

Berlin Central

School District

P.O. Box 259
Berlin, N.Y. 12022

Professional Development Plan Plan is Effective: 2009 –2010

District: Berlin Central School District
BEDS Code: 490101040000
Superintendent: Charlotte Gregory, Interim Superintendent

Administrative Supervisory Evaluation Team:

Charlotte Gregory	Interim Superintendent
Catherine Allain	Middle School Principal
Michelle Colvin	Berlin Elementary Principal
Dennis Healy	High School Principal
Eileen Leffler	Grafton Elementary Principal
Jennifer Morris	Pupil Personnel Director

Professional Development Team:

Colleen Foody	Elementary 2 nd Grade Teacher
Debbie Huskie	Special Education/AIS Elementary Teacher (Mentor Program Co-Coordinator)
Susan Hoffman	Middle School Teacher
Debbie Lennon	Elementary 5 th Grade Teacher
Lauren Nichols	K-8 Math Curriculum Coordinator (Mentor Program Co-Coordinator)
Audrey Vanderhoef	Middle School/BTA Executive Committee Representative
Eileen Leffler	Superintendent Designee/Elementary Principal
Jennifer Morris	Pupil Personnel Director
Catherine Allain	Middle School Principal

Number of school buildings in district: Three (3)

SECTIONS:

- Section I Introduction
Professional Development Planning Team
Needs/Data Analysis for Professional Development Plan
- Section II Needs Assessment Prioritizing
- Section III District Resources
- Section IV Implementation Plan
- Section V Evaluation Plan
- Section VI Teacher Professional Development Handbook

Attachments:

- Mentor Plan
- Technology Plan
- AIS Plan

TABLE OF CONTENTS

Introduction	3
Needs/Data Analysis for Professional Development Plan.....	4
Needs Assessment Prioritizing.....	6
District Resources and Implementation Plan.....	7
Evaluation Plan.....	11
Professional Development Handbook.....	13
Data Collection and Analysis Protocols for Improving Student Achievement.....	14
Structures for Analyzing Data.....	14
Rationale and Statement of Purpose PD Handbook.....	15
In-Service and Professional Development Credits Guide.....	16
Continuing Professional Development Planning and Participation Form.....	17
Curriculum Writing Proposal.....	19
Professional Development Proposal Form.....	21
Application for Approval of Courses take for Salary Credit.....	22
Professional Development Guiding Principles.....	24
Characteristics and Focus of Effective Professional Development and Continuum....	25
District Professional Development Sign in Sheet.....	26
Professional Development Conference/In-Service/Workshop Report Form.....	27

SECTION I

INTRODUCTION:

Subdivision (dd) of Section 100.2 of the Regulations of the Commissioner of Education requires each school district to adopt a professional development plan annually by September 1 of each school year. The purpose of the plan is to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development to remain current with their profession and meet the learning needs of their students.

In accordance with Federal and State regulations to ensure highly qualified professional personnel, any teacher holding a professional certificate issued on or after February 2, 2004 is required to complete 175 hours of professional development over a five (5) year period (averaging 35 hours per year) and Level III Teaching Assistants must complete 75 hours of professional development every (5) years. Additionally, in accordance with the state's high academic standards and NCLB legislation, teachers holding a provisional or permanent certificate are required to take part in "substantial" professional development. Berlin CSD defines "substantial" professional development to be, at a minimum, participation in activities, workshops, in-services, conferences, etc. that are an integral part of the district wide educational improvement plan. All paraprofessionals for both general and special education have the opportunity to and are encouraged to attend all sponsored professional development.

The Professional Development Committee is comprised of administrative, elementary and secondary staff including a teachers' union representative. Numerous invitations have been extended to various stakeholder groups to ensure broad based representation. The Committee will continue its recruiting efforts through the bargaining units, Parent Teacher Organizations and higher education institutions for whom we sponsor student teachers. Needs assessments were conducted with special education and regular education staff through individual school building faculty meetings and grade level and team discussions.

The Berlin Central School District recognizes that participation in professional development reflective of the most current research and best practices is central to student learning and achievement. One approach to ensuring continuous inquiry and improvement for staff and students is the development of professional learning communities. The continuing education of all members of the school community creates an environment that builds the capacity for providing our students with rigorous opportunities for meeting the New York State Learning Standards, accountability measures under No Child Left Behind, and the increasing demands of educating students with 21st Century knowledge and skills necessary for success in a global society.

NEEDS/DATA ANALYSIS FOR PROFESSIONAL DEVELOPMENT PLAN:

Professional development initiatives and the **District Vision For Quality Schools** (District/BOE Goals) reflect alignment with the New York State Learning Standards and assessments. The professional development activities are designed to develop and implement new and revised curricula as well as improve the quality of teaching that will have a direct impact on meeting the requirements of the New York State Learning Standards Pre K-12.

