

Otego-Unadilla Central School District

District Professional Development Plan

2022-2025

The Planning Team:

Jerome Degan	Teacher
Kelli Hafele	Teacher
John Collins	Teacher
Hannah Pleban	Teacher
Leah Trass	Teacher
David S. Richards	Superintendent
Rhonda Burnside	Director of Special Programs
Mike Snider	Elementary Principal
Katie James	MS Principal
Julie Lambiaso	HS Principal
Kate Webb	Instructional Support Specialist

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

DISTRICT PROFESSIONAL DEVELOPMENT PLAN

09/2022-06/30/2025

Updated 7/2/2024

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 lead to renewed enthusiasm towards teaching, improved instruction, and improved student learning. Professional development may be initiated by individual teachers, mentors, and administrators. Needs may be identified by district goals, objectives, teacher requests and test results.

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

The Otego-Unadilla 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 Otego-Unadilla 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 Central has created a tool which enables the district to deal equitably with all 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 two driving forces for professional learning in the Unatego Central School District. The first is, and has been, improving student achievement. The second driving force for professional learning is the district's MTSS (Multi-Tiered System of Supports) initiative. (See Appendix B for June 2024 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.
- Professional learning in instructional practices and strategies aligned with district Annual Professional Performance Review (APPR) plan.
- Professional learning activities aligned with teacher, building and district goals.
- Incorporate/improve use of technology to enhance instructional practice.

2.2 Implementing MTSS:

Professional learning activities and opportunities to strengthen:

- The understanding of the foundations of MTSS (academic and SEL- social-emotional learning)
- The instruction and interventions within the tiers of a MTSS
- Data analysis to drive instruction and support all learners
- The understanding of evidence-based and research-based academic and SEL (social-emotional learning) interventions and strategies, and how to implement and progress monitor such strategies

3.0 The Objectives of UCSD Staff Development for the 2022-2025 School Years:

- 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 safety, school violence, intervention, bullying and harassment, on an ongoing basis.
- 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

4.0 Provide a Variety of Professional Development Activities and Strategies Through Many Sources:

- 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.
- 4.7 Programs offered through NYSUT/AFT, CSEA, SAANYS, NYSSBA. Videotaped 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
- 4.14 Approved graduate level courses

4.15 Professional Development Focus for the 2022-2023 school year: Diversity and Equity, Co-Teaching, Next Generation Standards, Literacy and Numeracy

4.16 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.

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 Thirty-five 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 July 1, 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.

7.0 **Tenured Staff:**

- 7.1 The standard of 35 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:

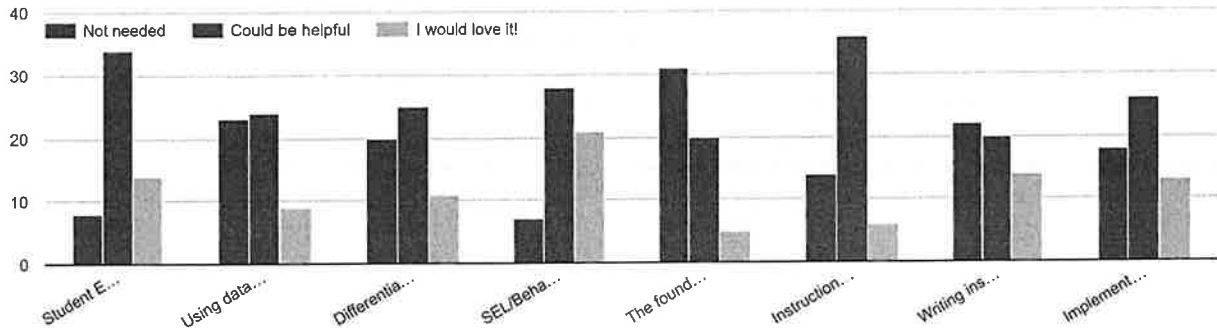
- Professional Certificate/Teaching Assistant Level III
 - Must complete 100 hours of CTLE every five (5) years
 - Professional Development period begins on July 1 following the effective date of certification.
- Continuing Teaching Assistants
 - Do not have to complete CTLE hours every 5 years
- Certificate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

