



# **Hannibal Central School District**

## **Professional Development Plan**

**2021-2024**

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# Hannibal CSD Professional Development Plan

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## **HCS D Professional Development Committee:**

NAME	TITLE	BUILDING
Sara Barscheski	School Psychologist	FES
Alisha Blasi	1st Grade Teacher	FES
Lauren Boyer	Art Teacher	HHS
Jim Clark	Social Studies Teacher	HHS
Haley Georgia	Social Studies Teacher	DMK
Jodi Jones	6th Grade Teacher	DMK
Christine Lamont	Science Teacher	DMK, HHS
Nikki Lincoln	English Teacher	DMK
Jennifer Moreno	Special Education Teacher	DMK
Jennifer Peters	English Teacher	DMK
Sasha Rasmussen	Assistant Principal	FES
Amy Terpening	Special Education Teacher	FES
Kayla Voss	Teaching Assistant	FES
Vanessa Thibault	Teaching Assistant	FES
Dee Froio	Assistant Superintendent	DO
Mary Fitzgibbons	Instructional Coach	DO
Tracy Mosher	Instructional Coach	DO
Christopher Martin	Technology Integration Specialist	DO

Due to the COVID-19 pandemic we were unable to convene the Professional Development Committee during the 2019-2020 school year. In April 2021 a Professional Development Needs Survey was distributed to the staff. As part of the survey, staff members were asked to indicate their willingness to serve on the Professional Development Committee. Sixteen staff members expressed interest in serving, and all participated in the committee.

### **Summary of Composition:**

1 District Level Administrator

1 Building Level Administrator

10 Teachers

3 Support Staff Members

2 Teaching Assistants

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## **NYSED Regulations**

The 100.2(dd) regulations of the State of New York require all public school districts to develop and publish a professional development plan. The purpose of the plan is to improve the quality of instruction and thereby positively impact student learning outcomes. In addition, the professional development plan is designed to provide licensed staff with the necessary training to maintain their certificate.

## **Purpose**

The Hannibal Central School District is committed to providing an educational environment that promotes and sustains the growth and development of ALL students. The District recognizes that to create the necessary environment to achieve this objective, faculty and staff must have the opportunity to engage in meaningful and continuous professional development that is in alignment with district and building goals. The Professional Development Committee has reviewed several sources of data and created a Professional Development Plan that supports the District's initiatives.

## **Professional Development Standards:**

The New York State Professional Development Standards informed the development of this plan. It is the belief of the committee that creating opportunities for all stakeholders to enhance their professional practice will yield substantially positive results for student learning outcomes.

- Standard 1: Designing Professional Development  
Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
- Standard 2: Content Knowledge and Quality Teaching  
Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

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- Standard 3: Research-Based Professional Learning  
Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research.
- Standard 4: Collaboration  
Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate in a respectful and trusting environment.
- Standard 5: Diverse Learning  
Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
- Standard 6: Student Learning Environments  
Professional development ensures that educators are able to create a safe, secure, supportive, and equitable learning environment for all students.
- Standard 7: Parent, Family and Community Engagement  
Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families and other community members as active partners in children's education.
- Standard 8: Data-Driven Professional Practice  
Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress and to help sustain continuous professional growth.
- Standard 9: Technology  
Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
- Standard 10: Evaluation  
Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

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## **Needs Assessment**

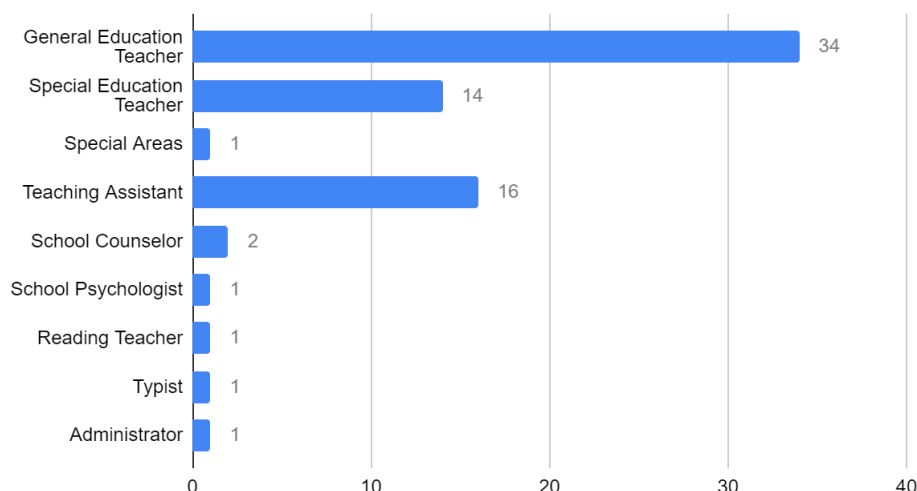
The focus of this three year plan was established through the analysis of various data:

