

**SALEM CENTRAL SCHOOL DISTRICT**  
**Salem, New York**

**PROFESSIONAL DEVELOPMENT PLAN**  
July 2011

District Name: Salem Central School

BEDS Code: 641501040000

Superintendent: Dr. Kerri Zappala-Piemme

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YEAR(S) PLAN IS EFFECTIVE: July 1, 2011-June 30, 2014

## **PROFESSIONAL DEVELOPMENT PLANNING TEAM**

In meeting the guidelines established by the New York State Education Department with respect to the professional development plan model, the Salem Central School District has established a team dedicated specifically to the review and reformation of this plan. In addition to the regulations established by the New York State Education Department, the Common Core Standards (specifically funding provided through Title IIA) has played a significant role in the reformation of this plan. It is the committee's intention to ensure adequate and continuing professional development opportunities for our professional staff to assist teachers and administrators in their pursuit of remaining current within their profession and in meeting the learning needs of all students.

### **TEAM MEMBERSHIP**

Debbie Anderson .....	Teacher Representative
Julie Northshield .....	Teacher Representative
Dawn Parker .....	Teacher Representative
Mary Kruchinski .....	Teacher Representative
Tina Luke .....	Teacher Representative
Susan Frisbee .....	Teacher Representative
Melissa Luzadis .....	Teacher Representative
Ms. Jane Lourie .....	Administrative Representative
Dr. Kerri Zappala-Piemme .....	Superintendent
Mrs. Kim Gariepy .....	Community Reviewer

## **STATEMENT OF BELIEFS**

We, in the Salem Central School District, believe that:

- every individual can learn.
- staff development and professional growth are essential for school improvement.
- educators have the responsibility to prepare themselves and their students for a rapidly changing society.
- change is necessary for growth.
- learning is a life-long process.
- all staff members have unique strengths to enhance learning.
- the development of positive character traits are vital to the learning community.

## **MISSION STATEMENT**

Our mission at Salem Central School is to plan and implement programs which will maximize professional growth, encourage life long learning, utilize community partnerships and improve instructional skills.

## **DEFINITION OF PROFESSIONAL DEVELOPMENT**

The term “Professional Development” includes activities that:

- improve and increase teachers’ knowledge of the academic subjects, and enable teachers to become effective;
- are an integral part of individual teacher, school-, and district-wide educational improvement plans;
- give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to achieve the Common Core Standards, and ensure that the students are college and career ready;
- are effective, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher’s performance in the classroom; and
- advance teacher understanding of effective instructional strategies to increase student learning achievement.

## STATEMENT OF PRACTICE

It is the practice of the Salem Central School District that staff development programs will be available for all professional staff:

- staff development programs will be supported with a plan for practice, maintenance, and evaluation.
- funding from various sources (federal, state, local and grants) will be used to support the Professional Development Plan.
- professional staff development will be implemented as part of this Professional Development Plan.

## NEEDS / DATA ANALYSIS FOR PROFESSIONAL DEVELOPMENT PLAN

### **1. Describe how the Professional Development Plan is aligned with the Common Core Standards.**

The district uses a variety of methods to ensure that professional development is aligned with the Common Core Standards and student needs. Methods include, but are not limited to:

- Superintendent Conference Days developed by the PDT (Professional Development Team)
- Grade Level / Department meetings
- Faculty meetings
- Curriculum Committee meetings
- Building Level Planning Teams
- Conferences during the school year
- On-site in-service

**2. Describe how the Professional Development Plan is continuous, reflecting a multi-year approach to improve student performance.**

The district assesses the results of student performance based outcomes (i.e. Curriculum Based Assessments; New York State Assessments in Grade 3-8; New York State Regents Exams; Midterms; GED, student profiles from reading evaluations; IEP goals; and state-approved tests.)

The District will continue to implement the character education program known as One-Salem.

**3. How does the data support the goals, objectives, strategies, and activities of the Professional Development Plan?**

The results of state and local assessments will be analyzed to drive instructional practices. Data (i.e. attendance, completion rate, 2- and 4-year college attendance, discipline, attendance website) will be evaluated and used to help determine the goals, objectives, strategies and activities of this plan to increase student achievement.

**PROFESSIONAL DEVELOPMENT PLAN  
SALEM CENTRAL SCHOOL DISTRICT**

**Goal One:**

**To improve and increase teacher content knowledge of academic subjects and effective teaching strategies leading to effective teachers.**

**Objective One:**

Continue to train all professional faculty in research based best practices. (Technology)

**Activities:**

Continue analyzing and utilizing student achievement data to inform instruction, with time provided for teachers to achieve this task.

**Resources:**

Workshops, Department and Grade Level Meetings.

