



Liberty Central School District
Professional Development Plan
2009

Mission Statement: The mission of the Liberty Central School District is to inspire all students to pursue their dreams and to contribute and thrive in a diverse community.

Liberty Central School District Board of Education

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Composition of 2008-2009 Professional Development Planning Committee

Carol B. Napolitano, Director of Curriculum
Terry Planica, Liberty Elementary School, Building Leadership Teacher Facilitator
Terri Barbuti, Liberty Elementary School, SCCIT Building Representative
Richard Schacher, Liberty Middle School, Building Leadership Teacher Facilitator
Daisy Brewer, Liberty Middle School, SCCIT Building Representative
Cindi Spielmann, Liberty High School, Building Leadership Teacher Facilitator
Laurie Maier, Liberty High School, SCCIT Building Representative

The Liberty Central School District is comprised of three (3) school buildings- one elementary school, one middle school and one high school. Each school had representation on the district professional team.

The District expects that on an average, each teacher will participate in thirty-five (35) hours of professional development during the 2009-2010 school year.

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Professional Development Plan Liberty Central School District June 2009

I. Introduction

During the 1999-2000 school year, the New York State Education Department initiated a requirement for each school district to create, adopt, and implement a professional development plan (PDP) that would improve the quality of teaching and learning in all grades, in all content areas, and in all schools (CR 100.2dd). This plan articulates how the district will provide its teachers with substantial professional development opportunities that are directly related to student learning needs. The key components of this regulation for professional development included the following:

- A. A committee representing teachers, administrators, and parents was formed during the 2003-2004 school year to develop the PDP. A majority of the members of the professional development committee were teachers selected by their collective bargaining unit. Over the years that followed, teachers were no longer making up the majority of the team and in the school year 2008-2009, the plan was revised to incorporate the Shared Decision Making Team Facilitators and the SCCIT Teacher representatives as the Professional Development Plan Committee.
- B. The PDP Committee must work collaboratively to identify student needs, teacher needs, goals, objectives, strategies and activities for professional development.
- C. The PDP must describe the alignment of professional development with the New York learning standards and assessments. It must also address how the school district will measure the impact of professional development on student achievement and teachers' practices.
- D. The first PDP was submitted to the Board of Education in 2003. From then on, the committee must submit an updated revision of the PDP to the Board of Education for approval on an annual basis.
- E. After February 2, 2004, each school district will be required to describe how newly certified teachers will be provided with opportunities to participate in 175 hours of professional development every five years (35 hours per year). This is the sixth Professional Development Plan created by the Liberty Central School District's PDP Committee. This report articulates the goals and activities for professional development that are planned for each school during the coming year. The Professional Development Plan for each school level (grades K-4, grades 5-8, and grades 9-12 is included in the appendix.)

II. The Liberty Central School District Professional Development Plan

A. Composition of Professional Development Team

A team representing teachers, administrators, and parents must be formed to develop the Professional Development Plan. A majority of the members of the professional development team must be teachers selected by their collective bargaining unit. With cooperation from the Teachers Association (LFA) and the Administrators Association (LAA), members of the PDP committee were recruited to create the first plan in the 2003.

Composition of Professional Development Plan Teams

District PDT Team	School Teams
Number of Administrators: 1	Membership in school teams will vary but the majority of team members will be teachers. There are 3 school teams in the Liberty Central School District.
Number of Teachers: 6	
Number of Others: 1 SC BOCES	
Number of Parents: 1	

Each school has its own Building Leadership Team that generates the school’s Professional Development Plan. Each school is represented by at least one member of the District Professional Development Plan Team.

B. The Task for the PDP Team: Professional Development Goals and Objectives

The PDP team must work collaboratively to identify student needs, teacher needs, goals, objectives, strategies and activities for professional development. The district has a 5-year instructional review cycle. Each document makes recommendations for professional development which are aligned with state and local standards. Staff development and in-service are planned based on these recommendations. Each sub-committee of the PDP Team (BLT) met to review student data, analyze teacher surveys, and develop professional goals, objectives, activities and strategies for their grade-level colleagues. Student data was reviewed as part of the needs assessments, including results of the New York State assessments in 4th grade, 8th grade, and NYS Regents exams at the high school level.