Berlin Central School District professional development initiatives include methods for ensuring curriculum alignment with NYS Learning Standards. Existing professional development efforts for meeting the Standards are:

- Participation in building faculty, department and team meetings
- 2 Hour Teacher Collaborative Meetings – after school monthly sessions
- Superintendent Conference Days
- Review of student data tests to inform curricula, instructional practices, and academic intervention services
- Participation in new teacher mentor program monthly staff development sessions
- Participation in district sponsored professional development, Greater Capital Region Teacher Center, Questar III/other BOCES offerings, and other district approved professional development offerings
- Curriculum development by individuals and teams

The professional development plan is continuous, reflecting a multi-year approach to improve student performance:

English Language Arts

- K-12 English Language Arts Curriculum map aligned with NYS standards and new core curriculum
- K-8 Balanced Literacy
- K-12 Writing Curriculum Map and Initiative
- Longitudinal Data Analysis
- K-12 Literacy Across the Content Areas Tiered Professional Development
- Ongoing updated training for all AIS and Special Education Teachers including new hires in Wilson Foundations and Wilson Reading Intervention Model, and Leveled Literacy Intervention K-2 by Fountas and Pinnell

Math

- K-12 Math Curriculum map aligned with NYS standard and new core curriculum in progress
- 3-12 Math Project-based Inquiry Learning RPI collaborative
- 3-12 Big Ideas in Math – RPI collaborative
- Longitudinal Data Analysis

Science and Social Studies

- K-8 Science and Social Studies curriculum maps alignment in progress
- K-12 Social Studies and Science individual curriculum maps and alignment
- Longitudinal Data Analysis

Technology Integration

- ISTE/NETS and technology integration projects incorporated into subject area curriculum maps
- Ensuring students are technologically literate by the end of eighth grade
- Universal Design Learning (differentiated instruction, disability awareness, accelerated learners)

Meeting the needs of all learners/Data Driven Decision Making

- K-12 Cooperative Learning Tiered Professional Development
- Response To Intervention (RTI) Implementation Model K-5
- Response To Intervention (RTI) Model overview/introduction 6-8
- AIMSweb and DIBELS Universal Screening for RTI implementation (Fall, Winter, Spring and progress monitoring)
- K-5 Everyday Math and 6-12 Glencoe Math Quarterly Assessments
- K-8 Literacy Portfolio (aligned with elementary and middle school report periods – quarterly and trimester) includes Fountas and Pinnell Benchmark System and district writing samples/rubrics
- K-12 Co-Teaching Initiative
- Learning Structures for Economically Disadvantaged Students

Curriculum and Instruction

- K-12 New Teachers trained in *Understanding by Design* and *Curriculum Mapping*
- Action Plan for implementing *Curriculum Mapping* using NY Learns Curriculum Matrix

Character Education

- Olweus Bullying Program and Peaceful Bus Program training and implementation
- Introduction of Olweus Program Grades 6-12

New Teachers/Mentor Plan

- Ongoing Leveled Mentor Teacher Training
- Monthly Mentor/Intern professional development

The Needs Assessment Sources used to determine professional development direction:

- School Report Card
- BEDS data (Basic Educational Data System)
- Title I school
- Student attendance rates
- Graduation and drop-out rates
- AIS Progress Data
- Student performance results disaggregated by ethnicity, gender, SES (Socioeconomic Status), and other special needs
- State benchmarks for student performance
- Longitudinal data
- Professional Development Needs Assessment for teacher self-assessment and to survey needs
- BCSD Improvement Efforts Survey – perceptual data
- K-12 Literacy Portfolio Assessment
- K- 5 Math Quarterly Assessment
- 6-8 Quarterly Assessments all subject areas
- 9-12 beginning Quarterly Assessment all subject areas

SECTION II

NEEDS ASSESSMENT PRIORITIZING:

Congruence between student and teacher needs and district goals and objectives were used to determine the priorities of the Professional Development Plan. The Professional Development Plan supports District/Board of Education goals and objectives.

Goal #	District Goal/Objective	Teacher Content/Practice Need(s)	Student Needs
1	Improve academic achievement: Review and align K-12 curriculum to New York State Learning Standards	Provide opportunities for staff to increase content knowledge in the areas of curriculum development/alignment and unit design based on NYS Learning Standards and researched best practices	English Language Arts, Math, Social Studies, Science, LOTE, Business, Technology, Home and Careers, P.E., Art, Music
2	Improve academic achievement: Design and implement system for identifying root causes for low academic performance and utilize information to improve student performance	Provide opportunities for staff to enhance their knowledge and practice with using formative and summative student test data and item analysis to inform curricula and instruction with the support of a Data Team	English Language Arts, Math, Social Studies, Science, LOTE, Business, Technology, Home and Careers, P.E., Art, Music
3	Ensure an informed, competent and committed workforce: Implement and oversee a professional development plan that reflects the district Vision for Quality Schools, goals and high expectations for all staff including professional development in best instructional practices and mandated workplace training	Professional development initiatives to support student literacy across the content areas; co teaching, cooperative learning, integration of technology into curricula and instruction; differentiated instruction and disability awareness	English Language Arts, Math, Social Studies, Science, LOTE, Business, Technology, Home and Careers, P.E., Art, Music
4	Ensure an informed, competent and committed workforce: Continue implementation of Teacher Mentor Program	Integrate new teachers into the social system of the school, the district, and the community; provide mentoring to new teachers in order to maximize student achievement by improving teacher effectiveness and daily instruction	English Language Arts, Math, Social Studies, Science, LOTE, Business, Technology, Home and Careers, P.E., Art, Music