1. Student achievement data from multiple sources
2. Graduation and dropout rates
3. Professional Development Needs Survey
4. CRRSA/ARPA Survey

A Professional Development Needs Survey was administered in April 2021 and the CRRSA/ARPA Survey was administered in May 2021. The results were reviewed with the Professional Development Committee and will be used to guide the creation of professional development activities over the course of the next three years. While efforts will be focused on developing strong practices around literacy instruction, developing standards based curriculum across all content areas, technology integration, advancing our understanding of effective social and emotional strategies to support students, families and staff, and promoting an understanding of ways to incorporate career development in grades PK-12, the District recognizes that staff may wish to engage in additional growth producing experiences. If a staff member would like to participate in professional development beyond what the district is offering, they have the opportunity to explain how participation in said activity will bring innovation to their classroom. Requests will be evaluated by the Assistant Superintendent. In addition, the District recognizes that there are mandatory trainings that staff must participate in each year. All required professional development will also be supported by the District.

## **Professional Development Needs Survey Results:**

What is your current role/assignment? (71 responses)

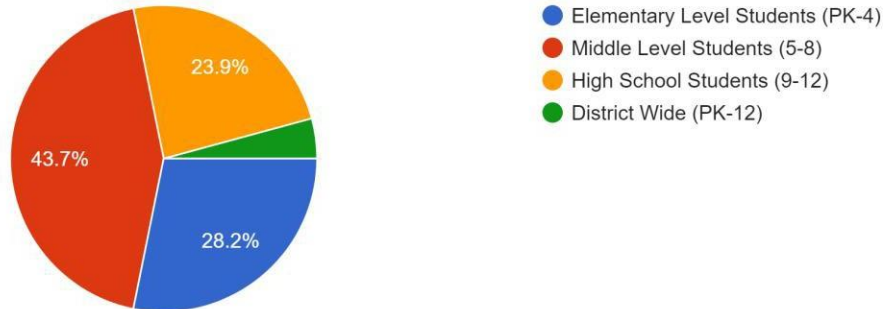


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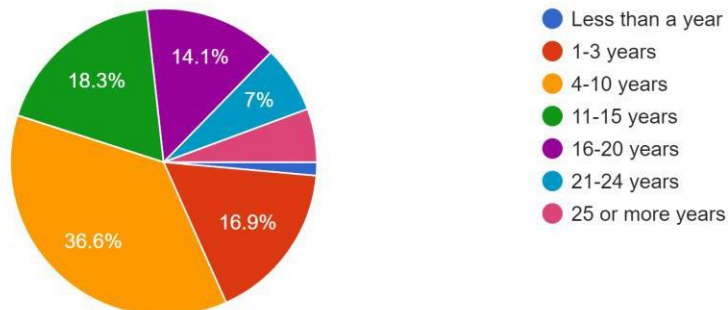
What level do you primarily work with?

71 responses



How long have you been employed by the Hannibal Central School District?