Professional Development Goals

The following is a list of the professional development goals and objectives developed by each sub-committee. The full text of the individual buildings' Professional Development Plans is listed under the Shared Decision Making link found at www.libertyk12.org. You will find a list of activities, strategies, persons responsible, and time lines. Each building must address the District Goal of : Methodology to improve instruction.

Grades Pre- K-4: Liberty Elementary School

Goal 1: Methodology to improve instruction.

Grades 6-8: Liberty Middle School

Goal 1: Methodology to improve instruction.

Grades 9-12: Liberty High School

Goal 1: Methodology to improve instruction.

C. Alignment and Impact of the PDP

The PDP must describe the alignment of professional development with the New York learning standards and assessments. It must also address how the school district will measure the impact of professional development on student achievement and teachers' practices by looking at all available data. As sub-committees of the PDP team reviewed teacher input, it was apparent that faculty at all levels wish to be well prepared to help students meet the New York State learning standards. The resulting professional development goals reflect this concern – which teachers continue to become familiar with the assessments in all content areas so that their classroom lessons and activities provide the knowledge and skills students need to perform at high levels. Teachers in all grades will continue to learn about the standards in all content areas, examine state assessment data as it becomes available, align curriculum as needed, and adjust lessons and activities to incorporate necessary knowledge, skills and concepts. The impact of professional development on student achievement and teachers' practices is measured in a variety of ways. Feedback about quality and quantity of in-service offerings gathered through surveys and evaluations forms for staff development days and courses, as well as student performance on state assessments, analysis of curriculum maps and observation of classroom practice guides the development of professional goals. Each year that the PDP committee meets, more detailed analysis of student data (such as discipline referrals, health and safety data, student surveys), along with test score data, will help determine student needs that can be addressed through focused staff development.

D. Approval by the Board of Education

The PDP must be submitted to the local Board of Education by June 1, 2000; thereafter, the team will submit an updated revision of the PDP to the Board of Education for approval on an annual basis.

In the school year 2008-2009, the PDP committee is made up of 9 members who include teachers, administrators, and a parent representative, has assembled for the fifth year and will continue to work as a committee, convening on a regular basis. Every year, the PDP committee reviews progress towards established professional goals and makes adjustments based on teacher input and student performance. In the spring, sub-committees survey teachers and examine pertinent student data to help define areas that require staff development for our faculty. Every year, the Board of Education receives an update Professional Development Plan for their review and approval.

E. Professional Development for Staff Members Certified after February 2004 *After February 2, 2004, the Professional Development Plan of each school district must describe: (1) how the school district will provide their newly certified teachers with opportunities to participate in 175 hours of professional development every five years (35 hours per year); and (2) how the school district will provide their newly certified teaching assistants with opportunities to participate in 75 hours of professional development every five years (15 hours per year).*

Beginning in February 2004, teachers who hold a Professional Certificate are required to complete 175 hours of professional development over a five-year period (approximately 35 hours per year) in order to maintain certification. Likewise, newly certified teaching assistants are required to complete 75 hours of professional development every five years (15 hours per year).

The ultimate goal of all efforts in this area is to increase the capacity of faculty members to enable and assist all students to higher academic achievement. The New York State Education Department recommends that the content of these professional development opportunities be directly related to:

- Enhancement of teachers' subject matter knowledge [content]
- Teacher knowledge, use and application of appropriate teaching techniques [pedagogy]
- Broadening and enhancing teacher abilities to apply more accurate and appropriate assessment methodologies [assessment]
- Enhancing teacher skills and options in effectively managing individual students and classrooms in both heterogeneous and homogeneous settings [student/classroom management]

The Liberty Central School District dedicates a considerable amount of time during the school year to professional development activities. In the 2009-10 school year, teachers and support staff will participate in six full days and one half day for staff development for a total of approximately thirty nine hours. Monthly faculty, department, and grade-level meetings add to the amount of time devoted to improving the knowledge and skills of our staff.