5	Improve school climate and communication: Identify and reduce causes for student misbehavior including behaviors such as bullying and harassment	Provide staff with information and approaches to help students understand respect and character traits as they relate to their learning environment	Student health and wellness Guidance Social Work
6	Improve school climate and communication: Improve avenues and frequency of communication vertically and horizontally within and outside the district	Provide staff with information and approaches for building stronger home/school partnerships and communication mediums	Homework understanding and completion Attendance Guidance Social Work

SECTION III

DISTRICT RESOURCES:

Fiscal Resources	Consolidated Application Formula (Title) Funds IDEA Funds, General Fund
Staff Resources	K-8 Curriculum Coordinators, ELA and Math 6-12 Academic Chairs K-8 Team Leaders Mentor and Exemplary Teachers
Providers	Questar III BOCES (Model Schools, BETAC, SETRC, Professional Development Services) Capital Region BOCES (Literacy Center, Staff Developers for Curriculum and Instruction) Greater Capital Region Teacher Resource Center NYSUT Education Learning Trust Onsite Trainers

SECTION IV

IMPLEMENTATION PLAN:

Goal/Objective #1: Improve academic achievement: Review and align K-12 curriculum to New York State Learning Standards

Strategies	Activities	Who	Timeframe
Continued review and update of K-12 curriculum maps highlighting the content, skills, assessments, and essential questions on a monthly basis	Training in Curriculum Mapping process Collaborative effort to update maps at grade levels and in subject areas Training in NY Learns Curriculum Matrix & Instructional Maps	All teachers Questar III Professional Development Services Teacher Center K-8 Curriculum Coordinators ELA & Math	Full year

Continued development of Units using Understanding By Design (UbD)	<p>UbD refresher training day sessions</p> <p>Individual and collaborative unit design at grade levels and subject areas UbD unit self and peer evaluation</p> <p>Ongoing analysis and revision of work</p> <p>Quarterly meetings (minimally) to review student work from unit (utilizing team time, monthly two hour sessions or other identified common time)</p>	<p>All teachers</p> <p>K-8 Curriculum Coordinators ELA and Math</p> <p>6-12 Academic Chairs</p> <p>Questar III Professional Development Services</p>	Ongoing
Use K-12 curriculum map to ensure horizontal and vertical alignment to state standards	<p>Quarterly meetings to identify gaps and overlaps</p> <p>Revise map to fill gaps and remove overlaps showing alignment</p>	<p>Teacher representatives K-12</p> <p>Curriculum Coordinators ELA and Math</p> <p>Questar III Professional Development Services</p>	Ongoing

Goal/Objective #2: Improve academic achievement: Design and implement system for identifying root causes for low academic performance and utilize information to improve student performance

Strategies	Activities	Who	Timeframe
Use state and local assessment data to improve student learning and state test results (NYS Assessments, Literacy Profile, Benchmark assessments, quarterly assessments)	<p>Grade level teams and subject area teachers analyze, disaggregate data, summary of student responses (item analysis and error frequency)</p> <p>Identify strengths and weaknesses from assessment data and make curricular and instructional recommendations for change</p>	<p>K-8 Curriculum Coordinators ELA and Math</p> <p>Administrators</p> <p>Teachers</p> <p>Data analysis services Questar III - Data Coordinator</p>	Ongoing on a quarterly basis
Use state and local assessment data to inform AIS instruction	Grade level teams and subject areas to analyze test data with data analysis services to help inform targeted instruction in AIS	<p>Teacher representatives</p> <p>K-8 Curriculum Coordinators ELA and Math</p> <p>AIS Team</p>	Ongoing when test results are available

Goal/Objective # 3: Ensure an informed, competent and committed workforce: Implement and oversee a professional development plan that reflects the district Vision for Quality Schools, goals and high expectations for all staff including professional development in best instructional practices and mandated workplace training

