PROFESSIONAL DEVELOPMENT PLAN 2016-2019

KENMORE-TONAWANDA UNION FREE SCHOOL DISTRICT

PROFESSIONAL DEVELOPMENT PLAN

Kenmore-Town of Tonawanda Union Free School District

BEDS Code – 142601030000

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Years – 2016-2019

The Ken Ton School District would like to acknowledge the time, dedication, and expertise of all the members of the PDP Committee in working collaboratively to create a meaningful document in which the vision and mission of our district Professional Development Plan is continuously planned, monitored and implemented. Thank you for your support.

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Related documents and resources can be provided upon request by the Office of Instruction, including:

Comprehensive District and School Rubrics for DTSDE Tenets

Danielson Framework for Professional Development

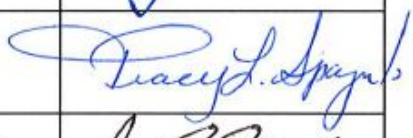
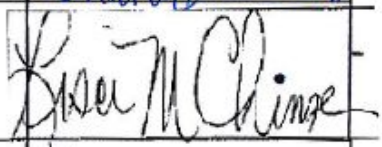
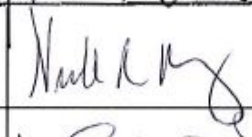
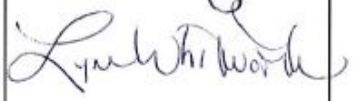
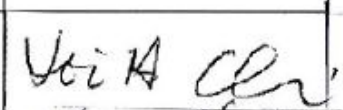
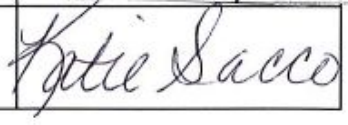
Annual Professional Performance Review Agreement

Contractual Professional Performance Review including Mentor Program

New York State Teaching Standards

Instructional Improvement Plan Template for Buildings & Departments

PROFESSIONAL DEVELOPMENT PLAN TEAM COMPOSITION

Committee Member	Title/Role	Building	Signature
Robin Zymroz	Assistant Superintendent for Instruction & Student Services	Administration Building	
Elaine Altman	Committee Co-Facilitator Director of Kenmore Staff Development Center	Sheridan Building	
Stephen Bovino	Assistant Superintendent for Human Resources	Administration Building	
Tracy Spagnolo	Principal	Roosevelt Elementary	
Patrick Heyden	Principal	Kenmore East High School	
Kelly Loss	Parent Representative	Praxair	
Danielle Johnson	SDC Policy Board, Elementary Teacher	Edison Elementary	
Lisa Chimera	Curriculum Learning Specialist & Special Education Teacher	Hoover Middle School	
Nicole Pauly	Social Studies Teacher	Kenmore East High School	
Lynn Whitworth	SDC Policy Board, Special Education Teacher	Kenmore East High School	
Joi Chimera	Elementary Teacher	Hoover Elementary	
Katie Sacco	SDC Policy Board, Elementary Teacher	Franklin Elementary	

Kenmore Town of Tonawanda School District Background

The Kenmore-Town of Tonawanda UFSD is a large first ring suburban school district just north of the City of Buffalo. It was the largest suburban district of Buffalo throughout the last century peaking with an approximate 22,000 student enrollment in 23 schools in 1971. As the manufacturing downturn started in Buffalo, the enrollment and demographics of the Town changed fairly quickly, leading to numerous school closings from the seventies through the mid-eighties. In July 2016, there will be approximately 6,800 students in nine school buildings, including two high schools, two middle schools, and five elementary schools. In addition, 260 students attend the District's Universal Pre-K Program. The school district is also responsible for 235 students in alternative, BOCES, and private placements. The District's student demographics continue to change, and the free and the reduced lunch percentage is at an all-time high. The school district's combined wealth ratio has dramatically decreased over the past several years and although the tax base is no longer growing to any real extent, local property taxes make up a large percentage of the school district's annual revenue.

