Otego-Unadilla Central School District

District Professional Development Plan

February 2026-June 2029

The Planning Team:

Nancy Hinkley	**Teacher**
Kaitlyn Woods	**Teacher**
John Collins	**Teacher**
Elisabeth Ogden	**Teacher**
Tracey Robinson	**Teacher**
Debra Davies	**Teacher**
Kristin Preston	**Parent**
Winnie Slawson	**Speech Language Pathologist**
David S. Richards	**Superintendent**
Mike Snider	**Elementary Principal**
Katie James	**Middle School Principal**
Abby Costello	**High School Principal**
Rhonda Burnside	**Director of Special Programs**
Kate Webb	**Director of Instruction**

Otego-Unadilla Central School District (also known as Unatego CSD)

DISTRICT PROFESSIONAL DEVELOPMENT PLAN
February 2026- June 2029

1.0 Goal/Purpose:

The purpose of the District Professional Development Plan is to provide the professional staff with high quality professional development opportunities that will maintain enthusiasm towards teaching, improve instruction, and improve student learning. Professional development may be initiated by individual teachers, mentors, and administrators. Needs may be identified by district goals, objectives, teacher requests, building initiatives and test results.

1.1 The Professional Development Mission of the Otego-Unadilla Central District:

The Unatego Central School District's mission is to provide opportunities for students to achieve their personal best, become responsible and productive citizens, and embrace lifelong learning in a safe and positive environment. We believe all children can learn and excel with developmentally appropriate materials, practices, and strategies. We believe all children deserve a quality education in which individual needs are met, exceeded, and supported. School is not just about children: it encompasses families, parents, community, stakeholders, society, the environment and beyond.

Education for the students of the Unatego Central School District has been of a consistently high caliber, delivered considering the requirements of New York State, the beliefs and goals of the district, and the expectations of the community. Unatego's success as an educational entity has been due in no small part to the commitment of its staff to their own professional growth. The connection between student success and skilled instruction has been a hallmark of education in this district.

By fulfilling the New York State mandate that each of its school districts publish a Professional Development Plan, Unatego CSD has created a tool which enables the district to be fair and equitable with all of its stakeholders. The work outlined in the PDP, indeed all work done in the district, is directed toward assuring that all Unatego graduates are college and career ready.

By offering high-quality, integrated staff development to teachers and other staff members, the district provides these practitioners the tools they need to bring our students to the graduation stage and to aid their transition to the world beyond. The opportunities offered for professional growth are supportive of the district goals set by the Board of Education, the needs of students as indicated on assessments and other measures, and the professional skills sought by teachers as outlined in the annual needs assessment survey and the Annual Professional Performance Review documents.

2.0 Needs Assessment and District Initiatives:

The committee has determined that there are multiple driving forces for professional learning in the Unatego Central School District. The first is, and has been, improving student achievement. Additional driving forces include NYSED initiatives, as well as priorities and needs identified by staff within the most recent professional learning survey.
(See Appendix B for June 2025 District Needs Survey results)

2.1 Improving Student Achievement:

- Professional learning activities to improve instruction, intervention, and other forms of support to ensure that students are meeting standards of proficiency in all content areas at all grade levels.
- Professional learning activities that support academic intervention services to improve student achievement in all content areas at all grade levels.
- Incorporate/improve use of technology and digital citizenship to enhance instructional practice.

2.2 NYSED Initiatives:

Professional learning activities and opportunities to strengthen the understanding of/implementation of:

- The Science of Reading and the NYSED Literacy Briefs
- The NYSED Numeracy Briefs
- Portrait of Graduate and the New York Inspires Plan
- Next Generation (or current) Learning Standards
- Project-based Learning
- Standards-based Grading
- Multi-tiered System of Support

2.3 Priorities and Needs Determined by District Professional Learning Survey:

- Data-driven instruction
- Understanding Specially Designed Instruction, and specific disabilities to support Students with Disabilities
- Student-centered learning
- Special education regulations
- Attendance concerns
- Social-Emotional Learning and behavior management

3.0 The Objectives of UCSD Staff Development:

3.1 Identify and implement instructional strategies to improve the success of ALL students as measured by NYS and local assessments.

