies on student achievement. The primary goal of the plan is to maximize student performance by empowering teachers to implement current research based practices and enable all students to meet or exceed their potential.

Professional Development Goals

The professional development plan shall be structured in a format consistent with commissioner's guidelines and shall include... goals, objectives, strategies, activities and evaluation standards for professional development in the school district.

[8NYCRR 100.2(dd)(2)(i)]

Goal # 1:	To continually improve teacher practice for the purpose of improving student achievement
Objective:	Educate all teachers and administrators on the implementation of current best practices that address learning needs in a professional and culturally responsive manner.
Strategies & Activities:	<p>Continued professional development aligned with NYS Teaching Standards and the Charlotte Danielson Framework Rubric</p> <p>Attending BOCES Integrated Education Services Content/Grade-Level Forums</p> <p>Educator Evaluation Process</p> <p>Attending district-provided quality professional development</p>
Performance Measures:	Increased proficiency rates on NYS Standardized Assessments and district accountability status.

Goal # 2:	Improve and update the teacher mentor program.
Objective:	Provide support for any teacher in service to ease the transition from teacher preparation to practice to result in developing highly effective teachers and promote teacher retention
Strategies & Activities:	<p>Provide professional development and a peer mentor to increase skills of new teachers</p> <p>Ensure mentors attend updated and relevant training</p> <ul style="list-style-type: none"> o Provide tools necessary to support a new teacher o Orient new mentors and support-experienced mentors o Emphasize the need of a supportive relationship between the mentor and the new teacher o Cognitive coaching and problem solving skills o Provide Teacher Mentor checklist of relevant tasks and topics to be addressed during mentorship o Support planning and preparation for year-end mentee presentation to the BOE
Performance Measures:	Increase in non-tenured teacher retention and effectiveness ratings

Goal # 3:	Increase and improve data driven instruction
Objective:	Create a systematic approach to improve student learning throughout the year by increasing assessment literacy and data analysis
Strategies & Activities:	<p>Review and analyze spring state assessment data at the start of the school year by grade-level and content area</p> <p>Continue the development and implementation collaborative data analysis platforms in grades K-12</p> <p>Continue the process of increasing the use of common formative assessments</p> <p>Identify curricular priorities, understand assessment types, and recognize the indicators of a quality assessment</p> <p>Update and provide quality training in new curricular materials as needed</p>
Performance Measures:	Increase the student proficiency and mastery rates as determined by the 3-8 ELA and Math State assessment scores as well as NYS Regents scores.

Goal # 4:	Integrate technology into instruction
Objective:	Provide professional development for the purpose of implementing new and improved technologies and practices into all content areas and grade levels while enhancing and deepening the quality of instruction.
Strategies & Activities:	<p>Continue the implementation of a 1:1 device initiative</p> <p>Provide Common Set of Learning Objectives (CSLO)/Technology Integration PD services through Erie 1 BOCES to all staff members</p> <p>Consider training opportunities and coaching through Erie 2 BOCES Model Schools service</p> <p>Promote attendance at instructional technology workshops specific to in-person, hybrid and remote learning</p> <p>Provide opportunity training opportunities specific to Google (learning management system)</p> <p>Encourage & assess the usage of instructional tools (ex. iPad apps, google classroom, STEM related learning tools, Smart Boards etc.)</p>
Performance Measures:	<p>Classroom observation of the use of 1:1 devices and/or other technological tools and applications by teacher and student w/ teacher & student self reflection</p> <p>Progress towards paperless classroom</p> <p>Performance on state assessment with in-person vs. hybrid vs. remote learning models</p> <p>Unification of all students and staff in utilizing Google as a district-wide student learning management system</p>

Professional Development Opportunities

The school district will provide all teachers they employ substantial professional development opportunities directly related to student learning needs as identified in the school district report card and other sources as determined by the school district.

[8NYCRR 100.2(dd)(2)(ii)(a)]

The District Plan provides a list of Board Approved Providers (Appendix A) who can implement a variety of training programs. This list ensures that the needs of the students, teachers, and the district are addressed. A large portion of the planned programs are aimed at increasing teacher knowledge and understanding of current initiatives in order to improve student performance. This is consistent with the goals of the district. Panama CSD will provide Professional Certificate holders with certificates acknowledging completion of workshops, trainings, and professional learning opportunities provided by the district qualifying for CTLE credits.

