



# **BYRON-BERGEN CENTRAL SCHOOL DISTRICT**

## **PROFESSIONAL DEVELOPMENT PLAN**

**FOR THE**

## **2016-2017 SCHOOL YEAR**

BOE Approved: June 2, 2016

## **Byron-Bergen Central School District Contact Information:**

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This plan was developed by the Byron-Bergen Professional Development Committee:

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Advisory Members:  
Vicky Shallenberger, Parent Representative  
Edward Levinstein, Higher Education Representative

It was reviewed in 2016 by the Byron-Bergen Faculty Association, the Byron-Bergen Administrative Team, and the Interim Superintendent, Jon G. Hunter.



## School District Professional Development Plan

### Statement of Assurances

The Superintendent certifies that:

- Planning, implementation, and evaluation of the professional development plan are conducted by a professional development team that includes teachers, administrators, a parent representative, and a higher education representative.
- 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 grade levels;
  - Is continuous and sustained;
  - Indicates how classroom instruction and teacher practice will be improved;
  - Indicates how teachers in the District may participate to fulfill the New York State Education Department requirement for professional development; and
  - Is structured to allow teachers with a professional certificate reasonable opportunity to complete at least 100 hours of professional development every five years.
- The plan indicates an evaluation of the effectiveness of the Professional Development Plan and a mechanism to adjust activities based upon the evaluation.
- The Professional Development Plan will be reviewed each year for effectiveness.
- The Plan or the annual update to the Plan will be adopted at a public meeting of the Byron-Bergen Central School District Board of Education.

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Jon G. Hunter  
Interim Superintendent of Schools

\_\_\_\_\_  
Date

\_\_\_\_\_  
Ken Gropp  
BBFA President

\_\_\_\_\_  
Date



## **The Byron-Bergen Central School District Strategic Plan**

The Strategic Plan sets goals for the Byron-Bergen Central School District to strive for excellence. The Strategic Plan focuses on four areas: Teaching and Learning, Student Life, School-Community Partnerships, and Stewardship. All of the goals were developed by many members of the Byron-Bergen educational community and were based on strategic issues identified by the members of the District Strategic Planning Team. In 2010-2011, the Team examined quantitative data that compared our District to benchmark school districts, and qualitative data from interviews, focus groups, and surveys of the school community.

### **Our Mission**

Our mission at Byron-Bergen is to challenge, engage, and nurture students to pursue a life-long commitment to personal and academic achievement and strong character.

### **Our Vision**

Preparing students for excellence, the Byron-Bergen Central School District:

- Provides all students with a rigorous, well-rounded educational experience.
- Is committed to fostering ethical standards and strong character.
- Is empowered by the community, parents, students, faculty, and staff.
- Graduates students who are ready to take on the challenges of an ever-changing world.



## **INTRODUCTION AND PHILOSOPHY**

The Byron-Bergen Central School District believes that professional development is a key component of continuous improvement. Professional educators commit to enhancing or obtaining new knowledge and skills in order to increase student achievement.

In accordance with the National Staff Development Council's standards for professional development, the Byron-Bergen Central School District believes that high-quality professional development demonstrates the following characteristics:

- It is substantial and continuous.
- It leads to growth in teacher effectiveness and increased student achievement.
- It enables teachers to be reflective.
- It provides opportunities for collaboration and teambuilding.
- It is delivered in a flexible manner in order to best meet the needs of individual teachers or teams of teachers.
- It is relevant to the needs of teachers and students as indicated by performance data and quality indicators (data-driven).

Furthermore, it is now more important than ever that school principals become the instructional leaders of their schools. Our principals will work collaboratively with teachers to develop professional development opportunities that are aligned with District goals and objectives. All of these activities will be planned with the above-mentioned characteristics in mind. Since the needs of each of our schools are slightly different, each school has a slightly different focus throughout the year, but they are all aligned with District goals and priorities.

## **ANNUAL HOURS DEVOTED TO PROFESSIONAL DEVELOPMENT**

All teachers will participate in five School Improvement Days each year (35 hours). Two of these days are planned jointly by the Byron-Bergen Faculty Association and the District through the Joint Planning Team. All teachers may participate in various professional development activities: professional development meetings, summer curriculum, professional development summer workshops, Genesee Valley Educational Partnership (BOCES) regional workshops, professional conferences, and regional scoring with neighboring school districts. Faculty meetings in the Elementary School will run from 8:00- 8:45 a.m. and be comprised of half building level concerns and half professional development. Professional development meetings at the Junior/ Senior High School will consist of four meetings per year (one per quarter) dedicated to professional development which will run from 2:25-3:15 p.m., and six



faculty meetings focused on building level concerns that will run from 2:25-2:55 p.m. All meeting dates will be published in advance for planning purposes. Tenured teachers in the District will work one discretionary day per year in which they may choose to attend professional development workshops. Non-tenured second and third year teachers attend two days of professional development during the summer and newly hired teachers attend a three-day summer orientation. Teachers planning a presentation for a professional development day will be granted a stipend by the Superintendent or his/her representative of 1.0 to 3.5 hours at the contractual % professional pay+rate (see Article 3711 of the BBFA Agreement).