3.2 Provide staff with training in the use of instructional and assistive technology to improve student achievement.

3.3 Focus on aligning current curriculum and instruction with the New York State Next Generation Learning Standards

3.4 Create MTSS data teams to identify the types and uses of data that will be necessary to drive instruction. Offer professional learning as required.

3.5 Provide ongoing professional learning support for K-12 staff members as we strengthen our continuum of services (i.e.: resource room, consultant teacher services, special class, etc.)

3.6 Maintain a mentoring program for newly hired instructional staff members in accordance with the regulations outlined by the Commissioner of Education and as identified in District Plan.

3.7 Continue to address and support the professional learning needs for staff pertaining to issues of school climate and safety, including SEL, Behavior and attendance interventions.

3.8 Continue to train staff on MTSS (systems, strategies, and analyzing/using data to drive instruction)

3.9 Provide ongoing professional learning opportunities to introduce and implement Science of Reading based strategies and instruction across all grade levels and content areas

3.10 Continue to educate staff of Portrait of a Graduate (POG), including POG initiatives like Project-based Learning and Standards-based Grading

3.11 Provide professional development and support to understand and implement the NYSED Numeracy Briefs

3.12 Alignment with Commissioner's Regulation §100.2(dd)- The Otego-Unadilla Central School District certifies that this Professional Learning Plan is designed to meet the following regulatory mandates:

- Quality Standards: All activities are aligned with the NYS Professional Development Standards to ensure high-quality, research-based outcomes for staff and students (See Appendix C & D).
- 15% ELL/MLL Mandate: In accordance with Subpart 80-6, at least 15% of the professional development hours offered by the district will focus on the needs of English Language Learners (ELLs) and Multilingual Learners (MLLs), including language acquisition and culturally responsive pedagogy. The district may be exempt from this mandate if they qualify for the School District Waiver, CR Part 154 Professional Development Requirements, Specific to ELLs
- Mentoring: A formal mentoring program is provided for all new teachers, featuring a selection process for mentors, a confidentiality agreement (Section 6.7), and a focus on modeling and classroom management.
- CTLE Sponsorship: As an approved CTLE sponsor, the district will provide and track 100 hours of professional learning for Professional and Level III Teaching Assistant certificate holders over each five-year cycle.

4.0 **<u>Provide a Variety of Professional Development Activities and Strategies Through Many Sources:</u>**

4.1 In-service programs/courses offered at UCSD during the school day

4.2 In-service programs/courses offered at UCSD after the regular school day and summer

4.3 Superintendent's Conference Days

4.4 Serving on district-wide & building level school sponsored committees.

4.5 Programs offered through the Catskill Regional Teacher Center.

4.6 Programs offered by the DCMO BOCES, ONC BOCES and Regional Partnership

4.7 Programs offered through NYSUT/AFT, CSEA, SAANYS, NYSSBA. Webinar/Pre-recorded programs, workshops, and conferences available through BOCES, SED and other professional organizations such as National Association for Secondary School Principals (NASSP) and the Association for Supervision in Curriculum Development (ASCD)

4.8 Action research

4.9 Developing & implementing a new course or unit of study

4.10 Studying a problem and recommending a solution

4.11 Department and grade level meetings

4.12 Visitations

4.13 Faculty meetings (if focused on initiatives as outlined in PL plan)

4.14 Approved graduate level courses

4.15 Additional Providers included in Appendix A

5.0 Foster In-House Trainers and Support These Initiatives for the Improvement of Instruction:

5.1 Encourage staff to attend train-the-trainer programs to build and in-house pool of experts.

5.2 The use of peer collaboration

5.3 The use of mentoring

5.4 Provide meeting times for grade levels and departments.

5.5 Book studies

6.0 Newly Hired Instructional Staff and Teacher Mentoring Program:

6.1 Continue to provide all new teachers an administrative induction program developed by the Superintendent, Building Principals, and the Mentor committee.

