

# **Oxford Academy and Central School District**

## **District Professional Development Plan**

**2019-2020**

### **The Planning Team:**

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## **Oxford Academy and Central School District**

### **DISTRICT PROFESSIONAL DEVELOPMENT PLAN 7-2019 THROUGH 06-2020**

#### **1.0 Goal/Purpose:**

The purpose of the District Professional Development Plan (PDP) is to provide the professional staff with high quality professional development opportunities that will lead to renewed enthusiasm towards teaching, improved instruction and improved student learning. Professional development may be initiated by individual teachers, mentors and administrators. Needs may be identified by district goals, objectives, teacher requests and test results.

#### **1.1 The Professional Development Mission of the Oxford Academy and Central School District:**

The Oxford Academy and Central School District's (OACS) mission is to develop self-directed learners who are able to make intelligent choices and contribute positively to society.

Education for the students of Oxford Academy has been of a consistently high caliber, delivered in light of the requirements of New York State, the beliefs and goals of the district, and the expectations of the community. Oxford Academy's success as an educational entity has been due in no small part to the commitment of its staff to their own professional growth. The connection between student success and skilled instruction has been a hallmark of education in this district.

By fulfilling the New York State mandate that each of its school districts publish a Professional Development Plan, Oxford Academy has created a tool which enables the district to deal equitably with all its stakeholders. The work outlined in the PDP, indeed all work done in the district, is directed toward assuring that all Oxford Academy graduates achieve our commencement goals.

By offering high-quality, integrated staff development to teachers and other staff members, the district provides these practitioners the tools they need to bring our students to the graduation stage and to aid their transition to the world beyond. The opportunities offered for professional growth are supportive of the district goals set by the Board of Education, the needs of students as indicated on assessments and other measures, and the professional skills sought by teachers as outlined in the annual needs assessment survey and the Annual Professional Performance Review documents.

#### **2.0 Needs Assessment:**

The committee has determined that there are four driving forces for professional development in the Oxford Academy and Central School District. The first is, and has been, improving student achievement. The second is the continued implementation of the Common Core Learning Standards with consistency across all grade levels. The third is ensuring that instructional practices are effective and promote student engagement. The last initiative is around college and career readiness and providing our students with multiple pathways to success.

## **2.1 Improving Student Achievement:**

- Professional development activities to improve instruction, intervention, and other forms of support to ensure that students are meeting standards of proficiency in all content areas at all grade levels.
- Professional development activities that support academic intervention services to improve student achievement in all content areas at all grade levels.
- Professional development in instructional practices and strategies aligned with district Annual Professional Performance Review (APPR) plan.
- Professional development activities aligned with teacher, building, and district goals.

## **2.2 New York State and Common Core Learning Standards (CCLS):**

- Professional development for instructional staff using data to drive instruction.
- Professional development for administrative staff in Evidence Based Observation.
- Professional development for all staff in alignment of Common Core Learning Standards to existing District curriculum.
- Continued training for all instructional staff on the Common Core modules in Math and ELA.
- Professional development for all instructional and administrative staff on the Annual Professional Performance Review changes.
- Professional development related to effective instructional practice.

## **3.0 The Objectives of OACS Staff Development for the 19-20 School Year:**

- 3.1** Identify and implement instructional strategies to improve the success of ALL students as measured by NYS and local assessments.
- 3.2** Provide staff with training in the use of instructional and assistive technology to improve student achievement.
- 3.3** Focus on completing PK-12 curriculum and establishing new benchmarks, which are aligned with the Common Core Standards.
- 3.4** Create data teams to identify the types and uses of data that will be necessary to drive instruction. Offer professional development as required.
- 3.5** Provide ongoing professional development support for K-12 staff members as we continue to refine the inclusionary/consultant teacher model used in the instructional delivery for our special education student population.
- 3.6** Maintain a mentoring program for newly hired instructional staff members in accordance with the regulations outlined by the Commissioner of Education and as identified in District Plan.
- 3.7** Continue to address and support the professional development needs for staff pertaining to issues of school safety, school violence, intervention, bullying and harassment, on an ongoing basis.