In 2012-13, the Kenmore-Town of Tonawanda Union Free School District was identified as a Focus District by the NY State Education Department because of the low district-wide graduation rate for our racial/ethnicity accountability subgroup. For the next 4 years, the District created and implemented annual District Comprehensive Improvement Plans (DCIP) that outlined how the district would use Federal ESEA funds, as well as other funds, to promote the academic achievement of the accountability groups identified within the district. Selected Ken Ton administrators and staff participated in the Diagnostic Tool for School and District Effectiveness (DTSDE) process. The DTSDE process assisted the district and our schools in developing and implementing improvement plans based on six tenets of educational effectiveness. The recently released Aspirational Performance Measure (APM) data showed the District improving from 41 percent for the Class of 2014 to 45 percent for the Class of 2015, and in its ranking among Erie County school districts from 20th to 16th for those years. The District is also proud of the increases in graduation rate, including an eight-point increase last year at Kenmore East (from 83 percent to 91 percent). Given these and other improved student achievement results, the District was notified by NYSED in the spring of 2016 that once again the KenTon School District is designated as a "District in Good Standing." Both of our high schools, Kenmore East and Kenmore West, are designated as "Schools in Good Standing," as is Holmes Elementary School, which had previously been a Local Assistance Plan (LAP) school.

It is important to recognize that during the fiscally challenging years that began in 2009 and those requiring the District to allocate a share of its federal flow through money to support the improvement plans originating from Focus District status, the Ken Ton School District managed to create new achievement opportunities for students. By researching evidence-based education models and reallocating financial resources we created Career and Technical Education (CTE) certified career academies, International Baccalaureate Diploma programs, the Big Picture and Twilight Regents programs to help increase our cohort graduation rate. These multiple pathways are important components of our school District

vision.

Professional Development Plan – Research Component

Eight of the thirteen members on the PDP team have served on the Kenmore Staff Development Center Policy Board and are well versed in best practices for professional learning and the important correlation between Staff Center workshops and District initiatives.

Plan requirements and research on professional learning are continuously reviewed to identify the focus for any modifications.

The team has incorporated the principles of the New York State Education Department Diagnostic Tool for School and District Effectiveness (DTSDE) as well as the New York State Professional Development Standards. Critical review of the tenets and the standards focused the committee on a correlation of initiatives which promote improved instructional practices,

The DTSDE Process is a theory of action directing the district to have an articulated plan for school improvement to accelerate student learning. It is founded on a theory derived from the analysis of school data and linked to research on effective practices whenever possible. The theory provides the basis for the logic statement "If we make X changes, then we will see Y results." What makes the theory "explicit" is the District's ability to fully and clearly communicate the theory so that it is widely understood and practiced.

The school community, i.e., the principal, teachers, other school staff, students, parents and caregivers, are all involved in this improvement process. The Model for the DTSDE process clearly and explicitly maps out the theory of action behind the professional learning process. When both districts and schools embrace a vision, build capacity, and establish routines grounded in the statements of practice, then schools can deliver consistently effective student learning experiences and achieve superior learning outcomes.

The New York State Professional Development standards focus on the principle that congruence between informed instructional practice and student learning is the greatest predictor of student achievement. The provision of continuous high quality professional learning helps teachers to sustain high levels of practice while ensuring the professional learning is aligned with standards throughout the planning, design, delivery and assessment of trainings.

Included in this plan is the research from the Framework for Professional Development. The New York State Education Department (NYSED) provides this framework to help guide the work of PDP teams. A brief review of this framework is provided in the document.

Annual Professional Performance Review (APPR) of instructional and administrative staff is also an important component of committee research. The State approved model for Ken Ton is the Charlotte Danielson Framework for Teaching. The District's APPR document provides a

detailed focus on areas in which staff must demonstrate professional competencies.

A careful review of the following documents was conducted by the PDP Committee:

- Diagnostic Tool for School and District Effectiveness (DTSDE)
- New York State Professional Development Standards
- New York State Teaching Standards
- Charlotte Danielson Framework for Teaching 2013
- Kenmore Town of Tonawanda Annual Professional Performance Review
- Engage New York Resources
- Continuing Teacher Leadership Education Requirements
    - Common Core Curriculum and Assessments
    - Teacher/Leader Effectiveness
    - Data Driven Instruction

http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf

New York State's Commitment to Professional Development

The efforts of the New York State Board of Regents, the State Education Department, and the State Professional Standards and Practices Board for Teaching have resulted in formal processes that promote and support professional development for all educators and other school personnel. Listed below are existing State requirements and systems that build a strong foundation for professional development in New York:

- Commissioner's Regulation 80-3.6 (b)(1) requires that Professional certificate holders and Teaching Assistant III certificate holders complete professional development every five years (100 hours for teachers and school leaders and 100 hours for Teaching Assistant Level IIIs) in order to maintain their certification.
- Commissioner's Regulation 100.2(dd) Professional Development requires each district and BOCES to collaboratively develop a plan for professional development that is annually revised and approved by its board of education.
- Commissioner's Regulation 100.2(o) Annual Professional Performance Review (APPR) focuses on the process of teacher evaluation and improving professional practice in the context of local needs and resources. This regulation requires that those with unsatisfactory performance receive a teacher improvement plan with appropriate professional development.