6.2 Provide the new teacher with a teacher mentor. Mentoring will include planned meetings with the administration and mentors with support from the departmental/grade level instructional staff. New teachers will be offered periodic training seminars based upon need and availability.

6.3 Twenty hours of professional development training will be the minimal standard to maintain annually during the probationary period. Upon conference of the professional certificate, the standard of 100 hours over a five-year time period will become the mandate for certificate renewal. (Note: applies to new certificates issued after February 2004). Effective July1, 2016, all holders of professional certificates must register and re-register every five years with the NYS Office of Teaching Initiatives and provide proof that they have completed the statutory 100 approved hours of professional development.

6.4 The mentoring program will provide support for teachers in the classroom to ease their transition to the new setting. Factors to be considered may include prior experience, position in the district and individual needs.

6.5 All probationary teachers will be considered to be a part of the mentoring program as outlined within this section of the professional development plan. In certain situations, experienced teachers may be included in the mentor program.

6.6 The role of the teacher mentor/coach is to provide guidance and support to the new teacher.

6.7 Information obtained by a mentor/teacher coach while engaged in the mentoring activities of the program is confidential and shall not be used for evaluating or disciplining the new teacher unless withholding such information poses a danger to the life, health or safety of an individual. This may include but is not limited to students and staff of the school, or unless such information indicates the new teacher has been convicted of a crime or has committed an act which raises a reasonable question as to the new teacher's moral character.

6.8 The district will utilize a variety of mentoring/teacher coaching formats, which will include:

a. In-service seminars assigned by the Superintendent, Director of Special Education, or Building Principals.
b. Administrative Staff.
c. Instructional Staff-Assigned specifically to mentor a teacher, subject to the collective bargaining agreement. Such teacher would be appointed through an application process.

6.9 Mentoring activities will include but not limited to: modeling instruction for the new teacher, observing instruction, instructional planning, peer coaching, team teaching, classroom management, student discipline, parent contacts, and orienting the new teacher to the school culture.

6.10 Days will be made available to the new teacher during the school year to observe other teachers either within or outside the district and to attend programs designed to assist new teachers in developing successful instructional practices.

6.11 Mentors will receive 6 credit hours per year, at the end of each mentor year.

7.0 Tenured Staff:

7.1 The standard of 20 hours will serve as the minimal number of professional development hours that tenured staff must devote annually toward approved professional development activities.

8.0 Evaluation of Newly Hired Staff, Tenured Staff and Accountability:

8.1 Staff members holding professional certification will need to enter their professional development hours through My Learning Plan (Frontline). Administration will be responsible for providing the district office with a copy of PD hours to be earned for meetings, Superintendent's Days and Professional Development Days provided within the district.

8.2 The building principal may identify specific areas of staff development needed in the annual evaluation of a teacher that will take precedent over district and building level staff development needs.

8.3 The Professional Development Committee will review/revise the District Development Plan every three years or on an as needed basis.

8.4 The cumulative effect of the Professional Development Plan will be assessed by reviewing the achievement growth of students, the attainment of the annual objectives, and the success of the professional development strategies implemented.

9.0 Continuing Teacher Leader Education for Certificate Holders

- Certificate Holder Requirements:
  - Professional Certificate/Teaching Assistant Level III
    - Must complete 100 hours of CTLE every five (5) years
    - Professional Development period begins on July 1 following the effective date of certification.
  - Continuing Teaching Assistants
    - Do not have to complete CTLE hours every 5 years

- Certificate Holder Record Keeping Responsibilities
  - Professional Certificate/Teaching Assistant Level III
    - Must keep record of PD completed during your professional development period, including that provided by your district.
    - Required documentation includes:
      Program event/title
      Accrual of program/event hours
      Provider name (must be an approved provided)
      Attendance verification/certificate of attendance
      Date and location of the program/event
    - Records should be up to date,
    - must be kept for eight years and made available to NYSED in the event of an audit.