Strategies	Activities	Who	Timeframe
------------	------------	-----	-----------

District In-service Staff development days Supt. Conference days Workshops Job embedded District in-services Staff development days Workshops Faculty Meetings Middle School Team meetings Two hour teacher collaborative sessions	Balanced Literacy K-8	All K-8 teachers Questar III ELA Curriculum Coordinator	Monthly
	K-12 Literacy Across the Content Areas and Cooperative Learning	All teachers Consultants Questar III Curriculum Coordinators Academic Chairs	As Needed
	Universal Design Learning (differentiated instruction, disability awareness, accelerated learning)	All teachers SETRC Teacher Center Consultants K-8 Curriculum Coordinators ELA and Math	As needed
	Implement software applications & internet resources to improve student learning across subject areas using productivity & communication technologies K- 12 (i.e. NYLearns, Thinkfinity, Brainpop, Enchanted Learning, EETT software toolkit, etc.)	All teachers District Turnkey trainers	Ongoing
	Everyday Math Program Glencoe MS & HS Mathematics	K-12 teachers K-8 Curriculum Coordinator Math 6-12 Math Academic Chair	Fall
	AIS Plan and Implementation	AIS service providers Building principals AIS Team	Annually
	Brain Based Learning	District Turnkey Trainers	Winter
	Wilson Reading Intervention And Foundations	Questar III and/or Wilson Language Consultant	Ongoing/As needed
	Fountas and Pinnell Leveled Literacy Intervention K-2	Questar III K-2 AIS teachers for ELA ELA Curriculum Coordinator	Ongoing/As needed
	NYLearns Curriculum Matrix and webpage development	All teachers NYLearns trainers District Turnkey trainers	Fall/Ongoing
	IEP Direct	Special Education teachers Administration Support staff for special ed.	Annually

	RTIM Direct	AIS service providers Administration Support staff for building principals	Fall/As needed
--	-------------	--	----------------

Goal/Objective # 4: Ensure an informed, competent and committed workforce:
Implement Teacher Mentor Program

Strategies	Activities	Who	Timeframe
New Teacher Orientation Program	Large group meeting with breakout sessions	Superintendent Administrators New Teachers Other district personnel (guidance, transportation, health, etc.)	One Full Day before the start of school
Mentor Program Breakfast	Large group meeting for meet and greet and start process	Mentor Program coordinators, Mentor teachers, new teachers, Mentor Steering Committee members	One Full Day before the start of school
Mentor/Intern	Daily communication Planned meeting times (at least 1 hour per week) 10% Release Time consistent with NYS MTIP Program	Mentor teacher New Teacher	Full Year
District In-service Retreat workshops In-district Leveled Mentor Teacher training	Mentor Teacher training Intern support groups	Mentor Program Participants Teacher Center NYSUT Education Learning Trust	Summer – Ongoing as available
Monthly Staff Development	Large group meeting with breakout sessions	Mentor Program Participants	Full Year

Goal/Objective # 5: Improve school climate: Identify and reduce causes for student misbehavior including behaviors such as bullying and harassment

Strategies	Activities	Who	Timeframe
Cultivate and support a school atmosphere that promotes lifelong learning	District and building level presentations and activities that promote risk taking, collegiality, and school district pride	Olweus Committee All teachers Teaching Assistants	Full Year
Olweus Bully Prevention Program/ Peaceful Bus Program	Monthly Committee Meetings Faculty Meeting Discussion Groups Peaceful Bus Activities	Olweus Committee K-5 teachers Intro. 6-8 teachers Teaching Assistants Transportation District Turnkey Trainers	Full Year

Goal/Objective #6: Improve school climate and communication: Improve avenues and frequency of communication vertically and horizontally within and outside the district

Strategies	Activities	Who	Timeframe
------------	------------	-----	-----------

Improve parent partnerships and Home to School Connections	Faculty, Team and Department Meetings where ideas and resources are shared and discussed	All teachers District Turnkey Trainers Principals Team and Department Leaders	Full Year
--	--	--	-----------

SECTION V

EVALUATION PLAN:

Goal/Objective	Evaluation Plan	Timeframe
-----------------------	------------------------	------------------

<p># 1 Improve academic achievement: Review and align K-12 curriculum to New York State Learning Standards</p>	<ul style="list-style-type: none"> • Publication and distribution of Curriculum Mapping Document K-12 • Progress report highlighting strengths, weaknesses, and recommendations • Proposed modifications to curriculum to address weaknesses • Percentage of staff participation • Building observation of the use of UbD with essential questions posted • Percentage of staff using NYLearns Curriculum Matrix and Instructional Maps including curriculum map modification recommendations • Team Summary/and Response Forms provided electronically • Percent of teachers completing Curriculum writing projects 	<ul style="list-style-type: none"> • Ongoing • Quarterly • Ongoing • Ongoing • Quarterly • Annually • Monthly • Monthly • Annually
<p># 2 Improve academic achievement: Design and implement system for identifying root causes for low academic performance and utilize information to improve student performance</p>	<ul style="list-style-type: none"> • Student performance results on state, local and benchmark assessments • Review summaries of student responses (item analysis and error frequency) • Examination of student enrollment number in AIS • Progress of students enrolled in AIS • Percent of students being progress monitored as a result of Universal Screening 	<ul style="list-style-type: none"> • Upon availability throughout the school year • Upon availability throughout the school year • Annually • Quarterly • Fall, Winter, Spring
<p># 3 Ensure an informed, competent and committed workforce: Implement and oversee a professional development plan that reflects district goals and high expectations for all staff including professional development in best instructional practices and mandated workplace training</p>	<ul style="list-style-type: none"> • Pre and post teacher attitudinal survey results • Progress reports from learning teams • Annual Professional Performance Reviews • Attendance at district in-services, workshops • Monitoring of technology implementation as per District Technology Plan 	<ul style="list-style-type: none"> • September 2008 and June 2009 • June 2008 • June 2008 • Annually • Bi-Annual