71 responses

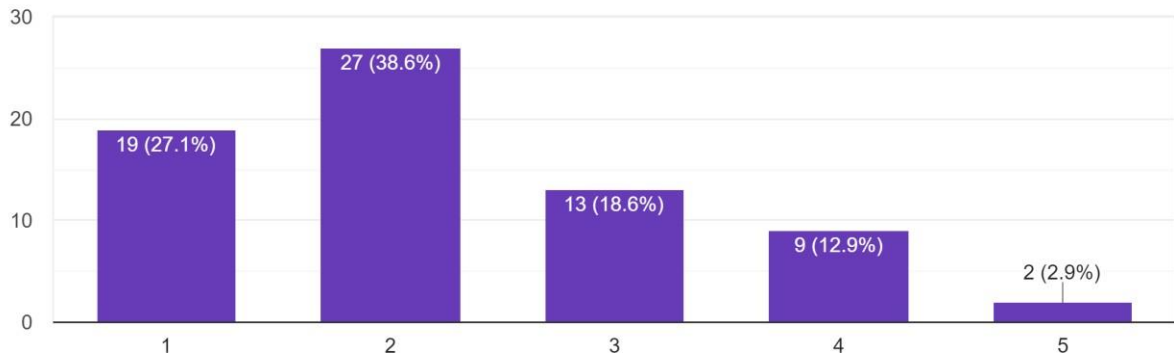


# Hannibal CSD Professional Development Plan

## Literacy Instruction

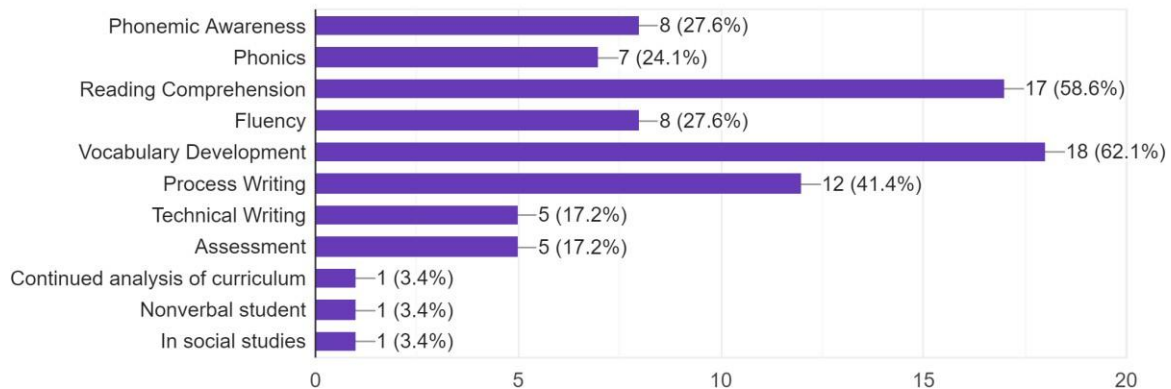
On a scale of 1-5, what is your need for professional development around literacy instruction.

70 responses



If you rated your need as a 3 or higher, please identify the instructional areas you would like professional development support:

29 responses



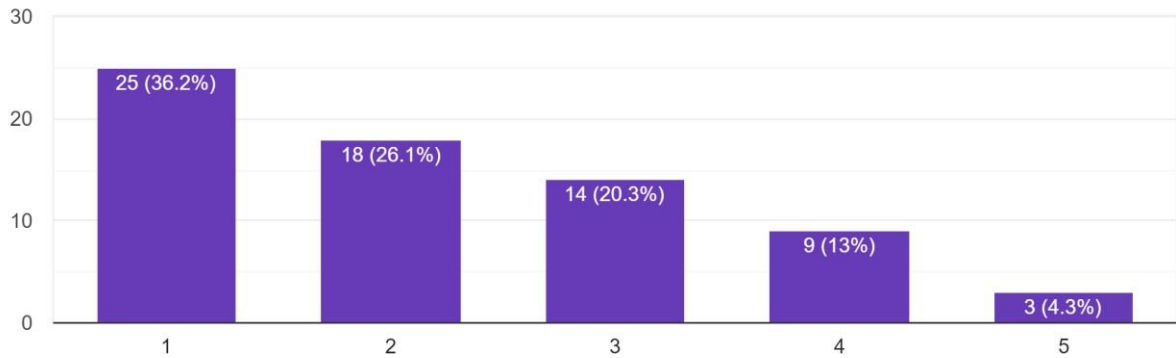


# Hannibal CSD Professional Development Plan

## Standards-Based Curriculum

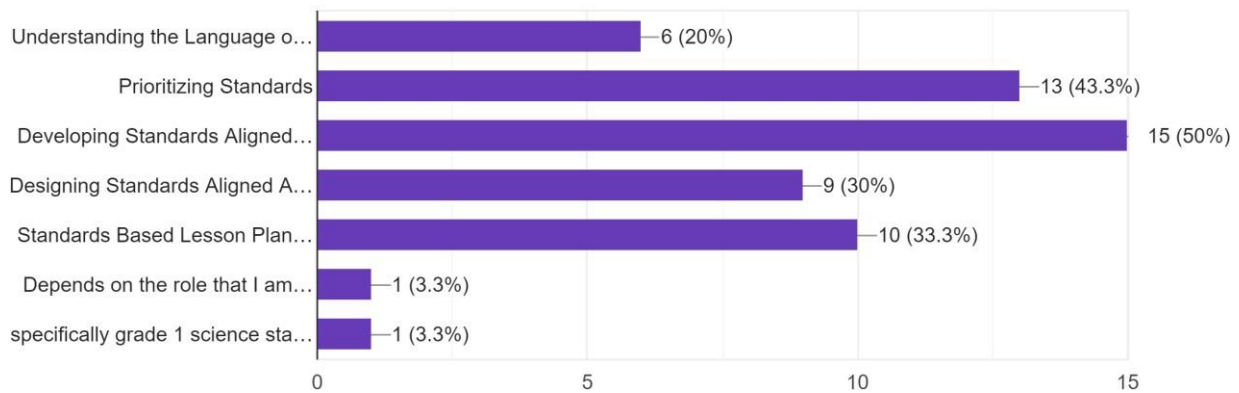
On a scale of 1-5, what is your need for professional development around standards based curriculum development:

69 responses



If you rated your need as a 3 or higher, please identify the areas you would like professional development support:

30 responses

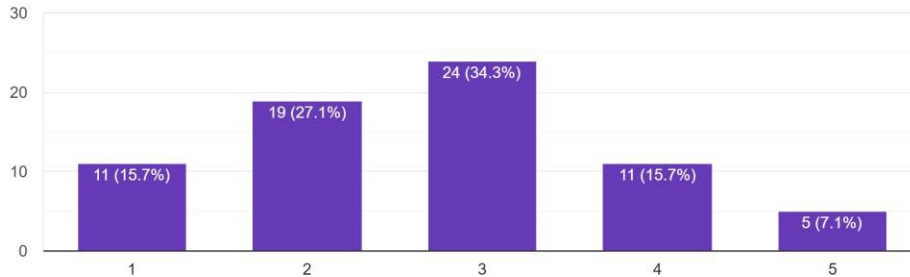


# Hannibal CSD Professional Development Plan

## Technology Integration

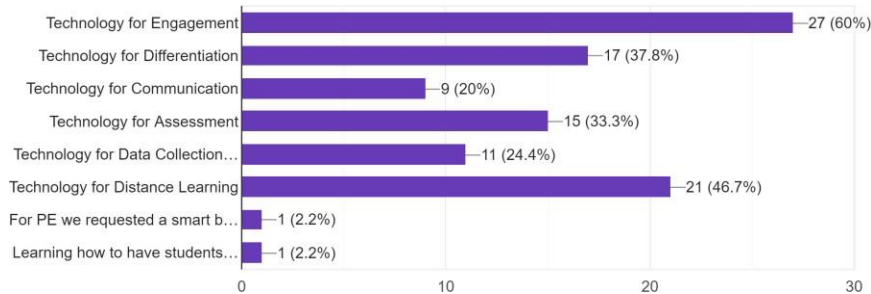
On a scale of 1-5, what is your need for professional development around technology integration:

70 responses



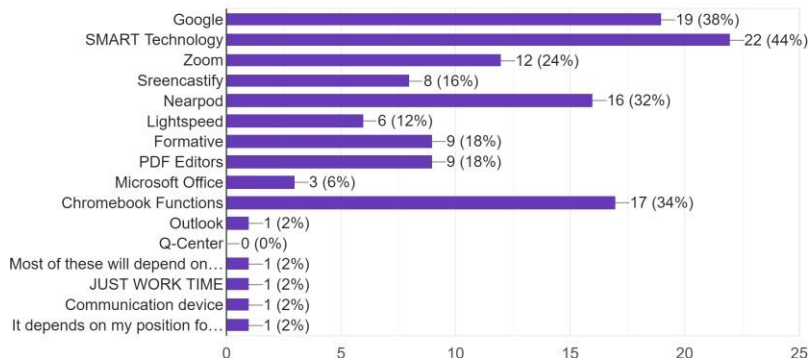
If you rated your need as a 3 or higher, please identify the areas you would like professional development support:

45 responses



Would you like support in using any of the following products:

50 responses

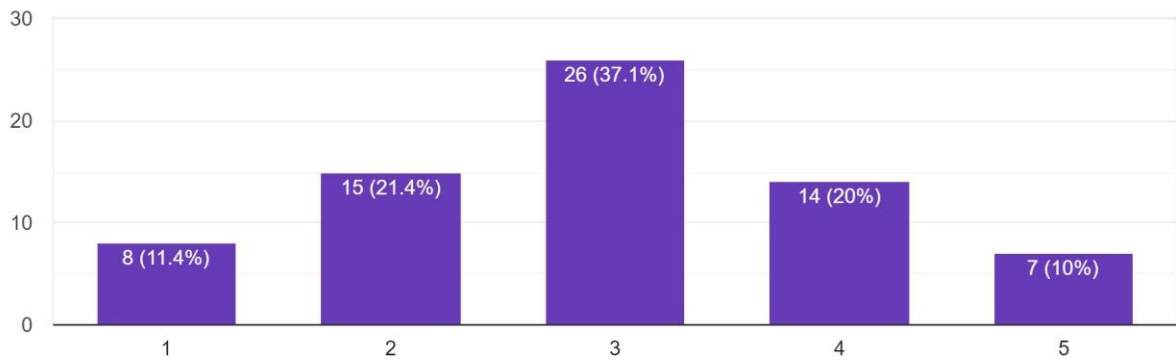


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## Social Emotional Learning

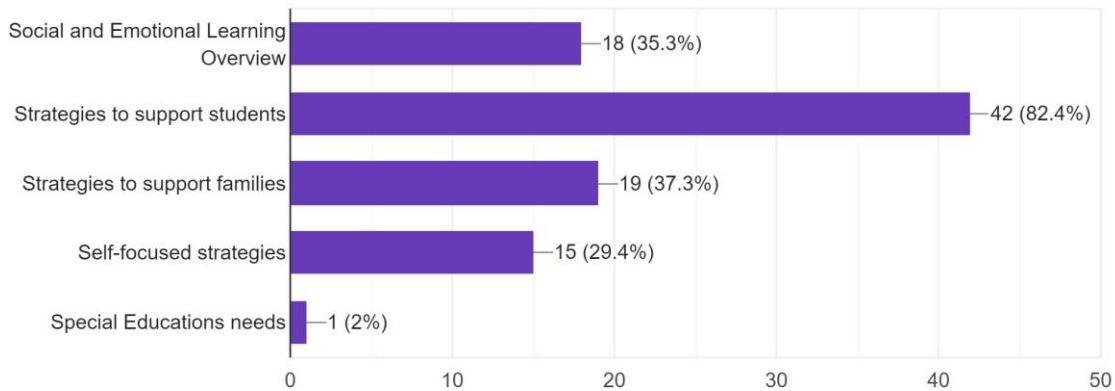
On a scale of 1-5, what is your need for professional development around social emotional learning strategies:

70 responses



If you rated your need as a 3 or higher, please identify the areas you would like professional development support:

51 responses

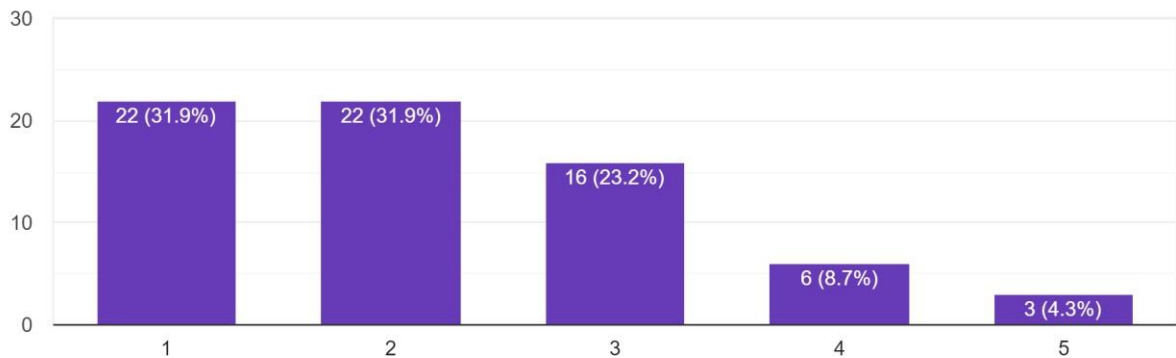


# Hannibal CSD Professional Development Plan

## PK-12 Career Development

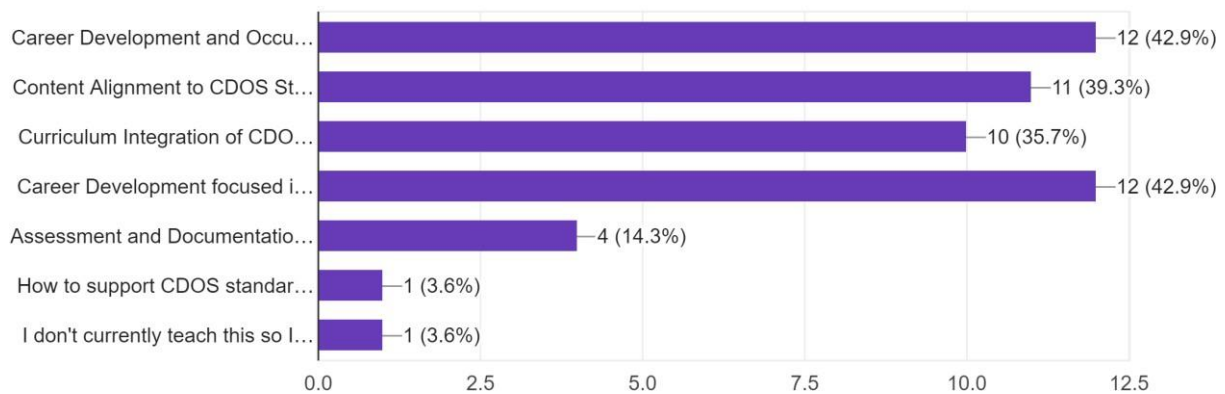
On a scale of 1-5, what is your need for professional development around PK-12 career development:

69 responses



If you rated your need as a 3 or higher, please identify the areas you would like professional development support:

28 responses



# Hannibal CSD Professional Development Plan

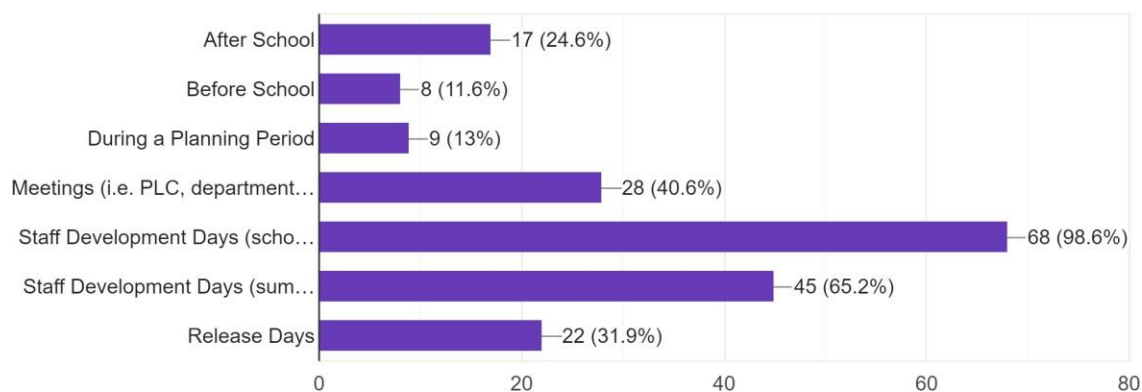
## Additional Information

### Summary of other topics

HHS Teachers	DMK Teachers	FES Teachers	K-12 Special Education	School Counselor	School Psychologist	TA
Content	Standards-based grading for mastery learning	Curriculum development	Regular updates on regulations and compliance	Trauma informed training	SLD criteria development	Trauma informed training
Collaboration with Other Districts		Math instruction		Crisis intervention		CPR
Assessment	Next Generation Standards (all content areas)	Science work	IEP Development			Role of the TA in special education setting
Wellness and nutrition	Department vocabulary alignment		Process for peer reviewing IEPs			Technology
	Novel development in ELA		NYSAA curriculum work			
	Diversity training to support students and families		Trauma Training			

When would you prefer to receive professional development? Check all that apply.