The State Education Department also administers a number of state and federal programs that support on-going sustained professional development to schools and BOCES, such as the State's Teacher Center Program, the Mentor-Teacher Internship Program, and NCLB Title IIA Teacher Quality grants. In addition, various state-supported professional development networks share the goal of improving student achievement by supporting educator growth and change in practice, for example, Boards of Cooperative Educational Services (BOCES), Special Education Training Resource Centers (SETRC), and Bilingual/ESL Technical Assistance Centers (BETAC).

The New York State Professional Development Standards and the related indicators will guide high quality professional development offered by these and other providers. Use of the standards will increase coordination of effort and consistency in providing professional development to all school personnel throughout the State.

Ensuring Consistent High Quality Professional Development Leading to Increased Student Achievement

New York State's Professional Development Standards provide a blueprint for high-quality professional development for all educators to improve instruction and student achievement. These standards promote and sustain continuous development, growth, and examination of practice. They also provide clearly defined expectations and commitment to change. They are aligned with New York State Learning Standards and are based on an analysis and adaptation of the National Staff Development Council's Standards for Staff Development as well as other national, state, and professional standards. The New York State

Professional Development Standards are based on fundamental knowledge about contextual factors from converging research about effective professional development and its ultimate impact on student learning.

The Ten Standards for High Quality Professional Development

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 professional development:
    - Begins with needs assessment which incorporates analysis of multiple sources of teacher and learning data
    - Professional Development design is differentiated based on learning styles of adult learners and incorporates diverse resources as part of the design
    - Design is grounded in CCLS and student learning goals
    - Professional development is sustained over time and provides continued support

2. **Content Knowledge and Quality Teaching:** Professional development expands an educator's' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies to evaluate student progress. Professional Development:
    - includes resources to ensure educators understand how the subjects they teach address CCLS
    - provides opportunities for educators to examine, observe, practice, and receive feedback on use of research-based instructional practices
    - provides ongoing opportunities for educators to examine and use multiple measures of assessment which are studied and used to inform instructional practice
    - provides differentiated instructional strategies to meet the needs of diverse learners
    - ensures educators foster critical thinking, problem solving, literacy, and technological skills which are necessary for college and career skills

3. **Research-based Professional Learning:** Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.

4. **Collaboration:** Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment. Professional Development:
    - provides skills which educators need to communicate effectively
    - provides ongoing opportunities for educators to work with all instructional staff inclusive of administrators

5. **Diverse Learning:** Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students. Professional Development:
    - focuses on developing educators' knowledge of learning styles, need, and abilities of students.
    - provides opportunities for educators to develop knowledge and skills necessary to design and implement differentiated instruction and assessment measures

6. **Student Learning Environments:** Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students. Professional Development:
    - provides opportunities for educators to create safe, inclusive, and equitable learning communities in which everyone participates
    - provides opportunities for educators to collaborate with all school related personnel such as psychologists, social workers, support staff, etc.

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. Professional development:
    - provides opportunities for staff to develop communication skills which support partnerships with families and the community.
    - provides learning which improves staff knowledge of multicultural backgrounds and ethnicity of families within the Ken Ton community

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. Professional Development:

- provides continuous opportunities for staff to learn how to collect and analyze multiple sources of student data which are then used to make informed instructional decisions.
- provides learning regarding current trends, practices, and mandates regarding legal, academic, and social/emotional issues of special needs students

9. **Technology:** Professional development promotes technological literacy and facilitates the effective use of all appropriate technology. Professional Development:
    - provides opportunities for continuous learning and practice surrounding technology literacy.
    - provides opportunities for staff to learn new technologies which support instruction and support learning.
    - provides opportunities for staff to engage students in using technology in ways which promote higher levels of metacognition.