<p># 4 Ensure an informed, competent and committed workforce: Implement Teacher Mentor Program</p>	<ul style="list-style-type: none"> • Needs Assessments • Mentor/Intern program Evaluations • Attendance at monthly staff development • Attendance at district in-service, retreats, support groups 	<ul style="list-style-type: none"> • September 2008 and January 2009 • June 2009 • Quarterly • Annually
<p># 5 Improve school climate: Identify and reduce causes for student misbehavior including behaviors such as bullying and harassment</p>	<ul style="list-style-type: none"> • Number of discipline referrals • Number of bus referrals • Number of problem solving incidences • Number of AES and Out of school suspensions • Attendance at district and building level presentations, in-services 	<ul style="list-style-type: none"> • Mid and end year discipline report • Mid and end year bus referrals report • End of year problem solving report • End of year AES and out of school suspension report • Log of professional development sessions annually
<p># 6 Improve school climate and communication: Improve avenues and frequency of communication vertically and horizontally within and outside the district</p>	<ul style="list-style-type: none"> • Number of faculty meetings devoted to this topic • Documentation of methods/avenues used for home to school communication and partnership • Documentation of building level activities for improving school climate 	<ul style="list-style-type: none"> • Faculty meeting agendas annually • Annual summary by building • Annual summary by building