In the Liberty Central School District, professional development activities are conducted during the regular work day as follows:

Faculty meetings (10 per year/30 minutes) 5 hours;
Department/grade level meetings (10 per year/ 1 hour) 10 hours;
Staff development days (six per year at 6 hours, 1 half-day at 3 hours) 39 hours;

To compliment staff development conducted during the work day, Liberty is fortunate to have a well-established in-service program that offers a wide variety of courses for faculty and support staff. During the 2008-09 school year, in-service courses have been offered for teachers and teaching assistants on a variety of topics including the following: comprehension strategies, understanding the needs of the English Language Learner, SMART Board training, writer's workshop, understanding spectrum disorders, content area planning and a variety of technology classes. In addition to the thirty-five hours of professional development that are listed above, the New York State Department of Education recommends that the following categories of activities be considered acceptable learning opportunities for meeting the 175-hour requirement for teachers and the 75-hour requirement for teaching assistant

Courses

- Courses and other learning opportunities delivered from many providers, such as institutions of higher education, teacher centers, BOCES, school districts and independent professional development service providers.
- Coursework linked to improvement of instructional technique or content knowledge, which may or may not be in pursuit of an advanced degree.
- Coursework or other professional development activities completed to fulfill requirements for annotations to current certification.
- Coursework completed for more advanced certification or certificates in additional areas or completed in accordance with teaching assignment requirement for extension to certification.

Teacher learning opportunities focused on improving practice through individual or collaborative activities

- Groups of teachers collaborating to examine case studies of student work
 - Participation in regional scoring of State assessments
 - Assessing student portfolios
 - Creation and assessment of teacher portfolios
 - Mentoring programs (as mentor or intern)
 - Action research projects
 - Study circles such as "Critical Friends" activities, structured guided reflection activities focused on student learning
 - Participation in formal programs of peer coaching or participation in peer review
- Curriculum planning and development
- National Board certification activity (either as candidate or provider of support)
- Participation in reviews of class performance data over time to make decisions about one's own professional development, based on student outcomes
- Developing or collaborating on the development of new programs and instructional methods

Teacher Leadership

- NYSED test development committee member
- Delivering professional development (e.g. conducting workshops)
- Development of Statewide curriculum or scoring activities assessment

- Service as cooperating teacher for a student teacher
- Service as an elected officer in professional organizations
- Participation in Professional Development School activities or other school-college teacher development partnerships

Other Educational Service

- Publishing in educational journals
- Presenting a major paper
- Developing and presenting a workshop at a district, state or national conference
- Serving on district or building level shared decision-making (CR 100.11) committees
- Serving on district-wide or building-level committees
- Educationally oriented community service

F. New Teacher Mentor Program *After February 2004, school districts are required to include their mentoring program for new teachers in the Professional Development Plan. The mentoring program must include procedures for selecting mentors, the role of mentors, the preparation of mentors, types of mentoring activities, and the time allotted for mentoring.* During the 2003-04 school year, the Liberty Central School District and the Liberty Faculty Association worked together to design a Mentor Teacher/Intern Program. The program was implemented at the beginning of the 2004-05 school year, serving new teachers and new teaching assistants. The goals of the Liberty Mentor program are:

- To orient new teachers and teaching assistants to their workplace.
- To provide emotional support and general guidance about the school district's professional culture.
- To assist new teachers and teaching assistants with curricular and classroom management issues, grade level and building goals and standards, and other professional issues.

All tenured faculty members may apply to mentor a new staff member. From the pool of applicants, mentors are selected by the Administration. Mentors attend mentor training. They meet with their interns on a regular basis (at least one hour per week for teachers, thirty minutes per week for teaching assistants), keeping a log of topics and suggestions. Mentors are expected to maintain confidentiality of discussions, observations, and other contacts with their intern that pertains to professional issues.

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