10. **Evaluation:** Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning. Professional development:
    - offerings are continuously evaluated for efficacy.
    - uses multiple resources to assess effectiveness of learning gained through offerings.
    - evaluation findings are reported, evaluated, and monitored to continuous improve quality of programs and opportunities

The following is a guideline from the New York State Education Department and can be found at: http://www.p12.nysed.gov/tqpd/documents/PDFrameworkPDF.pdf

A Framework for Professional Development

A highly qualified teacher is at the center of the education reform movement. Setting high standards for what our student population needs to know and be able to do when they complete their education, adopting measures to ascertain that students are reaching those standards, and engagement of the public in the interest and support of all students' progress through public accountability, have provided the terrain of education reform. The improvement of teaching and learning is the road that will bring all students to their rightful position in the image of a well-educated society. High level teaching and learning depends on a knowledgeable and effective teacher in every classroom.

This document has been developed to help focus attention and support for the quality of teaching in the classroom, by explaining the characteristics of knowledgeable and effective teachers and providing a measurement tool for assessing the system for professional development programs to accomplish the improvement of classroom teaching. Through the connection of these two important mechanisms, a common structure for developing high quality teachers can be used across many program areas.

This framework can:

- Guide the work conducted by all staff in their programs to affect the quality of teaching.
- Present a filter through which staff development providers in networks and school districts can design their workshops and programs with the goal of preparing a knowledgeable and effective teacher, evaluate the success of those efforts, and ensure alignment with District & State mandates.
- Foster use of this material for pre-service and in-service of teachers as a means to implement our belief that ongoing education of teachers in all areas of their profession - attitudes, knowledge, and skills - must occur from the beginning of their teacher preparation through to the end of their professional lives.

DTSDE History: The United States Education Department recently granted New York a waiver from certain provisions of the Elementary and Secondary Education Act (also known as the No Child Left Behind Act). The waiver provides a valuable opportunity to better target the work we already started through the Regents Reform Agenda and Race to the Top. It's a chance to spur innovative ideas while eliminating programs and mandates that have not proven effective in helping all students progress towards college and career readiness. Under current practice, the Department uses various assessment tools -- tools such as School Quality Review, Curriculum Audit, Joint Intervention Team Review, PLA program evaluation

visits and charter school reviews -- to gauge a school's progress towards accountability goals or charter performance agreements. But there is no formalized common training across review teams; as a result, schools are not benefitting from our review processes as much as they should be. To strengthen the existing system, we have developed a new tool that captures the best practices from each of the current tools –it is called the Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. This new protocol began during the 2012-2013 school year. All Priority and Focus Schools and Focus Districts must use the new tool; NYSED urges schools and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Education Plans to also use the tool. Schools and districts in good academic standing may also find the tool to be useful.

The Diagnostic Tool will help New York develop systems and structures so that schools and districts can receive consistent feedback that is aligned with the Regents Reform Agenda. These new protocols will help support improvement efforts throughout the State, with the ultimate goal of preparing all children for college and careers.

Focus of Professional Development Plan

Kenmore Town of Tonawanda Mission & Vision

The Ken-Ton School District will hold instant name recognition as the premier leader in education...Our alumni will share with us that their education successfully prepared them for all future endeavors...The best and the brightest educators will be attracted to our district...the high quality of a Ken Ton education, and what we value, will continually attract families to our community...We will have first class facilities that are a model for other districts...By virtue of our success we will have an extreme sense of pride within our community.

Based on research cited as well as input from various District staff members, the Committee has reached consensus on the following:

The Core Purpose of the Kenmore Town of Tonawanda Union Free School District is to "educate, prepare, and inspire all students to achieve their highest potential. The Core Values of all staff are:

…Passion for Excellence, Respect for All, Trust, Empathy, Integrity, Team Work

Formulated in 2014, the Kenmore Town of Tonawanda UFSD Goals are:

(1) All students will achieve mastery in literacy and numeracy
(2) The District will achieve financial and capital sustainability.

Kenmore Staff Development Center (KSDC)

The KSDC is the major vehicle that delivers professional learning in the Kenmore Town of Tonawanda UFSD. The Center supports the professional learning of more than 735 teachers, 22 teaching assistants, and approximately 22 administrators and 749 members of our support staff, as well as 398 non-public teachers, parents, and other community members. More than 95% of our professional staff participates in a minimum of 20 hours of professional development through the Center each year with many taking more than 30 hours.

The mission of the Kenmore Staff Development Center is "to be responsive to our school population and offer programs which enhance the professionalism of our entire Ken-Ton community." Workshop offerings are aligned with Premier District goals and provide our entire staff with opportunities to further their knowledge of learning and instruction.