School Violence Professional Development Opportunities

Employees holding a teaching certificate or license in the classroom teaching service, school service, or administrative and supervisory service in school violence prevention and intervention: Each such employee shall be required to complete at least one training course in school violence prevention and intervention, which shall consist of at least two clock hours of training that includes but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations, and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior. Upon request of the employee who successfully completes such training course, the school district or board of cooperative educational services shall provide the employee with a certificate of completion attesting to the completion of the two clock hours of training in school violence prevention and intervention.

[8 NYCRR 100.2(dd)(2)(iii)]

Panama Central School provides online staff training for compliance using Utica National Insurance Group Safe Schools Training. Courses will be determined annually by the Administration and Professional Development Sub-Committee.

Mentoring Program

For plans covering the time period February 2, 2004 and thereafter, provision for a mentoring program. The purpose of the mentoring program shall be to provide support for new teachers in the classroom teaching service in order to ease the transition from teacher preparation to practice, thereby increasing retention of teachers in the public schools, and to increase the skills of new teachers in order to improve student achievement in accordance with the State learning standards.

[8NYCRR 100.2(dd)(2)(iv)]

In accordance with the Panama Faculty Association Contract, the district will provide a mentoring program in accordance with the regulations. Up and coming mentoring positions will be posted via email sent to PFA members. Interested teachers must notify the superintendent or designee by the deadline of the posting. The superintendent will notify all teachers who will receive the position for the following year. Mentors will receive a \$250.00 stipend to provide guidance and support mentees. The mentee will receive \$140.00 for participating in mentorship activities. Mentors will prepare for their role by attending updated and relevant training as established by the regional BOCES. These trainings will provide the tools necessary to support a new teacher, orient new mentors and support-experienced mentors, and emphasize the need of a supportive relationship between the mentor and the new teacher for the purpose of increasing the skill set of all teachers. The type of mentoring activities may include but shall not be limited to modeling instruction for the new teacher, observing instruction, instructional planning with the new teacher, peer coaching, team coaching, and orienting the new teacher to the school culture.

Note:

A teacher acting as a mentor to a new teacher in the classroom as part of a school district's mentoring program, at the discretion of the school district, can receive credit of up to 30 hours of such time toward the CTLE requirement. (This can only be awarded 1 time in each five-year registration period)

See Sample Checklist for Teacher Mentors (Appendix C-Page 22)

English Language Learner Component

For plans covering the time period July 1, 2015 and thereafter, each school district or BOCES shall describe in its plan how it will provide a holder of a professional certificate in the certificate title of English to speakers of other languages (all grades) and a holder of a bilingual extension under section 80-4.3 of this Title with a minimum of 50 percent of the required professional development clock hours for such certificate title in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners; and all other holders of professional certificates in the classroom teaching service, a minimum of 15 percent of the required professional development clock hours in language acquisition addressing the needs of English language learners, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for such English language learners; and a holder of a level III teaching assistant certificate, a minimum of 15 percent of the required professional development clock hours in language acquisition addressing the needs of English language learners and integrating language and content instruction for such English language learners; a school district or board of cooperative educational services may seek permission on an annual basis from the commissioner for an exemption from the professional development requirements in this subparagraph where there are fewer than 30 English language learner students enrolled or English language learners make up less than five percent of the district's or board of cooperative educational services' total student population as of such date as established by the commissioner. The process for such exemption can be found in section 154-2.3(k) of this Title.

[8NYCRR 100.2(dd)(2)(v)]

Panama Central School may seek permission using the School District Waiver for CR Part 154 PD Requirements (Appendix D) on an annual basis from the commissioner for an exemption from the professional development requirements due to enrollment of English Language Learners being fewer than 30.

