

Charlotte Valley Central School



Professional Development Plan
2022-2023

Charlotte Valley Central School

**2022-2023 School Year
Professional Development Plan**

BEDS Code: 12040104000

Superintendent: Eric C. Whipple

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PreK-12 Principal: Christine Davis

Charlotte Valley Central School Mission:

Empowering students today to conquer the challenges of tomorrow.

Professional Development Planning Team

Member	Role
Eric Whipple	Superintendent
Christine Davis	Principal
Debbie Moorby	CVTA President
Stacey Ward	Instructional Support Services Director, ONC BOCES
Maizy Jaklitsch	Staff Development Specialist, ONC BOCES
Caitlin Dates	Staff Development Specialist, ONC BOCES
Regional Partnership Center	Special Education Consultant

This document reflects concentration of goals that are extensions of the work accomplished in the 2021-2022 and the goals of the School Comprehensive Education Plan (SCEP) and District Comprehensive Improvement Plan (DCIP) for 2022-2023, which was approved by the Board of Education.

Summary of 2021-2022

Superintendent's conference days, half-day dismissals, and faculty meetings were utilized to meet the professional development needs of faculty and staff. Additional professional development was offered during the school days and teacher preparation times. Professional development was differentiated by grade-level, content area, and areas of need. The scope of work this year was based on our School Comprehensive Education Plan (SCEP) and District Comprehensive Improvement Plan (DCIP) for 2021-2022, which was approved by the Board of Education.

- The Southeast Regional Partnership Center team provided training through their Behavior Specialist, for designated teachers based on need. He observed and provided feedback and strategies for classroom management.
- The Southeast Regional Partnership Center also provided training in Explicit Direct Instruction to Elementary teachers. This included an initial look at student engagement and other components of EDI. Some areas focused on are student engagement (ensuring all students are participating), and checks for understanding through observation, data collection, and feedback.
- ONC BOCES Staff Development Specialist, Caitlin Dates provided professional development for Math instruction to support teachers around math modules, standards alignment, pacing, and instructional strategies.
- ONC BOCES Staff Development Specialist, Caitlin Dates, supported the review and selection of a new K-6th grade curriculum resource, Into Math, by Houghton Mifflin Harcourt.

2022-2023 Goals

- We are committed to fostering a positive school climate that strengthens relationships and creates a foundation for engaged learners.
- We are committed to strengthening our ability to provide a cohesive, consistent, rigorous and incremental curriculum in order to improve student outcomes in literacy and mathematics

Professional Development Resources/Approved Providers

NYSED Regulations indicate that any entity providing professional learning opportunities must be an approved sponsor under the new CTLE requirements in order for professional certificate holders to count these opportunities toward their required hours.

The Charlotte Valley Central School District utilizes the following professional development providers on a regular basis:

- ONC BOCES Instructional Support Services, Professional Development, School Library Systems, and Distance Learning programs
- Questar III BOCES
- PLC Associates
- SESIS/RSE TASC Specialist
- South Central Regional Information Center
- Catskill Regional Teacher Center
- NYSED
- NYSUT, SAANYS, NYSCOSS

Expected Participation

Teachers are expected to participate in ongoing professional development focused on this plan's goals and objectives. The district may require specific training based upon Annual Professional Performance Review (APPR) results. Teachers will also be given choice in their professional growth opportunities. It is also understood that all teachers with professional certificates and Level III Teaching Assistants must complete the required number of hours (100 hours) every five years. A wide range of activities should be made available.

Mentoring

Commissioner's Regulation 100.2 (dd) for 2000-2001 requires local school districts and BOCES to develop mentoring plans to ensure high quality mentoring for new teachers.

Effective December 31, 2019 (not retroactive), Educators acting as a mentor to a new classroom teacher as part of a school district's or BOCES' mentoring program may, at the discretion of the school district or BOCES, credit up to 30 hours of such time towards their CTLE requirement in each five-year registration period. Educators acting as a mentor to a teacher candidate may, at the discretion of the school district or BOCES, credit up to 25 hours of such time towards their CTLE requirement in each five-year registration period.

The District and the Charlotte Valley Teachers Association (CVTA) have collectively agreed upon a mentoring plan premised on:

- Improving student performance through enhanced training, information, and assistance for all teachers.
- Training and assisting experienced teachers to serve as mentors to new district teachers so that they may provide instructional assistance and professional guidance and counseling
- Providing knowledge of State Learning Standards, district performance, standards, and district curriculum guidelines.
- Identifying the major needs and concerns of beginning teachers
- Focusing on professional success and growth that will increase the retention of beginning teachers.
- Enabling new district teachers to be effective in meeting the diverse needs of their students through differentiation strategies and a wider repertoire of instructional strategies.
- Creating strong professional ties with colleagues.
- Creating a more cohesive and positive school climate.

District Responsibilities

The District will maintain records of all professional development provided to faculty and staff. Individual reporting of hours will be maintained by each teacher as required by new CTLE Regulations and for a period of 8 years.

The District will ensure that professionally certified ESOL teachers will participate in a minimum of 50% of the required CTLE hours focused on best practices and content instruction for English Language Learners; and the District will provide all other

professionally certified teachers and level III teaching assistants with professional certificates with a minimum of 15% of the required CTLE hours with the same focus unless waiver is submitted.

The District will provide workshops/trainings for school violence prevention and intervention training as necessary and may utilize the interpersonal violence prevention education package provided by the State Education Department.

Steps to Attain Approval of Professional Development Activities by the District for Certification Maintenance

The following pages contain professional development guidelines and activities that may be used for maintaining your professional or certified teaching assistant certification. Regard the list as ideas you may consider implementing and not as pre-approved activities.

All activities, conferences, meetings, coursework, presentations, etc. must be pre-approved by your supervising principal prior to attendance. After gaining approval from your supervising principal, your requested activity will be reviewed and approved or refused for use as professional development hours towards certificate maintenance.

Please note that the computation of hours recorded while attending meetings and conferences must be linked to agendas or schedules. For example, travel, lunch and down-time are not acceptable clock hours. Time spent in meetings and workshops are acceptable clock hours. For this reason, it is the employee's responsibility to maintain copies of all agendas and conference schedules for documentation purposes. The steps to maintain professional development hours are as follows:

- Choose activity to be counted towards maintaining CTLE clock hours
- Have activity approved by direct Supervisor
- Engage in activity
- Maintain personal records of activities on form provided in this packet
- At the end of each 5-year period, log in to the TEACH system to attest to completing requirements

Continuing Teacher Leader Education for Certification Holders

Professional development opportunities are important in assisting teaching professionals integrate new knowledge and state-of-the-art techniques and technologies into their practice, to make new and innovative contributions to the school community, and to positively affect student outcomes. Recognizing this, NYSED's updated

certification structure, effective with the 2016-2017 school year, requires that teachers with Professional certificates and Level III Teaching Assistants complete ongoing professional development. (100 hours).

Certificate Holder Requirements

I. Professional Certificate/Teaching Assistant Level III Certificate Holders

- Must complete 100 hours of CTLE every five years
- The professional development period begins on July 1 following the effective date of certification

II. Continuing Teaching Assistants

- Do not have to complete CTLE hours every five years

Certificate Holder Record Keeping Responsibilities

I. Professional Certificate/Teaching Assistant Level III Certificate Holders

- Must keep a record of professional development completed during your professional development period, including that provided by the District
- Required documentation includes:
 - Program/event title
 - Accrual of program/event hours
 - Provider name
 - Attendance verification/Certificate of Attendance
 - Date and location of the program/event
- Records must be kept up-to-date, retained for eight years, and be available to NYSED in the event of an audit