#### **4.0 Provide a Variety of Professional Development Activities and Strategies Through Many Sources:**

- 4.1 In-service programs/courses offered at OACS during the school day
- 4.2 In-service programs/courses offered at OACS after the regular school day and summer
- 4.3 Superintendent's Conference Days
- 4.4 Serving on district-wide & building level school sponsored committee
- 4.5 Programs offered by DCMO BOCES, BT BOCES, Madison Oneida BOCES, OCM BOCES
- 4.6 Otis Jennings- Educational Consultant
- 4.7 Jim Reidl- Educational Consultant (Riedl Associates)
- 4.8 New York State Middle Level Liaisons
- 4.9 New York State Middle School Association
- 4.10 Programs offered through New York State United Teachers (NYSUT), American Federation of Teachers (AFT), Civil Service Employees Association (CSEA), School Administrators Association of New York State (SAANYS), New York State School Boards Association (NYSSBA), New York State Council of School Superintendents (NYSCOSS). Videotaped programs, workshops, and conferences available through Board of Cooperative Educational Services (BOCES), New York State Education Department (NYSED), and other professional organizations such as National Association for Secondary School Principals (NASSP) and the Association for Supervision in Curriculum Development (ASCD)
- 4.11 Action research
- 4.12 Developing & implementing a new course or unit of study
- 4.13 Studying a problem and recommending a solution
- 4.14 Programs offered via Internet (webinars, video conferences)
- 4.15 Programs offered through other media
- 4.16 Department and grade level meetings
- 4.17 Visitations
- 4.18 Faculty meetings
- 4.19 Approved graduate level courses
- 4.20 Catskill Regional Teacher Center

- 4.21 Arts in Education
- 4.22 Regional Special Education Technical Assistance Support Centers (RSE-TASC)
- 4.23 New York State Music Teachers Association
- 4.24 New York State Association for Computers and Technologies in Education (NYSCATE)
- 4.25 Science Teachers Association of New York State
- 4.26 New York State Council for Social Studies
- 4.27 New York State Association for Health Physical Education Recreation and Dance (NYSAPERD)
- 4.28 New York State Council of English Teachers
- 4.29 Council of Exceptional Children
- 4.30 State Troopers and Oxford Police Department
- 4.31 Suicide Prevention Center for New York
- 4.32 Chenango County Department of Social Services
- 4.33 Southern Tier Start Up Alliance

**5.0 Foster In-House Trainers and Support These Initiatives for the Improvement of Instruction:**

- 5.1 Encourage staff to attend train-the-trainer programs to build an in-house pool of experts
- 5.2 The use of peer collaboration
- 5.3 The use of mentoring
- 5.4 Provide meeting times for grade levels and departments.
- 5.5 Oxford faculty and staff (workshops, book study's, etc.)
- 5.6 Establish a district-wide Curriculum Council
- 5.7 District-wide faculty meeting monthly

**6.0 Newly Hired Instructional Staff and Teacher Mentoring Program:**

- 6.1 Continue to provide all new teachers an administrative induction program developed by the Superintendent, Building Principals, and the Mentor committee.

- 6.2 Provide the new teacher with a teacher mentor. Mentoring will include planned meetings with the administration and mentors with support from the departmental/grade level instructional staff. New teachers will be offered periodic training seminars based upon need and availability.
- 6.3 Thirty-five hours of professional development training will be the minimal standard to maintain annually during the probationary period. Upon receipt of the professional certificate, the standard of 100 hours over a five-year time period will become the mandate for certificate renewal. (Note: applies to new certificates issued after February 2004).
- 6.4 The mentoring program will provide support for teachers in the classroom to ease their transition to the new setting. Factors to be considered may include prior experience, position in the district and individual needs.
- 6.5 All probationary teachers will be considered to be part of the mentoring program as outlined within this section of the professional development plan. In certain situations, experienced teachers may be included in the mentor program.
- 6.6 The role of the teacher mentor/coach is to provide guidance and support to the new teacher.
- 6.7 Information obtained by a mentor/teacher coach while engaged in the mentoring activities of the program is confidential and shall not be used for evaluating or disciplining the new teacher unless withholding such information poses a danger to the life, health or safety of an individual. This may include but is not limited to students and staff of the school, or unless such information indicates the new teacher has been convicted of a crime, or has committed an act which raises a reasonable question as to the new teacher's moral character.
- 6.8 The district will utilize a variety of mentoring/teacher coaching formats, which will include:
  - a. In-service seminars assigned by the Superintendent, Director of Special Education, or Building Principals
  - b. Administrative Staff
  - c. Instructional Staff-Assigned specifically to mentor a teacher, subject to the collective bargaining agreement. Such teacher would be appointed through an application process.
- 6.9 Mentoring activities will include but are not limited to: modeling instruction for the new teacher, observing instruction, instructional planning, peer coaching, team teaching, classroom management, student discipline, parent contacts, and orienting the new teacher to the school culture.
- 6.10 Four days will be made available to the new teacher during the school year to observe other teachers either within or outside the district and to attend programs designed to assist new teachers in developing successful instructional practices.

## **7.0 Tenured Staff:**

- 7.1 The standard of 20 hours will serve as the minimal number of professional development hours that tenured staff must devote annually toward approved professional development activities.