Development and Adoption of the Plan

The plan shall be developed through collaboration with a professional development team. The team members shall be designated for appointment...including but not limited to teachers, administrators, curriculum specialists and parents...recommended by the superintendent of the school district for appointment by the board of education. Such team shall submit to the board of education a recommended professional development plan by a date specified by the board of education. The board of education may accept or reject the recommendations of the team in whole or part. Components of the plan not approved by the board of education shall be returned to the team for further consideration. The professional development plan shall be adopted by the board of education at a public meeting.

[8NYCRR 100.2(dd)(3)]

Professional Development Team

The Panama Central School Professional Development Planning Committee, a part of the District Shared Decision Making Committee (SDM), establishes and promotes workshops based on the comprehensive review of the needs assessment. The committee meets throughout the year to communicate across grade levels and subject areas to ensure that the goals and objectives are effectively met. The team will encourage faculty input and evaluation in order to modify, revise, and update the plan.

Members of the Shared Decision Making Team (SDM)

Member Name	Position
Emily Harvey	Director of Instruction & Special Education
Scott Costantini	Secondary Principal
Lauren Harper	Elementary Principal
Brynne Hinsdale	Director of Technology
Jennifer O'Dell	Elementary Teacher

Pam Warner	Elementary Teacher, Parent
Chad Wakeley	Secondary Social Studies Teacher
Evan TeCulver	Secondary Technology Teacher

Board of Education Approval

The SDM committee will revisit this plan every year to determine whether or not the Professional Development Planning Committee should review and revise professional development goals, objectives, strategies, activities and evaluation standards. Upon review and revision of the plan, the committee will provide the updated information to The Panama Central School Board of Education for approval. Annually, the Board of Education will adopt the plan at a public meeting prior to September 1st of each school year.

Reporting Requirement

Each year, the superintendent of a school district shall be required to certify to the commissioner, in a form and on a timetable prescribed by the commissioner, that the requirements of this subdivision to have a professional development plan for the succeeding school year have been met and the school district has complied with the professional development plan applicable to the current school year.

[8NYCRR 100.2(dd)(4)]

Appendix A: Approved Professional Development Providers

E2CC BOCES Providers

Integrated Education Services

School Improvement (Coser 565)

Provides school districts with support to build local capacity to meet state and local goals for raising learning achievement for all students. School Improvement staff work collaboratively with districts to design data driven, research based staff development opportunities that will address the needs of the district. This includes workshops that incorporate in-person, hybrid, and remote learning.

Model Schools (Coser 566)

Designed to provide access and training to both hardware and software that support student learning, the IES team is able to design and implement customized trainings for teachers to utilize technology tools in their classrooms.

Data Management (Coser 560)

Provides support and training in regional and district-wide data warehousing and data analysis. Participants in this coser receive assistance in planning with respect to the collection and reporting of data, development of specialized data reports for presentations and meetings and on-site training in the WNYRIC Data Warehouse.

Regional Curriculum Council (RCC)

Responding to evolving state and federal expectations for curriculum, instruction and assessment shape those learning goals. The group has committed to infusing more technology into its work including: conducting online meetings with state education department staff when possible, conducting collaborative research online, experimenting with a closed wiki and viewing webcasts from state ed.

Coordinated School Health

ICE 8 and Michigan Model (516)

Comprehensive School Health and Wellness represents an expansion of the traditional elements of school health, education, services and the environment to embrace a broader mission in which collaboration with the community is fostered and the entire school shares the responsibility for promoting good health. This mission requires the mobilization of the many resources of home, school and community to meet the physical, social, intellectual, spiritual, and mental need of students, to contribute to the well-being of school staff, and to create a healthful school environment for all. Providing training and support for Michigan Model® and the SAVE legislation is the foundation of this program.

DASA (541)

refresher on harassment, bullying and discrimination prevention and intervention

Child Abuse Identification and Reporting

refresher on identifying and reporting child abuse, maltreatment and neglect

Distance Learning (440)

It is a place where people who want to learn meet people who want to teach. Whether it is through full motion interactive videoconferencing, or online instruction using Moodle, or credit recovery using Apex or Odesseyware, this is a 21st Century place to learn.