69 responses

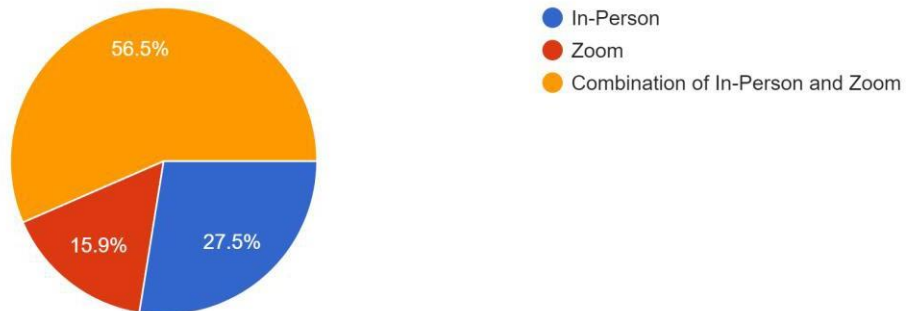


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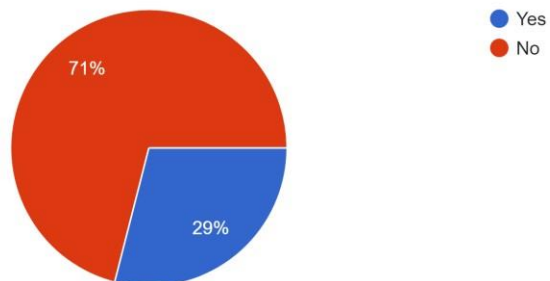
How would you prefer to engage in professional development?

69 responses



The Professional Development Committee will be convened this year to develop our Professional Development Plan. The PD Committee will meet thi...ttee and may occur outside your contractual day.

69 responses



# Hannibal CSD Professional Development Plan

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## **CRRSA/ARPA Survey:**

The survey yielded the following professional development themes:

<b>Literacy Instruction</b>	<ul style="list-style-type: none"><li>• Language Essentials for Teacher of Reading and Spelling (LETRS) Volume 2</li></ul>
<b>Curriculum Development</b>	<ul style="list-style-type: none"><li>• Cross content curriculum connection development</li><li>• PK-12 science curriculum development</li></ul>
<b>Social and Emotional Learning</b>	<ul style="list-style-type: none"><li>• Trauma informed training</li><li>• Crisis intervention training</li><li>• SEL curriculum development</li><li>• Staff wellness strategies</li></ul>

## **Professional Development Goals:**

The professional development efforts over the next three year period will focus on:

1. Literacy Instruction
  - a. Research based instructional practices aligned to the science of reading
  - b. Research based practices aligned to writing instruction
  - c. Data driven instructional practices
2. Curriculum Development
  - a. Development and documentation of curriculum aligned to the Next Generation Standards across all content areas, with an emphasis on prioritization
  - b. Teacher planning practices
  - c. Horizontal and vertical alignment
  - d. Cross content integration
  - e. Standards based assessment practices
3. Technology Integration
  - a. Educational platforms
  - b. Best practices to integrate technology into instruction with an emphasis on student engagement
4. Social and Emotional Learning
  - a. Trauma-informed training
  - b. Crisis intervention training
  - c. SEL curriculum development
  - d. Staff wellness strategies
5. PK-12 Career Development
  - a. CDOS Learning Standards

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## b. Career development focused instruction

### **Professional Development Activities:**

Based on the identified needs, objectives and strategies, professional development activities are planned on a yearly basis and take multiple forms including:

- Summer in district trainings
- BOCES workshops and networks
- Superintendent staff development days\*
- NYSED Webinars
- Professional organization workshops
- Teacher Center offerings
- College courses/workshops
- New Teacher Orientation\*
- Mentoring
- Professional development sessions during faculty, department, and/or grade level collaboration days\*
- Visitations
- Instructional Coaching

\*Please note, conferences and meetings themselves cannot be counted as CTLE. If a specific professional development activity occurs during a conference or meeting, a certificate of completion will be provided for the specific activity.