- NYSAHPERD (NYS Association for Health, Physical Education, Recreation, and Dance)
- NYSED
- COSN (Consortium for School Networking)
- ASCD/NYASCD (Association for Supervision and Curriculum Development)
- NYSCATE (New York State Association for Computers and Technology in Education)
- NYLA (New York Library Association)
- NYSCAA (NYS School Counselors Association)
- SUNY Oneonta School of Education and Human Ecology
- SUNY Cortland School of Education
- SUNY Potsdam
- SUNY Binghamton School of Education
- NYSEC (New York State English Council)
- NYSASBO (NYS Association of School Business Officials)
- NYSSBA (NYS School Boards Association)
- CCSBA (Chenango County School Boards Association)
- CASSC (Catskill Area School Study Council)
- Marzano- Learning Sciences Learning and the Brain
- Educon
- ISTE
- Solution Tree
- American Association of School Librarians
- NCTE (National Council of Teachers of English)
- NCTM (National Council of Teachers of Math)
- NYSCOS (New York State Council of Social Studies)
- S/CDN (Staff Curriculum Development Network)
- DCMO BOCES
- ONC BOCES
- BT BOCES
- RSE-TASC Staff
- RBERN Staff
- Schoology
- Model Schools
- Buzz/OHM Learning Network
- DATAG (Data and Technical Assistance Group)
- BER (Bureau of Education Research)
- Catskill Area Regional Teacher Center
- Mid-Hudson Regional Teacher Center
- Teacher Center of Broome County
- CASDA
- TEQ
- Orton-Gillingham Trainer
- Houghton Mifflin Harcourt

Appendix B: 2024 Professional Learning Needs Survey Results

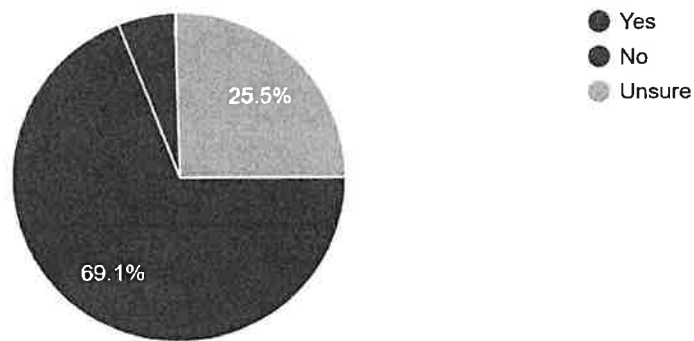
Please rank the following Professional Learning opportunities by your personal interest/need:



1. Student Engagement
2. Using Data to drive instruction
3. Differentiation
4. SEL/Behavior strategies
5. The Foundations of MTSS
6. Instructional Strategies for Tier 2 (classroom)
7. Writing Instruction
8. Implementing strategies and instruction rooted in the "Science of Reading"

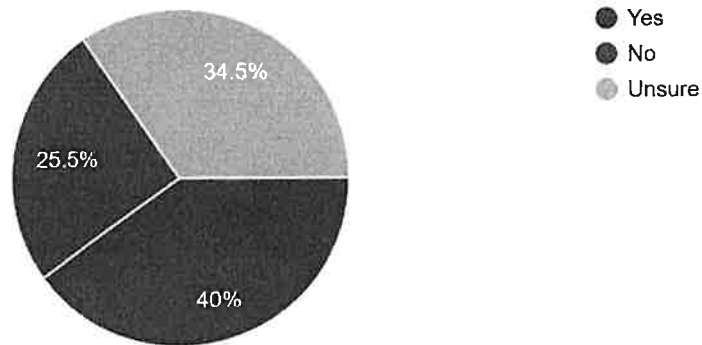
Do you feel students could benefit from district-wide vertical alignment of academic vocabulary? (Definition of academic vocabulary [h...w.hmhco.com/blog/what-is-academic-vocabulary](http://www.hmhco.com/blog/what-is-academic-vocabulary))

55 responses



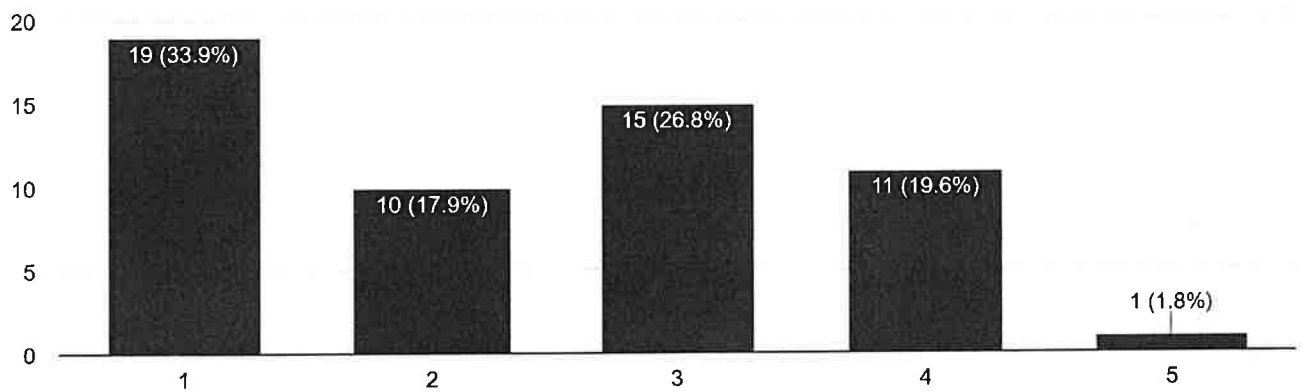
. Would curriculum-mapping/curriculum blueprints be helpful in vertically aligning curriculum?