District Superintendent Office

Technology Services

BOCES staff members work with participating district staff to support the implementation of district technology plans and goals

Technology Consortium (CoSer 560)

Development and implementation of technologies for district/classroom instructional use are provided. Technical assistance, supportive instructional resources, and consultation services for integrating technology across curriculum areas are provided to meet districts' needs. This includes workshops that incorporate in-person, hybrid, and remote learning.

Additional Providers

Angela Stockman

Workshops and learning institutes on curriculum design, promising instructional practices, assessment, inquiry, reading and writing, and literacy instruction.

Anita Archer

educational consultant to school districts on explicit instruction, the design and delivery of instruction, behavior management, and literacy instruction.

BrainSpring-Online Training

This comprehensive and highly intensive multisensory training course qualifies teachers to bring Orton-Gillingham instruction into their classrooms. Phonics First® transforms beginning, struggling, dyslexic and learning disabled students into skilled learners through its effective, fun, multisensory approach to reading and spelling.

Chautauqua County Sheriff's Department

provides consultation services in regards to safety of staff and students

ControlAltAchieve.com (Eric Curts)

Focus on transforming education with technology. Provides professional development on Google Education. Platform utilizes free ed-tech webinars

Curriculum Associates

provide teachers and administrators with flexible resources that deliver meaningful assessments and data-driven, differentiated instruction for children

Brynne Hinsdale/Jennifer Johnson	Computer Systems Specialist focused on providing teachers with integrating technology into instruction in an in-person, hybrid, and remote learning model
Discovery Education	Provide teachers with instructional strategies for utilizing online tech. books and non-traditional explicit instruction that focuses on science phenomenon
Dr. Darryl Tonemah	Dr. Darryl Tonemah has a Ph.D. in Counseling Psychology and Cultural Studies from the University of Nebraska-Lincoln, a masters degree in Community Counseling, and three bachelor degrees in Psychology, Sociology and Gerontology.
Dr. Elizabeth Bradley	Title IX, Dasa, & Sexual Harrassment professional development
eDoctrina	Helps educators strengthen their schools' focus on state standards. Educators can create standards-based lesson plans, build assessments, and scan results to pinpoint students who are falling behind.
Education Elements	provides districts and their teachers the power to go deeper with every student and personalize learning on a larger scale
Erie 1 BOCES Workshops	The Regional Special Education Technical Assistance Support Center (RSE-TASC) provides professional development to improve instructional practices and outcomes for students with disabilities; Coordinated Set of Learning Objective (CSLO) provides technology professional development.
Handwriting Without Tears	K-5 handwriting curriculum professional development
Harris Beach & Hodgson Russ Law Offices	Educational Law & Special Education updates

Hello Literacy	Jen Jones: K-12 Reading Specialist ELA Staff Developer
Houghton Mifflin	Targeted professional development for purchased curriculum
International Center for Leadership in Education	Company that provides professional development that is driven by the belief that instruction must be rigorous and relevant for all students to make best practices and innovative approaches to instruction and leadership a reality in today's classrooms.
Instruction and Behavior Management	Non-Violent Crisis Intervention training is available by trained BOCES providers.
JCC College Connections	a professional organization for high schools and colleges that fosters and supports rigorous concurrent enrollment.College Connections instructors are lifelong learners committed to staying current with pedagogy and content through reading, research, and ongoing professional development.
Learner Centered Initiatives	Learner-Centered Initiatives works to improve education by focusing on teaching, learning and leadership practices. We use a systems approach, recognizing that changes made in one area will naturally interact with, and affect, other components and participants in the system. Professional Development programs, products and services are customized to each client's needs and interests. They integrate educational practices grounded in research and refined through practical field-application, as well as relevant neuroscience approaches.
McKay Consulting, LLC	Customized consultation, facilitation and training related to instructional leadership and teacher quality to school districts and state service agencies