Section VI

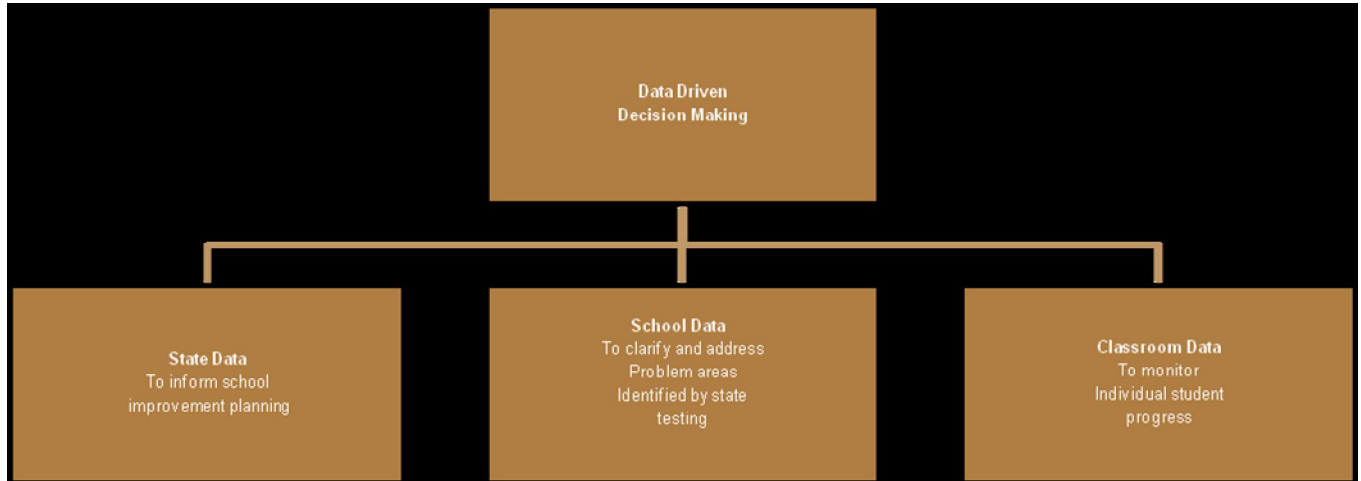


P.O. Box 259
Berlin, N.Y. 12022

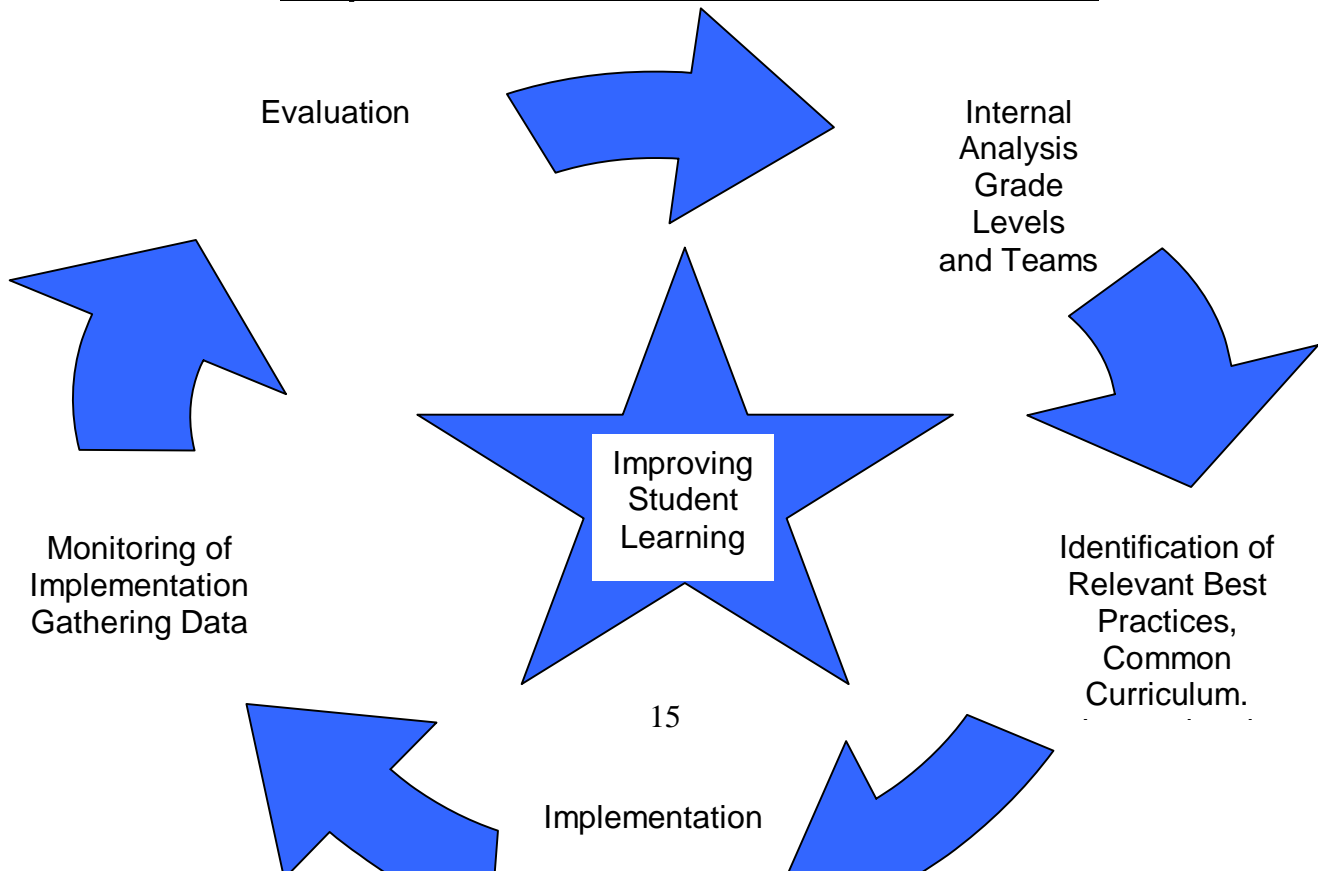
PROFESSIONAL DEVELOPMENT

TEACHER HANDBOOK

Data Collection and Analysis Protocols for Improving Student Achievement



Structures for Analyzing Data and Planning Improved Student Achievement



BERLIN CENTRAL SCHOOL DISTRICT

RATIONALE AND STATEMENT OF PURPOSE

The Professional Development Committee has developed this handbook to assist you with your yearly individual professional development goal planning. The handbook will serve as a guide and assist you with professional development record keeping. All the necessary forms for planning and carrying out professional development activities are included in this handbook.

The Professional Development Committee has also initiated the development of a District Professional Development Catalog. Within the catalog you will find a listing of professional development opportunities offered within the district as well as those offered through GCTRC, Questar III, Capital Region BOCES, and other organizations. The catalog will be continually updated with offerings that align with our district initiatives and goals.

**BERLIN CENTRAL SCHOOL DISTRICT
PROFESSIONAL DEVELOPMENT
IN-SERVICE CREDITS
AND
PROFESSIONAL DEVELOPMENT CREDITS**

- Prior approval from Supervisor and Superintendent is required
- Complete and submit "Application for Approval of Courses taken for Salary Credit" form **2 weeks prior to your required commitment to the course**. Late applications will be denied
- *****Salary increments are granted with prior approval using the same application form as described above. An increment of \$35 will be granted for each additional credit of approved coursework.**
 - **Maximum of 130 credit hours above Bachelors**
 - **Maximum of 100 credit hours above Masters.**

Guide to receiving In-Service and/or Professional Development Credit:

<i>Payment/Registration Cost Covered by:</i>	In-Service Credit Offered 15 class in-service/workshop hours=1 in-service credit	Professional Development Credit Offered 1 hour of Professional Development=1 hour of Professional Development credit
Attended during school hours: district or staff member funded	No	Yes
Attended after school hours: no registration fee or staff member funded	Yes	Yes
Attended after school hours school district funded	Yes	Yes
Curriculum Writing work with hourly rate paid as per Article 11.4 of the BTA contract	No	Yes

Service on District Level Committees as per Article 8.2 of the BTA contract	Yes	Yes
--	-----	-----

**BERLIN CENTRAL SCHOOL DISTRICT
CONTINUING PROFESSIONAL DEVELOPMENT
PLANNING AND PARTICIPATION FORM**

**Professional Certificate Holders
And
Level III Teaching Assistant Certificate Holders**

Commissioner’s Regulation 80-3.6 Professional development certification requires that teachers with Professional certificates complete **175 hours of professional development** and Level III teaching assistants to complete **75 hours of professional development** every **five years** for their certificates to be valid.