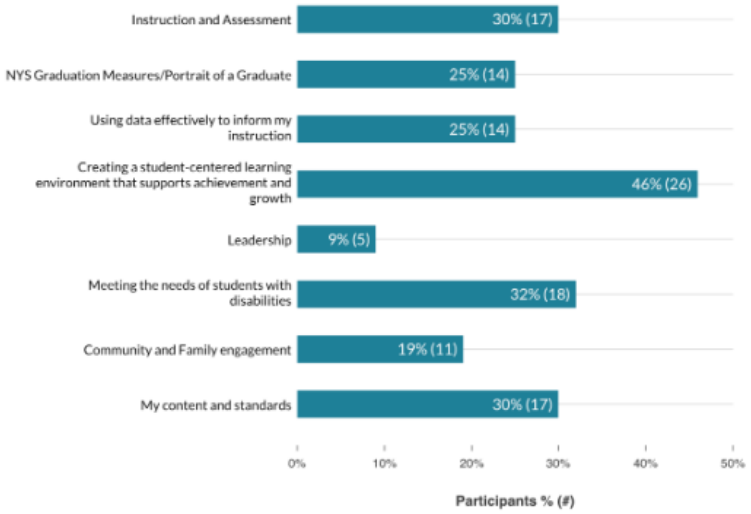
Appendix A: Additional Providers of Professional Development

See website for up-to-date information on approved providers:
https://www.highered.nysed.gov/tcert/resteachers/ctlesponsors.html

Appendix B: June 2025 PL Survey Results (DCMO BOCES)

Q6 I would like to learn more about...(Additional questions will populate for each topic selected, you may make multiple selections)

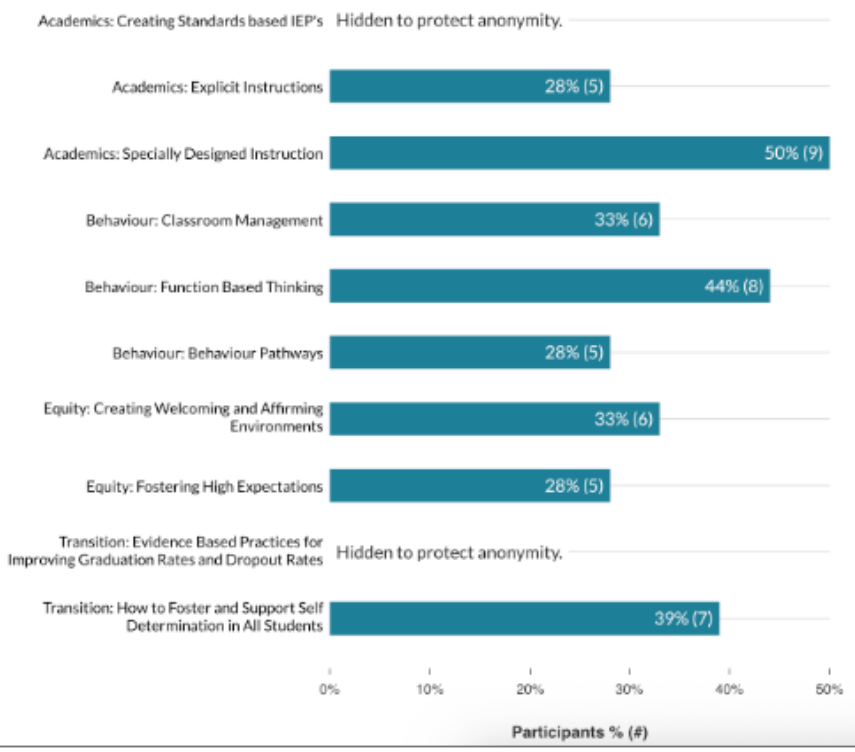
Answered: 57
Not answered: 4



Q7 What about meeting the needs of students with disabilities would you like to learn about?