New York State Association of Supervision and Curriculum Development	Provides quality, personalized, accessible and affordable professional development services that support research-based programs and practices, particularly in high need areas
New York State Police	provides consultation services in regards to safety of staff and students
Nichole Brunecz	Social worker to provide training to teachers and staff about community resources and support systems for students and their families
PublicConsulting Group	Consulting services help schools, school districts, and state education agencies/ministries identify and implement ways to improve programs and processes, optimize financial resources, and promote student success. Their technology solutions give educators the means to gather, manage, and analyze data, including student performance information, to make effective instructional decisions.
Reading and Language Arts Centers	Phonics First® Orton-Gillingham Professional Development courses are used to teach literacy. Our dynamic and interactive Professional Development courses and workshops give special and general education teachers the knowledge and expertise to implement evidence-based strategies that improve student achievement. Phonics First® employs the Orton-Gillingham principles of instruction to reading, is language-based, multisensory, structured, sequential, cumulative, cognitive, and flexible.
Safe Schools/Vector Solutions	Vector Training, K-12 Edition, is available to all employees. This platform provides required, as well as additional, informative and helpful courses to maintain a safe learning environment.
Savvas Learning Company	Savvas Learning Company provides next-generation digital learning solutions for K-12 students and educators. Training is provided in curriculum purchases from activation to implementation.

Silver Strong & Associates

educational consulting and publishing company that provides custom professional development and practical resources to schools and districts

Successful Schools

offer educators professional development that provides practical skills for creating positive, effective, learning environments that meet the needs of all children

The Resource Center

provides professional development centered around individuals with developmental disabilities

Voyager Sopris Learning Inc

At Voyager Sopris Learning™, our mission is to work with educators to help them meet and surpass their goals for student achievement. We offer unparalleled support in three key areas: meaningful student assessment; in-depth teacher professional development; and evidence-based instructional solutions. - See more at:
<http://www.voyagersopris.com/company/about-us#sthash.4JW1vIzA.dpuf>

WNY Parent Network

provides education and resources for families of individuals with special needs (birth through adulthood) and for professionals.

Appendix B: New York State Professional Development Standards

Panama Central School's Professional Development Plan will empower every teacher, administrator, and staff member to develop the knowledge, skills, and behaviors required to create learning settings that enable all students to demonstrate high levels of achievement. The plan will engage each educator in a collegial and collaborative dialogue with other professionals to enhance student learning toward the mastery of the New York State Common Core Learning Standards and the New York State Teaching Standards and create a supportive and effective environment. Given that research indicates that teacher quality is the single most powerful influence on student achievement, it is essential to ensure that teachers are provided with ongoing, high quality professional development to sustain and enhance their practice. The professional development needs of other members of the school community, including administrators and support personnel, must also be addressed to ensure focus on continuous learning and to create the conditions necessary for closing the achievement gap and improving the achievement of all students. These standards provide guidance for achieving high professional development planning, design, delivery, and assessment, and should serve as a foundation for all professional development in our schools.

- Standard 1: Designing Professional Development Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and, incorporates knowledge of how adults learn.
- Standard 2: Content Knowledge and Quality Teaching Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
- Standard 3: Research-Based Professional Learning Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research.
- Standard 4: Collaboration Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate in a respectful and trusting environment.
- Standard 5: Diverse Learning Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
- Standard 6: Student Learning Environments Professional development ensures that educators are able to create a safe, secure, supportive, and equitable learning environment for all students.
- Standard 7: Parent, Family and Community Engagement Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families and other community members as active partners in children's education.
- Standard 8: Data-Driven Professional Practice Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress and to help sustain continuous professional growth.
- Standard 9: Technology Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
- Standard 10: Evaluation Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Appendix C: Teacher Mentor Checklist

Teacher Mentor Checklist

- ☐ Set schedule of regular meetings throughout the school year
- ☐ Review e-forms in the Shared drive
- ☐ Review Purchase Order Request process
- ☐ Review Conference Request process
- ☐ Review time off/sick day process
- ☐ Review PowerSchool/Gradebook
- ☐ Parent Teacher Conference/Communication with families
- ☐ Review of Department/Grade Level meeting requirement
- ☐ Optional-Set up Shadowing an opportunity
- ☐ Encourage participation and share any Professional Development opportunities
- ☐ Elementary Concert expectations
- ☐ Maintenance/Tech work orders
- ☐ Voicemail Setup
- ☐ Review end of year presentation to the Board
- ☐ Any other miscellaneous items that may come up over the year

Appendix D: School District Waiver for CR Part 154 PD Requirements

[Online Waiver Form](#)