

George Whittney School District

Professional Development School Board Policy:

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The Board of Education of George Whittney School District believes that staff development is essential to the continued growth of our educational system and shall be supported accordingly.

The Board of Education will provide the means necessary to make in-service possible through a Professional Development Committee. The Superintendent or his/her designee shall be responsible for appointing said committee.

Members of the staff shall be encouraged to continue their formal education as well as to attend their respective work-related workshops, conferences and meetings, and to take an active part in organizations.

Our school district will adopt a professional development plan designed to improve the quality of teaching by helping teachers stay current and meet the learning needs of students. This plan will include professional development opportunities for teaching assistants who hold level III certificates and long-term substitute teachers, as defined by commissioner's regulations.

Pursuant to the commissioner's regulations, our professional development will include a needs analysis, a statement of goals, objectives, strategies, activities, and evaluation standards.

Vision: Dan

A school board may adopt an annual plan or a multi-year plan, but the school board must annually evaluate the effectiveness of the plan. The professional development team must review the plan annually and submit recommended revisions to the school board for its approval or rejection.

It is the commitment of our district to create an educational experience where all students can learn.

The board of education will create a Professional Development Plan that will be reviewed on September 1 on each year.

All stakeholders must be mentioned in the vision. Is the vision K-16? How is the community mentioned? How will we gather input from the stakeholders? How will we test the vision? How do we address self-assessment?

Standards: Brigid

Professional Development that improves student learning is key. Our district will apply the following standards to all professional development:

- Goals of each building are aligned with those of the school and district
- Leadership on the building level should guide continuous instructional improvement
- Use of disaggregated student data will determine learning priorities
- Prepares educators to apply research to decision making
- Prepares educators to hold high expectations for academic achievement
- Deepens educators content knowledge and instructional strategies to assist students in meeting rigorous academic standards and prepares them to use various types of assessments appropriately.
- Provides educators with knowledge and skill to involve all stakeholders appropriately

Accountability: Thearl

How the district will provide its teachers with professional development opportunities directly related to student learning needs, as identified by the school report card.

Specific Policy Goals for Accountability

Build a team of professionals, administrators, and teachers who to look at data.

Data facilitator for schools

School-based data teams.

Compare data from other similar schools.

Publish annual report of progress.

Schools to share commitment to common improvement goals

Site-based development teams.

Align curriculum and instruction

Alignment: Tara

How the district has aligned the professional development plan with New York State standards and assessments, student needs (including but not limited to linguistic, cultural diversity, and specific needs) and teacher capacities.

Alignment is most likely to occur when everyone is clear about the goals and directs all energies toward achieving them.

Professional Development should include the following:

- ~ Ensure that the curriculum supports the districts priorities for student achievement

- ~ The Professional development should be directly tied to the curriculum and learning standards of the particular school and district

- ~ The board should question how the professional development training contributes to improving student achievement

- ~ Staff development should be flexible and able to adapt the focus and direction of the school district

Assessment: Jacques

The school district will measure the impact of professional development on student achievement and teachers' practices.

Evaluation has two important goals:

- 1) To improve the quality of the program.
 - 2) To determine its overall effectiveness.
- Summative evaluation is used to determine the overall success of the program:
- 1st level is to assess the changes in the educators.
 - 2nd level is to assess the ways in which the school organization has changed.
 - change can be determined through interviews, questionnaires, observations, and analysis of documents.

- Evaluators can look for increased collaboration and improved relationship between administration and teachers.
- Evaluation should be presented in a format that is understood by the stakeholders.
- Evaluation should be done after the implementation in order to adjust.
- The teachers should be involved in the evaluation process.
- Teachers should participate in the follow up program.

Climate: Tara

Climate

Ensure a safe learning environment for work and learning

Collaborate with other local or state authorities to legislate and implement laws to support school safety

School board needs to have good data that describes the status of the school climate
 Need to seek and consider input from the communities they serve.
 Need to listen carefully to recommendations of safety and security experts.

Boards should look at specific data such as attendance and suspensions.

Build a positive culture within the school organization
 Mutual trust must exist.

Collaboration: George

The plan must be developed in collaboration with a professional development team whose members are appointed by the board of education. The majority of the team members must be teachers. The team must also include the superintendent of schools or the superintendent's designee. The team must also include school administrators from the administrators' collective bargaining organization, and teachers from the teachers' collective

bargaining organization. It must also include a parent and a curriculum specialist. It must also include a representative from an institution of higher education, provided that the school board determines one is available. The board of education is free to accept or reject any part or all of the recommendations of the team.

“Collaboration” as it relates to our Policy on Professional Development.

What is in place already?

Who are the members of our PD committee? What attempts have been made to bring all stakeholders to the table?

Who are the key Professional Development providers?

- BOCES
- Universities
- Other School Districts
- Other

Who is providing mentorship for our new staff members?