Both the District and the certificate holder have a responsibility for documenting, reporting and maintaining records of the approved professional development hours completed on an annual basis.

1. This form is provided for use by individuals holding either a Professional certificate or a Level III Teaching Assistant certificate to use for planning and maintaining the required documentation of completed professional development hours
2. Record professional development in the table below
3. Keep all registration forms and other documentation related to the professional development with this record
4. The State Education Department requires that all professional development documentation (this form and other related documentation) be **retained by the certificate holder for seven years**
5. Upon completion of the professional development activities for the year, the certificate holder must verify the number of clock hours approved and completed with their direct supervisor by submitting this form no later than the last day of school
6. Submitting this form provides the district with the documentation they are required to maintain on your behalf and for reporting purposes to the State Education Department annually

Name of Certificate Holder: _____

Certificate Title: _____ Certification Number: _____

Employing School District: _____ School: _____

School Year: _____

Please check the unit that applies to you:

--	--	--	--	--

Total clock hours this year (attach additional pages as necessary): _____

Submit a final copy to your direct supervisor no later than the last school day.

Teacher Signature

Date

Supervisor Signature

Date

**SUPERVISORS MUST SEND A COPY OF THIS FORM TO THE DISTRICT OFFICE NO LATER THAN JULY 1ST
A COPY MUST ALSO BE MAINTAINED AT THE SCHOOL BUILDING LEVEL.**

BERLIN CENTRAL SCHOOL DISTRICT

CURRICULUM WRITING PROPOSAL

All new curricula will be developed using **Understanding by Design** model. Reference to the grade level/subject area **Curriculum Map** must be made. Summer proposals must be submitted to the building principal no later than the Friday of the first week of June. Principal's must submit all proposals the Professional Development Committee co-chairs no later than the second Tuesday of June.

School: _____

Teacher/Team: _____

Department/Grade Level: _____

Subject/Topic: _____

Purpose/Rationale:

Congruence with District/Building/State Initiatives:

Page 1

Objectives:

Itemized costs: (Must be completed with actual dollar amounts included, for curriculum writing rate refer to 11.4 of the BTA contract)

Personnel Involved:

Plan for Implementation and Evaluation:

Teacher(s) signatures: Date: _____

Principal's signature
Page 2

Date

Professional Development Committee Review
Approved: Yes No Number of hours: _____

**Berlin Central School District
Professional Development Proposal Form**

Requesting Employee(s): _____

Building: _____ Date: _____

Contact Person: _____

Type of Professional Development (Circle one):

In-service Workshop Study Group Other

Topic/Title: _____

Date(s) and Time(s) of proposed professional development: _____

Location (remember to submit appropriate building/room use form): _____

Purpose and Objectives of proposed session: _____

Facilitator of proposed session: _____

Describe how this proposal relates to District/Building goals (reference PDP plan, district/building goals): _____

Description of format of proposed session: _____

Building Principal Signature: _____ Date: _____

Professional Development Committee Review: Aligned and recommended to Superintendent: *Y or N*

Superintendent Signature: _____ Date: _____

**BERLIN CENTRAL SCHOOL DISTRICT
APPLICATION
FOR
APPROVAL OF COURSES TAKEN FOR SALARY CREDIT**

NAME: _____ DATE: _____

DIRECTIONS:

1. Fill in all requested information.
2. Submit 2 signed copies of this form.
3. Attach one copy of the official course description unless it's a Teacher Center Course.
4. Submit for approval to your immediate supervisor 2 weeks prior to your required commitment to the course.
5. Resubmit a copy of the approved form with the instructor's certification upon completion of the course, or attach college transcripts.

COURSE NAME	Cr Hrs	Insv Hrs	SESSION DATES	COLLEGE AGENCY	OBJECTIVES
1.					
2.					
3.					

4.					
----	--	--	--	--	--

How does each course relate to district, building or career goals?

1. _____
2. _____
3. _____
4. _____

This course is taken for (circle response):

Graduate Credit:	yes	no	Degree Credit:	yes	no
Certification:	yes	no	Inservice Credit:	yes	no

APPROVALS

_____ <i>Supervisor</i>	_____ <i>Date</i>	_____ <i>Superintendent</i>	_____ <i>Date</i>
----------------------------	----------------------	--------------------------------	----------------------

BERLIN CENTRAL SCHOOL DISTRICT
INSERVICE CREDIT PROGRAM

This is to verify that _____
 attended the Inservice program _____
 sponsored by _____ for _____ Inservice
 hours.*

_____ (Presenter's Signature)	_____ (Date)
----------------------------------	-----------------

* Inservice hours are equal to the number of class instructional hours (excluding lunch and supper breaks).