Meeting the needs of Students with Disabilities

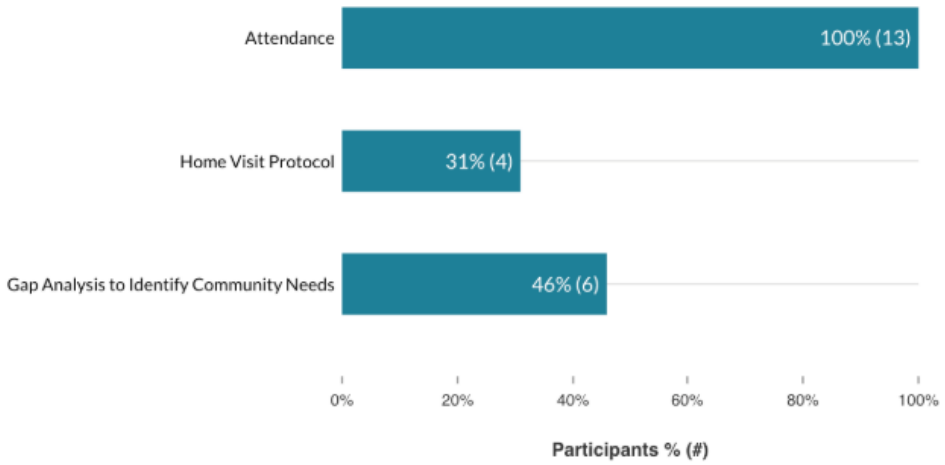
Answered: 18
Not answered: 43



Q20 What about community and family engagement would you like to learn about?

Community & Family Engagement

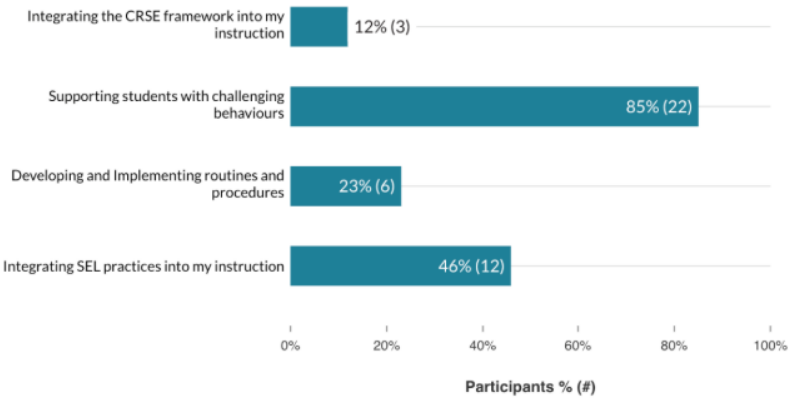
Answered: 13
Not answered: 56



Q18 What about creating a learning environment that supports achievement and growth would you like learn about?

