

PROFESSIONAL DEVELOPMENT PLAN
SAGAPONACK COMMON SCHOOL DISTRICT
2018-2019

Approved by the BOT: February 14, 2019

**SAGAPONACK COMMON SCHOOL DISTRICT
PROFESSIONAL DEVELOPMENT PLAN
(Effective 2018-19)**

Composition of Professional Development Plan

1. Alan Van Cott, Superintendent of Schools
2. Terry Scammell, Lead Teacher
3. Katherine Lombardo, Teacher
4. Diana Payne, Parent
5. Elizabeth Barton, Community Member

District Goals for Staff Development

Staff Development will:

1. Improve student achievement.
2. Prepare teachers to successfully meet the challenges of the New York State Learning Standards and assessments.
3. Prepare faculty to successfully meet the academic, behavioral and social needs of diverse learners using differentiated instructional strategies.
4. Encourage faculty to share and adopt "best instructional practices" as found in operating one-room schoolhouses.
5. Promote collegiality, collaboration and synergism among all members of the Sagaponack School community.
6. Encourage personal and professional renewal.
7. Prepare faculty to integrate the teaching of reading and writing across multiple curriculum and grade level areas.
8. Prepare faculty to effectively integrate technology into daily lesson planning.

Objectives (Identification of Best Instructional Strategies suggested by NYS Learning Standards across multiple curriculum and grade level areas)

1. Teachers will encourage student participation in performance-based activities such as oral reports, role plays, model construction, discovery based lab activities, multi-media presentations, debates.
2. Teachers will require students to engage in research based activities such as use of accessible media, study of sources to distinguish between valid and invalid information, generation of original research documents and use of the internet and other electronic research technologies.
3. Teachers will encourage students to use a variety of intellectual skills, which demonstrate understanding of major ideas by using graphic organizers (i.e. Venn Diagrams, semantic maps, KWL's etc.).

4. Teachers will use community resources as they invite community presenters to classes, plan field trips into the community, encourage students to interview community members and participate in service learning projects.
5. Teachers will use evaluative tools such as rubrics, portfolios and benchmarks to accurately evaluate students and their own professional performance.
6. Teachers will develop a humanistic classroom environment by building student skills of cooperation and collaboration; by developing an understanding of cultural differences and similarities; and by nurturing acceptance of the ideas of others.

IV. Needs Assessment

- A. Student Needs - Student achievement and performance is assessed by analyzing BEDS data, student attendance rates, and student performance on state and locally developed assessments, AIMSweb Plus and the RtI process.
- B. Teacher Needs - Teacher needs are assessed to identify areas of interest, as well as, areas to improve.
- C. Targeted areas of growth-
 1. Implement new strategies and programs that will positively impact student achievement and mastery of New York State's Learning Standards.
 2. Continue to develop opportunities for collegial and reflective practices leading to improved instruction and teacher self-assessment.

V. Strategies, Activities and Opportunities Provided for Continuous and Sustained Professional Development Directly Related to Student Learning Needs

- A. The Peconic Teacher Center of Southampton has provided and will continue to provide training in the following:
 - Computers and other technologies
 - Curriculum alignment
 - Early literacy
 - Differentiated instruction
 - Essential elements of instruction
 - Content courses applicable to district needs as determined by state and local mandates.
 - Reading and writing across the content areas
 - New York State Learning Standards
- B. Peer Coaching is a non-evaluative confidential relationship through which peers collaborate, in and out of the classroom, with a focus on developing skills that will increase student learning.
- C. Superintendent's Conference Days (up to three per year) will address K-3 grade level articulation issues and technology integration initiatives.

- D. Professional conferences that address district goals are approved on an as needed basis.
- E. Elementary School teachers have common planning time which serves as a professional development opportunity.
- F. A mentoring program is in place for all new staff members and delivered through the regular program of supervision.

VI. District Resources: District Financial Commitment to Staff Development Programs

1. Professional Conferences - Our faculty attends professional conferences each year. Conference funds are allocated every year in the school budget.
2. Superintendent's Conference Days - Up to three conferences are planned on an annual basis. When necessary and/or appropriate, funding is allocated for presenters.
3. Consultants - Outside consultants are invited to our district to work with our faculty and staff on an as needed basis. Once again, when necessary and/or appropriate, funding is allocated for consultants.
4. Mentoring - New staff members receive guidance and support through the regular program of supervision.
5. Job embedded professional development - The district provides release time and substitutes for curriculum alignment projects, on site staff development activities, and other professional development initiatives.

VII. Expected Teacher Participation

All teachers will have opportunities to participate in staff development offered by the district. The district's staff development plan will provide ample opportunity for newly certified teachers to meet the recently established Continuing Teacher and Lead Teacher (CTLE) requirements.

VIII. Evaluation Plan

Our evaluation plan will include the following student and program components:

1. Student achievement and performance will be assessed by analyzing the BEDS data, attendance rates, and student performance on state and locally developed assessments, AIMSweb Plus and the RtI process.
2. Sagaponack teachers will provide formal feedback to the Superintendent by the close of every school year relative to the quality of the district's professional program.

This Professional Development Plan is respectfully submitted by the Professional Development Committee to the Board of Trustees. The committee will review this plan and provide the Board with annual updates.