What are we requiring as the number of hours for Professional Development for each staff member?

What professional development courses are administrators expected to complete?

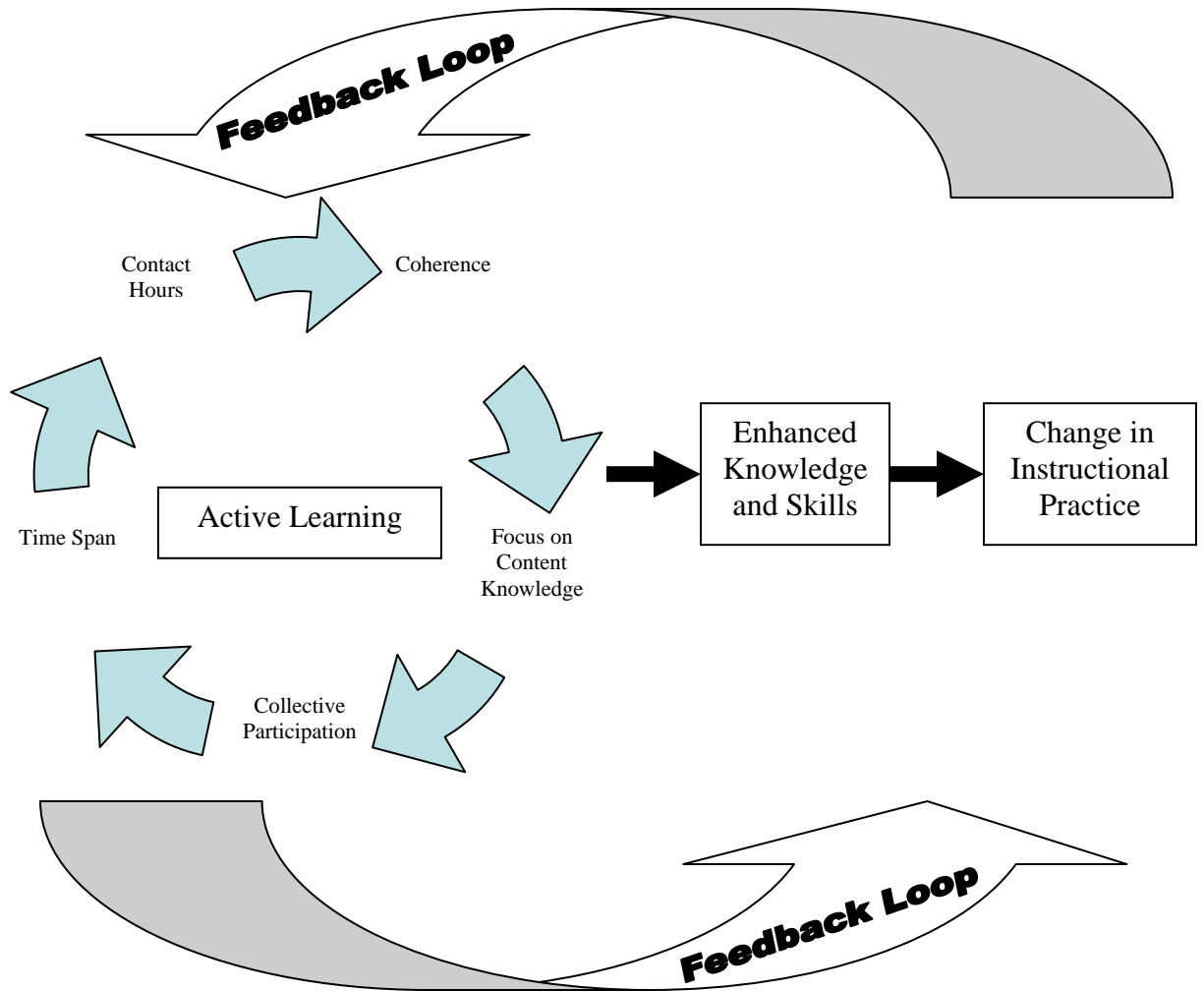
Continuous Improvement: Whittney

CONTINUOUS IMPROVEMENT

Question → Examine → Revise → Refine → Revisit

“When it ain’t broke is the time to fix it”

- ❖ Depends on good information
- ❖ Data driven
- ❖ Feedback loop



Adapted from "What Makes Professional Development Effective?" American Educational Research Journal, Vol. 38, No. 4

The class says these things are important:

Connections to student achievement... feedback system... individual plans...

Commitment to professional development... level of support... incentives...

Future oriented/long term plan.... clear mission... specific needs for our district.

Research References:

School Law 30th Edition

www.ecs.org

www.nsd.org/standards/index.cfm - National Staff Development Council

www.ncrel.org/sdrs/areas/issues/educatrs/profdevl/pd500.htm

www.aera.net