The KSDC provides and tracks professional development workshops for public, and nonpublic administrators, teachers, and support staff which is:

- Targeted and differentiated to the specific needs of staff;
- Focused on providing staff members with the opportunity to improve their skills to better meet the needs of their students; and
- Responsive to the needs of the District through alignment with the Professional Development Plan, State mandates regarding APPR, Teacher Leadership & Effectiveness, Common Core Learning Standards, and Data Inquiry.

The Kenmore Town of Tonawanda UFSD will provide high quality Professional Learning experiences which will improve the quality of instruction and learning to meet the needs of all learners.

We believe that high quality Professional Development:

- is reflective of district, building, and individual goals (DTSDE Tenets 1.1, 1.2, 1.3)
- fosters collaboration (DTSDE Tenets 1.5, 2.1)
- is ongoing, continuous, supported and embedded in practice (DTSDE Tenet 3.1)
- supports standards-based education (DTSDE Tenets 3.1, 4.1)
- is data-driven and research-based (DTSDE Tenet 1.5)
- results in improved teaching and student learning (DTSDE Tenets 1.4, 2.1)
- fosters relationships with all stakeholders inclusive of District Staff, Family, and Community Members (DTSDE Tenets 5.1, 6.1)

Professional Development Plan Goals for 2016-2019

1. Align District and Building expectations, supports and structures in all areas of need to fulfill the tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE).

2. Measurable progress of student achievement through progress monitoring and informed instructional decision making.

3. Instructional practices support and result in higher levels of student engagement and metacognition.

4. Students & families receive supports which appropriately address their social and emotional developmental health.

5. Curriculum alignment at each grade level and content area which provides focus for instruction.

Venues for Professional Development Strategies / Activities

District Instructional Staff have a variety of opportunities through which they may meet District/Building/Department professional development goals.

District-Based Staff Development

Training sessions that take place during the school day at a central location. Current examples include data-inquiry, differentiated Instruction, math curriculum module study and implementation training and literacy training, grade level & department collaboration regarding "Looking at Student Work" days (LASW) and making informed instructional decisions. Continuous site training through BOCES regarding technology integration.

Superintendent's Conference Days

Conference days as per district calendar that will focus on district, building and departmental goals.

Kenmore Staff Development Center (Teacher Center)

A variety of professional development experiences such as workshops and seminars which are reflective of District vision/mission and state mandates. Teachers have the opportunity to earn "career credits" which can lead to a stipend if requirements are met. KSDC workshops are offered twelve months of the year.

Annual Professional Performance Review (APPR)

Mutually agreed upon process for annual review related to individual professional development goals.

Building Staff Development

Opportunities and experiences that are particular to the needs of the building which are aligned with District goals. This work is often developed and provided by the School Based teams, Departments, Staff Center and/or District Administration.

Grade Level and Department Professional Learning

Professional learning accomplished during grade level meetings in elementary buildings and department/team meetings in secondary buildings.

Mentor Program

A trained teacher provides professional learning training to establish rapport with new teachers regarding District mission, core values, staff and student initiatives.

Common Planning

Teachers collaborate to differentiate instruction which is appropriately targeted to student needs.

Student Performance Data Analysis
Assessments and criteria are examined to identify areas of strength and need which must be addressed through instruction.

Assessment Scoring Training
Teachers who score NYS assessments receive yearly training via NYSED guidelines.

Graduate Coursework
Education coursework is available with prior approval when completed through accredited institutions.

Faculty Meeting and/or Department Meetings
Faculty and department meetings pose other opportunities to focus on teaching and learning.

Workshops
Workshops are provided by Teacher Center Networks, through BOCES, by local district and additional reputable educational organizations.

Conferences
Participation in local, state and national conferences is available with prior approval and pending budget allocations.

Grade level, interdisciplinary, or subject area teamwork
This work is focused on NYSED standards and curriculum alignment during the school days, release time, after school, weekends, July and August.

Service on statewide, regional and local committees and organizations as a presenter or officer
This would include, but is not limited to, statewide curriculum and item writing during release time during the school day, after school, weekends, July and August.

Service as a cooperating teacher for a student teacher or field internship
This would require full commitment to the process. No partial credit will be given and completion will be done during the school days.