Professional Development Guiding Principles

The design of professional development should be a result of a district's professional development planning process. It is best done as part of a comprehensive district plan, such as the piloted Comprehensive District Education Plan (CDEP) or New York City's District Comprehensive Education Plan (DCEP). The planning process includes, at a minimum, a collection of needs assessment data, i.e. student and teaching staff needs; root cause identification; proposed activities; identification of resources; and proposed evaluation of the impact of planned activities/approaches. Enhanced teaching and learning is the foundation upon which individuals and districts should plan the content of all professional development.

- Subject matter content of professional development activities/experiences is clearly connected to student achievement of the NYS Learning Standards.
- Professional development activities/experiences are planned with the *NYS Teacher Standards* as underpinning.
- Professional development activities/experiences should respond to student achievement data including State and local assessments and School District Report Cards.
- Professional development is shaped by teaching staff needs, as evidenced by such data as aggregate results of annual professional performance reviews.
- The professional development planning process is dynamic, reflecting teaching staff and student

performance benchmarks of increasing rigor as skill levels are attained.

- Professional development results in a demonstrated increase in teaching staff knowledge and understanding, teaching staff skillfulness, and teaching staff professional values.
- Professional development activities/experiences are assessed on an on-going and continuous basis for intended impact. Defensible evaluation tools/methods must be used to determine modifications to planned activities/experiences.
- Professional development is, to the greatest extent possible, be site-based and connected to daily school experiences.
- Professional development enables the teaching staff to deepen their knowledge base and remain current in their content area and instructional strategies.
- Teaching staff learning opportunities are clearly constructed, based on effective teaching research, and involve educators in the design and implementation of such opportunities.

Content of courses, workshops, and other professional development experiences should be directly related to:

- enhancing teacher/teaching assistant subject matter knowledge,
- teacher/teaching assistant knowledge, use and application of appropriate teaching techniques,
- broadening and enhancing teacher/teaching assistant abilities to apply more accurate and appropriate assessment methodologies, and
- enhancing teacher/teaching assistant skills in effectively managing individual students and classroom in both heterogeneous and homogeneous settings.

****New York State Education Department**

**BERLIN CENTRAL SCHOOL DISTRICT
CHARACTERISTICS and FOCUS OF EFFECTIVE PROFESSIONAL DEVELOPMENT
AND
CONTINUUM OF PROFESSIONAL DEVELOPMENT**

Characteristics:

- Aligned and integrated with District goals to improve education
- Guided by a coherent long term plan
- Driven by desegregated data on student outcomes
- Designed according to teacher needs
- Provides a strong foundation in subject content and methods of teaching
- Enables teachers to work with colleagues in and beyond their school building
- Ongoing and sustained with follow-up support for further learning
- Based on principles of adult learning

Professional Development Focuses On:

- Content knowledge of subject matter and curriculum
- Preparation employing necessary pedagogical practice to support instruction
- Instructional delivery that results in active student involvement and meaningful lesson plans that result in student learning
- Classroom management supportive of diverse student learning needs which creates a supportive learning

- environment conducive to student learning
- Knowledge of student development and appreciation of diversity and regular application of developmentally appropriate instructional strategies
- Student assessment techniques based on appropriate learning standards
- Collaborative process for working with students, parents, and support personnel
- Reflective and responsive practice that demonstrates adjustments are made on a continuing basis to improve the effectiveness of instruction and assessment.

Professional Development Continuum

Attendance at conferences

Attendance at workshops or in-services

Taking College classes

Pursuing advanced degrees

Participation on District and Building Level Committees

Conducting Research

Designing Curriculum

Mentor Program Participation

Grade Level Meetings designed around specific professional development topic

Team Meetings designed around specific professional development topic

Creating Staff Portfolio

Creating new ideas/innovative techniques for the classroom (based on research)

Program planning

Collegial circle and/or Book study groups

**** (adapted from *Questar III Staff Development Handbook*)**

**BERLIN CENTRAL SCHOOL DISTRICT
DISTRICT COMMITTEE MEETINGS
AND
DISTRICT PROFESSIONAL DEVELOPMENT SESSIONS
SIGN-IN SHEET**

Meeting or Session Title: _____

Date: _____ Start time: _____ End time: _____

Participant Name	Position	Building	Contact Info.

Name & Position: _____ Date: _____

Conference Title: _____ Conference Date: _____

Topic of Conference and Purpose for Attending: (Relationship to NYS Standards and District Initiatives)

How would you rate the value of the content from this conference for yourself and your colleagues? (A rating of 5 being exemplary).

1 2 3 4 5

How easily could you apply strategies learned at this conference to your classroom program to enhance student learning?

1 2 3 4 5

Would you recommend this conference to your colleagues? Yes No

Why?

How would you suggest sharing-out information, materials etc. from this conference with your colleagues?

Please share/attach a list of any resources and/or materials provided or suggested at the conference that you feel should be reviewed and considered for possibly enhancing our existing programming.