**Objective Two:**

Provide assistance for all teachers who need to meet “Effective” status for the APPR requirements. Increase the percent of effective teachers annually.

**Activities:**

Mentoring, conferences in area of certification, assistance in completing 175 hours/5 years continuing education requirements of New York State.

**Resources:**

In-services, workshops, conferences on instructional technologies, Superintendent conference day, faculty meetings, GCRTC, BOCES, SETRC

**PROFESSIONAL DEVELOPMENT PLAN  
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**Goal Two:**

**To prepare students and faculty to effectively use technology.**

**Objective One:**

All students will meet the NYS Technology Standards. Eighty five percent of students will utilize technology.

**Activities:**

Key boarding and computer literacy skills as per the Common Core Standards, in elementary school; expansion of current technology programs

**Resources:**

Technology teacher, support staff, workshops, conferences, training in School Tools

**Objective Two:**

Continue to train the professional staff in the use of technology in instruction.

**Activities:**

Design instruction and assessments, which utilize technology.

**Resources:**

In-services, workshops, conferences on instructional technologies, Superintendent conference day, faculty meetings, BOCES, GCRTC, Smart Boards, Media Carts, Video Streaming, Technology Support Staff, Libraries and Computer Labs.

**Objective Three:**

All faculty will use available technology to ensure consistent communication.

**Activities:**

Identify key teacher leaders who excel in the use of technology within the classroom.

**Resources:**

In-services, workshops, conferences on instructional technologies, Superintendent conference day, faculty meetings, BOCES, GCRTC, E-mail, School Tools



**PROFESSIONAL DEVELOPMENT PLAN  
SALEM CENTRAL SCHOOL DISTRICT**

**Goal Three:**

**Improve school climate to promote school achievement.**

**Objective One:**

All faculty and the student body will participate in the character education program "One-Salem."

**Activities:**

Faculty will promote concepts of honesty, respect, positive attitude and perseverance.

**Resources:**

Assemblies, conferences, workshops, faculty and service providers and the PTA

**Objective Two:**

Increase the attendance rate of students. Increase attendance rate by 2% from the 2012 data.

**Activities:**

Continue to enhance the school climate and morale. Provide information and feedback to students and parents regarding attendance.

**Resources:**

Student Management System, mentoring, parents

**Objective Three:**

Continue to develop and administer a survey of students, faculty and community to assess school climate

**Activities:**

Consultation, previous data collection and ongoing surveys

**Resources:**

PDT will analyze surveys, PTA, NYSUT, Student Council, Council for Prevention, BOCES, SRO

**Goal Four:**

**All teachers will drive instruction based on data.**

**Objective One:**

All faculty will receive training in AIS and RTI by 2012. All faculty will use data to identify strengths and weakness to increase student performance.

**Activities:**

Train professional faculty in the access and utilization of data to drive instruction.

**Resources:**

BOCES, faculty meetings, curriculum committee, BLPT, workshops and conferences  
State, local and individual student data.

**Objective Two:**

Teacher assessments will be aligned with the Common Core Standards by 2014.

**Activities:**

Train professional faculty in the development of assessments that are aligned with the Common Core Standards.

**Resources:**

BOCES, curriculum committee, NYS Education Department Website, faculty meetings, BLPT, workshops and conferences, Department/Grade Level Meetings.

## Attachment 1

### Major sources utilized to analyze professional development

- New York State School Report Card
- BEDS data
- Student attendance rates
- Graduation and drop-out rates
- Student performance results disaggregated by gender, race, ethnicity, SES and/or other special needs
- State benchmarks for student performance
- Student aspirations
- Longitudinal data
- Student/teacher ratio
- Teacher turnover rate
- Number of teachers teaching out of field
- Teacher proficiency data
- Teacher surveys
- Teacher self-assessment
- Community employment opportunities
- Parent survey, student surveys, and staff surveys
- Grade reports
- Teacher Evaluations
- Recommendations by Special Education Team
- Ad Hoc Committees
- nySTART/COGNOS

The data from the above sources will continue to be utilized to prioritize program changes and staff development programs. As always, goals established by individuals, curriculum areas, grade level teams, building principals/administration, and the Board of Education will be based on student need.

## Attachment II - District Resources

What professional development funds, staff resources, external professional development providers, and other human and fiscal resources are available or may be developed in your community?