Other
Other activities can be submitted for consideration. NYSED does list some suggested activities at http://highered.nysed.gov/tcert/resteacher/175.htm#1

Personal Professional Growth Monitoring

Professional Growth is monitored through the District's APPR process as well as through teachers' use of the Ken Ton Self-Assessment Tool. All administrators and instructional staff are encouraged to identify personal professional development plans by which they can monitor their professional practice.

Self-evaluation of professional competencies is a planning tool by which teachers can identify areas of personal professional learning which they feel will strengthen their instructional practice. The use of the self-assessment tool should be reflective and self- evaluative.

These plans should address the individual's annual PDP including:

- Goals (Related to District, Building, or Other)
- Strategies/Activities
- Progress Reflections
- Next Steps

The ultimate goal of professional learning begins at the District level as presented in the Mission Statement which is replicated through meaningful collaborations and trainings at each building. Professional Learning is:

- relevant; meaningful to practitioners
- responsive; can be immediately applied
- reflective; for practice to grow
- a continual process which fosters instructional leadership which provides the genesis for Professional Learning Communities among staff

Ken-Ton Teacher Self-Assessment Tool – This form is designed to assist teachers in planning for pre and post observation meetings and to identify potential areas of improvement and/or training.

Component	Evidence, artifacts and Ideas
Domain One - Preparation	
1a Demonstrating Knowledge of Content and Pedagogy	
1b Demonstrating Knowledge of Students	
1c Setting Instructional Outcomes	
1d Demonstrating Knowledge of Resources	
1e Designing Coherent Instruction	
1f Designing Student Assessments	
Domain Two – The Classroom Environment	
2a Creating an Environment of Respect and Rapport	
2b Establishing a Culture for Learning	
2c Managing Classroom Procedures	
2d Managing Student Behavior	
2e Organizing Physical Space	
Domain Three - Instruction	
3a Communicating with Students	

3b Using Questioning and Discussion Techniques	
3c Engaging Students in Learning	
3d Using Assessment in Instruction	
3e Demonstrating Flexibility and Responsiveness	
Domain Four – Professional Responsibility	
4a Reflecting on Teaching	
4b Maintaining Accurate Records	
4c Communicating with Families	
4d Participating in a Professional Community	
4e Growing and Developing Professionally	
4f Showing Professionalism	

Teacher Participation Expectations Regarding Professional Development Training

Teachers holding **professional certificates** are required, as part of their certification renewal, to complete a minimum of 100 hours of professional development during a 5-year period. The plan outlined here easily provides sufficient options for these staff members to meet this requirement. Teachers holding professional certificates should complete the Professional Development Accrual Application when attending events that are not sponsored by the District.

Teachers who possess **permanent certification** do not need to fulfill the requirement described above. However, due to the benefit of professional development and the importance in our profession of continuously improving our practice, each teacher, teaching assistant, and long term substitute actually completes a minimum of 45 hours per year as follows:

- 12 hours to be completed by participating in Superintendent's Conference Days
- 20 hours to be completed by participating in Staff Development Center Programs
- 4-15 hours (minimum) to be completed through other Building, Grade Level and/or Department Professional Development

The Staff Development Center maintains transcripts of all professional development training in which staff has successfully completed. Transcripts are available on request, and reports of credits received are sent to all instructional buildings 3-4 times per year.

FACT: 95%+ of teaching staff obtain 20 hours or more of Professional Development per year. Instructional Administrators also achieve 95% to 100% of Professional Development requirements per year.

***See Appendix I for more detailed information

Monitoring of Plan

The Committee is committed to monitoring the plan through the use of the New York State Education Department Diagnostic Tool for School and District Effectiveness (DTSDE) and through the use of individual school Instructional Improvement Plans. School buildings from K-12 will each evaluate progress of their designated goals and objectives through monthly meetings of their IIP teams. These teams will report their progress and update their plans annually.

The measure of success regarding achieving school goals will determine the efficacy of the professional development offerings and opportunities.

Contractual Language Regarding Professional Development and Monitoring of Instructional Staff

Annual Professional Performance Review is determined by the APPR agreement which has been approved by the State Education Department. Instructional performance is also monitored through Model A, the Mentor Program, which is designed to meet the needs of non-tenured teachers who are new to the Ken Ton School District. Model B is designed to accomplish the task of improving the skills of the tenured Teacher. A Performance Review Board, established by the District and Association, shall oversee and manage the various components of these assessments methods.