## **Objectives and Strategies**

**Objective:** Establish and implement a four year teacher induction program.

### **Strategies:**

1. Tenured teachers will be eligible to apply to the Mentor Steering Committee each year. Members of the Committee match up mentors and mentees based on teaching assignments, and other factors that promote accessibility. Applications for mentoring program will be accepted in response to anticipated openings. A general application will be posted and applications accepted at the end of the school year for all anticipated openings available at that time. Should a new position open mid-year, or a new individual is hired in a position where a mentor was not previously assigned, mentor applications will be accepted at that time and added to the pool of applicants. Mentor assignments are full year assignments and mentors will remain in their position should the mentee change (i.e. a teacher leaves the District within the first year and a new teacher is hired in their place, the mentor will remain the same).
2. Provide mentors to probationary teachers in their first and second years at Byron-Bergen (and to third and fourth year teachers when approved by the Superintendent). Teachers who have been tenured in another district and are on a three year tenure track at Byron-Bergen will be provided a mentor in their second year at the Superintendent's discretion. Mentors offer guidance and support with the intent of easing the transition into the District and retaining capable new teachers. An additional benefit provides all teachers with opportunities to implement pedagogical strategies through participation in the program, resulting in the improvement of student achievement.
3. Require all mentors of first-year teachers to attend a half-day workshop during the summer which emphasizes the role of mentors, phases of beginning teachers, the four domains of teaching responsibilities (from Charlotte Danielson's work), and goal setting.
4. Types of mentoring activities include (but are not limited to) modeling instruction for the new teacher, observing instruction, instructional planning with the new teacher, peer coaching, team teaching, and orienting the new teacher to the school culture.



5. Professional development days will be provided during the school year for probationary teachers developed to meet new teachers' professional development needs. The offerings for these workshops will be developed to help new teachers successfully meet components of the Charlotte Danielson's APPR Framework. Workshops will focus on:
  - a. Year one- Domain one: Classroom management, student behavior, procedures, basics of successful instruction
  - b. Year two- Domains two and three: Assessment and instructional strategies
  - c. Year three- Domains three and four: Instruction and professional responsibility

**Objective:** Provide a professional development program that is continuous and supported as per the Strategic Plan.

**Strategies:**

1. Survey staff areas of interest and need on a yearly basis.
2. Determine staff members who can take a leadership role in presenting professional development on a yearly basis.
3. Develop Professional Development Offerings based on need.
4. Evaluate the effectiveness of Professional Development Programs (through staff surveys, principal input, and presenter input) and add or remove programs to be offered as necessary.
5. Provide opportunities for staff members to use instructional specialists, peers, and building administration to support on-the-spot professional development.
6. Use mentoring and classroom visitation by and to master teachers to provide peers with support from colleagues with different areas of expertise.

**Objective:** Provide professional development to ensure compliance with the Dignity for All Students Act.

**Strategies:**

Provide all employees, including support staff, bus drivers, cafeteria workers, and custodians bullying prevention and training programs so that 100% of staff meet the State requirements for school violence and intervention training.

1. Provide all staff with training on the components of the Olweus Bullying Prevention Program to begin District-wide in the fall.



2. Continue to provide training and support on the components of *The Leader in Me* program for grades PK-10.
3. Provide training to all faculty to discourage the development of discrimination or harassment and that are designed to raise the awareness and sensitivity of school employees to potential discrimination or harassment, and to enable employees to prevent and respond to discrimination or harassment.

**Objective:** Participate in the larger Regional and BOCES community to expand the opportunities available to Byron-Bergen teachers.

**Strategies:**

1. Collaborate with the schools in our BOCES cluster (LeRoy, Oakfield-Alabama, and Elba) to plan and share professional development opportunities.
2. Provide time and resources for teachers to participate in professional development offered through BOCES or the Genesee Regional Teacher Center (GRTC) where appropriate.
3. Provide opportunities for faculty members at Byron-Bergen to collaborate with their peers from the same or similar content areas from the cluster and BOCES districts to discuss curriculum, assessment, data analysis and to establish a collegial community.

**Objective:** Provide Professional Development to support enhanced student achievement.

**Strategies:**

1. To promote understanding of and successful use of the Student Learning Objective (SLO) process.
2. Provide professional development that is clearly connected to student achievement.
3. Provide professional development to support and implement data driven instruction.
4. Provide professional development to support the implementation of the Common Core State Standards.

*\* The content of the Byron-Bergen Central School District's Professional Development Plan is being supported in part by BOCES (Mid-West JMT), RIC, RBERN, RSE-TASC, Teacher Centers, and approved consultants.*