Identify the internal and external resources you will use to help you meet your goals (check all that apply):

### **Fiscal Resources:**

- Title IIA grants
- BOCES Aid
- Conference Funds - annual school budget
- In-service Courses - contract payment
- Other grants as provided

### **Staff Resources:**

- Administrators
- Exemplary Teachers
- Computer Specialists
- BOCES Staff Developers
- SETRC Resources
- Outside Organizations (i.e. NYSSBA, CASDA, NYSUT Course offerings)
- Outside Consultants
- GCRTC (Greater Capital Region Teacher Center)

## ACTIVITIES IN SUPPORT OF OUR PROFESSIONAL DEVELOPMENT PLAN

Listed below are some of the opportunities utilized by the Salem Central School District to enhance student learning and meet NYS professional development requirements.

- Workshops/Conferences
- Faculty meetings focused on the NYS standards and assessments
- Inter-classroom visitations
- Inter-school visitations
- Curricula development
- Original research projects
- Mentoring
- Professional development
- Graduate coursework
- Working with a consultant in a classroom to introduce new initiatives
- Peer coaching
- Peer Review
- Publishing original work
- Self paced tutorial programs
- Grant writing
- Grade level/Department Meetings focused on new standards and assessments
- Training in the use of educational technology
- Teachers supporting other teachers to implement new instructional strategies
- Cooperative efforts with faculty from higher education
- Team meetings to review and critique students work
- Applying for and obtaining National Board Certification
- Student teacher supervision
- Technology training
- Specific In-service Training
- Curriculum and Exam writing
- Development and updating of student portfolios
- Building Level Planning Team
- Child Study Team
- Superintendent Conference Day
- One-Salem
- Curriculum Committee
- Quarterly Meetings
- TIP

## SALEM CENTRAL SCHOOL

**Alternative Methods for Tenured Teacher Evaluations**

The teacher and his/her supervisor will jointly develop a plan for the implementation of the option chosen. Before the end of the school year a meeting will be held with the supervisor to discuss the evaluation and the progress that the teacher made during the year.

1. **Portfolio assessment:** The teacher will prepare a portfolio consisting of a collection of items representative of the work that the teacher has done over the course of the year. Examples of items that might be included are newsletters, an instructional unit, conference and training activities, letters from parents, etc. The teacher will meet with the administrator to review the portfolio in late May or June.
2. **Evaluation by teams or grade level:** The grade level or team selects an area which it feels needs strengthening. The members plan together, share methods and materials, observe each other and as a group evaluate their progress.
3. **Professional improvement plan:** Individual teachers or groups of teachers, in conjunction with the administrator, develop a professional improvement plan. Near the end of the year the teachers write a report indicating how well their grades were achieved.
4. **Application of new techniques:** A teacher applies to his own classes a new technique or approach that was learned by attending a conference, taking a course, or visiting another school. After a trial period of several months, the teacher writes a report evaluating the effectiveness of the new technique.
5. **Self improvement by observing others:** A teacher observes other teachers in order to find new methods, styles, or techniques to improve his/her own effectiveness. A report which lists the observations that were made and presents the ideas that were adopted and gives an evaluation of those new approaches, is submitted before the end of the year.
6. **Administrator evaluation:** Teachers elect to have an administrator observe them using the same format as in the past.
7. **Workshop presentation:** A workshop given by a teacher to his/her peers is used as an evaluation. A description of the workshop along with thank you notes and evaluations by participants are submitted to the administrator.

**SALEM CENTRAL SCHOOL  
HIGH SCHOOL OFFICE  
APPLICATION FOR ALTERNATIVE ASSESSMENT**

**NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**Option Number:** \_\_\_\_\_

**Describe briefly your proposal for alternative assessment including, where appropriate, your objectives and your plans for self evaluation.**

**Time Line:**

*Due Date:* \_\_\_\_\_

**Teacher's Signature:** \_\_\_\_\_ **Date:**

\_\_\_\_\_

**Comments by Supervisor:**

**Supervisor's Signature:** \_\_\_\_\_ **Date:**

\_\_\_\_\_

SALEM CENTRAL SCHOOL

BEDS Code: 641501040000

## SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT PLAN

### STATEMENT OF ASSURANCES

The superintendent certifies that:

- Planning, implementation and evaluation of the professional development plan were conducted by a professional development team that included teachers, administrators, and others identified in the plan.
- The plan focuses on improving student performance and teacher practice as identified through data analysis.
- The plan describes professional development that:
  - is aligned with state content and student performance standards;
  - is articulated within and across grades levels;
  - is continuous and sustained;
  - indicates how classroom instruction and teacher practice will be improved and assessed;
  - indicates how each teacher in the district will participate; and
  - reflects congruence between student and teacher needs and district goals and objectives.
- The Professional Development Plan is evaluated annually and adjusted as needed to ensure optimal effectiveness.
- The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

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Dr. Kerri Zappala-Piemme  
Superintendent of Schools

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Teachers' Association

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Date

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Date