### **Language Acquisition Requirement**

Fewer than 30 English Language Learners are currently enrolled in the District, and our ELLs comprise less than 5% of the district's total student population. We have applied for, and been granted, the yearly exemption for the CTLE language acquisition requirement. The District will continue to apply for this waiver as long as the enrollment status of ELL students falls into the range described above.

### **Providers (outside of internal resources):**

- The Reading League
- Center for Instruction, Technology, and Innovation (Oswego County BOCES)
- Solution Tree
- Carolina Biological Supply
- Onondaga Cortland Madison BOCES
- Central New York Regional Information Center (CNYRIC)
- Wayne Finger Lakes BOCES



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- The Partnership at Syracuse University-The Mid-State Regional Partnership and SA and C
- Mid-State Regional Bilingual Education Resource Network (RBE-RN @OCM BOCES)
- Kelberman Center
- Inclusive Schooling
- CNY/Oswego County Teacher Center
- SUNY Oswego
- Cornell University
- TB Finn Online, LLC
- New York State Education Department
- NYSUT
- SAANYS
- NYSCOSS

### **Mentoring:**

The New York State Mentor Teacher program was established in 1986 with the enactment of Section 3033 of Education Law. In 2004, the Board of Regents adopted regulations (CR 100.2 (dd) (iv)) requiring all school districts to provide a mentored experience to initial certificate holders during their first year of employment. 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.

In the Hannibal Central School District, new teachers are paired with a mentor upon appointment to their respective roles. New teachers and mentors participate in an orientation held in August. Mentors receive on-going professional development to support them in their role. The Assistant Superintendent coordinates the mentoring program and meets with the mentors and mentees to provide additional support.

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## Record Keeping for Certificate Holders

The Board of Regents, at its March 2016 meeting, adopted a new Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders.

These new Registration and CTLE requirements **do not** apply to holders of Continuing Teaching Assistant certificates and Pupil Personnel Services (PPS) certificates such as School Attendance Teachers, School Counselors, School Psychologists, School Social Workers, School Dental Hygiene Teachers and School Nurse Teachers.

As of July 1, 2016 individuals who hold a permanent or professional certificate in the classroom teaching service or educational leadership service (i.e., school building leader, school district leader, school district business leader) or a Level III Teaching Assistant certificate prior to July 1, 2016, shall apply for initial registration during the 2016-2017 school year during his/her month of birth and shall renew his/her registration in the last year of each subsequent five-year period thereafter.

Holders of professional certificates in the classroom teaching service, educational leadership service and Level III teaching assistant certificate holders are required to successfully complete 100 clock hours of acceptable CTLE during the registration period if they practice in a NYS school district or BOCES.

The CTLE requirement may be completed at any time during the registration period. CTLE completed during a prior registration period may not be carried over.

Permanent classroom teacher and school leader certificate holders practicing in New York State school districts or BOCES will be subject to Registration requirements, but will not be subject to CTLE.

The District uses Frontline Professional Growth (formerly known as MyLearningPlan), a web-based Professional Development Management System, to maintain CTLE records. All staff are required to use Frontline Professional Growth for in-district as well as out-of-district professional development opportunities. All district provided CTLE records will be kept for the required 8-year period using this system. Additionally, records will be made available for at least three years from the end of the registration process, should there be a request from the Department to review said records.

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## **Evaluation of the Professional Development Program:**

Hannibal Central School District is committed to providing professional development that can be measured based on the following benchmarks:

- The professional development program is aligned to the Board of Education Goals and District initiatives.
- The professional development program is centered on research-based content.
- The professional development program encourages continuous learning.
- The professional development program actively seeks staff input.

The following tools will be used to evaluate the District's professional development program:

- Feedback from participants using Google surveys and Frontline Professional Growth evaluations
- Participation rates
- Formal and informal staff evaluation
- Student achievement data

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