55 responses



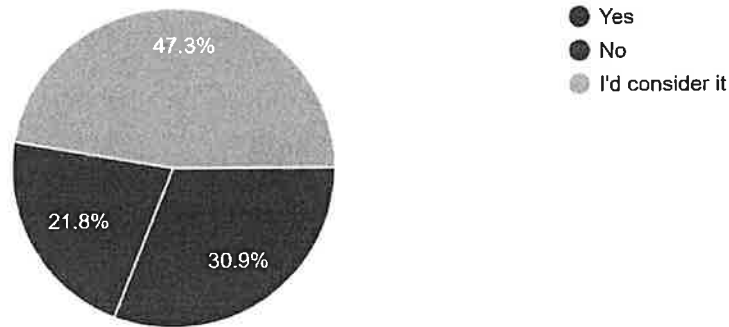
On a scale of 1 to 5, what is your knowledge/experience implementing strategies and instruction rooted in the "Science of Reading"?

56 responses

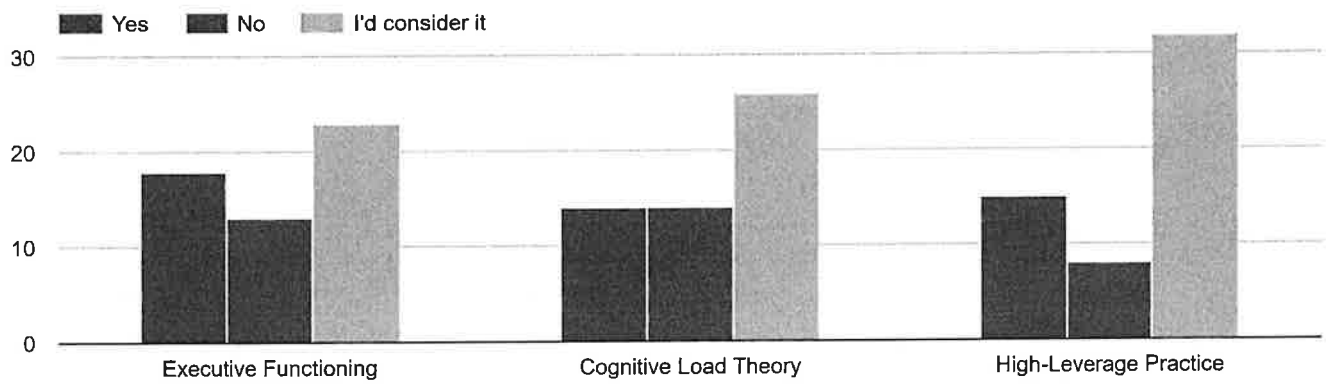


Would you be interested in learning more about "The Writing Revolution?" (More info here: https://www.aft.org/ae/summer2017/hochman_wexler)

55 responses

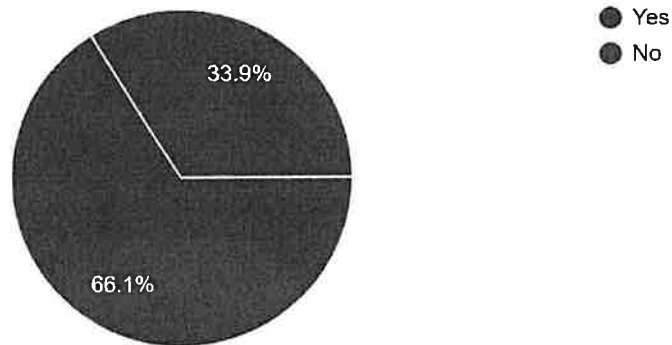


Would you like more opportunities to learn about:



· Would you be interested in opportunities to learn more about your content area's Next Gen Standards? (deepen understanding of standards, and align/compare to current standards)

56 responses



· Looking to next school year, which of the following areas would you like to strengthen?

54 responses