Creating a Learning Environment that supports Achievement and Growth

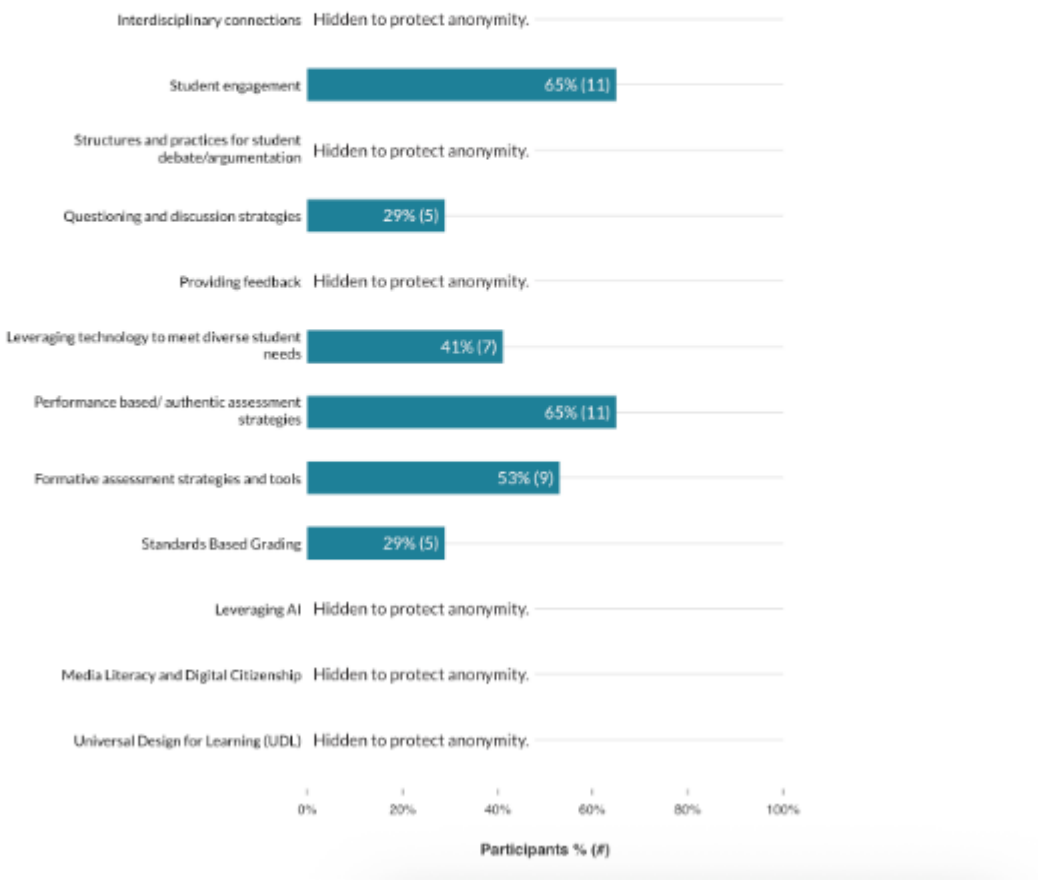
Answered: 26
Not answered: 43



Q13 What about instruction and assessment would you like to learn about?

Instruction and Assessment

Answered: 17
Not answered: 44



Appendix C: NYSED Professional Development Standards

1. Designing Professional Development: Professional development design is based on data, is derived from the experience of the participants, and is linked to school/district goals.

2. Content Knowledge and Quality Teaching: Professional development expands educators' content knowledge and the knowledge and skills necessary to provide appropriate instruction and assessment to all students.

3. Research-based Professional Learning: Professional development is based on current research and best practices to improve curriculum, instruction, and student learning.

4. Collaboration: Professional development provides opportunities for educators to work together across the district and within buildings to share practices and solve problems.

5. Diverse Learning: Professional development provides educators with knowledge and instructional strategies to promote the ability of all students to learn, regardless of background or ability level.

6. Student Learning Environments: Professional development provides educators with the skills to create safe, secure, and supportive learning environments for all students.

7. Parent, Family, and Community Engagement: Professional development provides educators with the skills to collaborate with parents, families, and other community members as vital partners in student success.

8. Data-driven Professional Practice: Professional development uses a variety of data (student work, state tests, teacher observations) to evaluate the impact of professional learning on student growth.

9. Technology: Professional development facilitates the use of technology to support student learning and to improve professional practice.

10. Evaluation: Professional development is evaluated regularly for its effectiveness in improving teacher performance and student learning.

Appendix D: Standards Alignment Matrix

NYS Professional Development Standard	Supporting Section in UCSD Plan
1. Designing PD	**Section 2.0 & 2.3:** Uses June 2025 Needs Survey and student data to drive design.
2. Content Knowledge	**Section 2.2 & 3.9:** Focuses on the Science of Reading and Numeracy Briefs.
3. Research-based Learning	**Section 3.10 & 3.11:** Implementation of Project-Based Learning and Evidence-based Literacy.
4. Collaboration	**Section 5.2 & 5.4:** Peer collaboration, mentoring, and grade-level/dept meeting times.
5. Diverse Learning	**Section 3.5 & 3.12:** Focus on SDI, MTSS, and English Language Learners (ELLs).
6. Learning Environments	**Section 3.7:** Addressing school climate, SEL, behavior, and attendance.
7. Parent & Community	**Section 1.1 & 6.9:** Mission involving families and orienting new teachers to school culture.
8. Data-driven Practice	**Section 3.4 & 3.8:** Use of MTSS Data Teams to analyze student growth.
9. Technology	**Section 2.1 & 3.2:** Digital citizenship and assistive technology for student achievement.
10. Evaluation	**Section 8.4:** Assessing the cumulative effect of the plan on student achievement growth.