



# **Hannibal Central School District**

## **Professional Development Plan**

**2016-2019**

**TABLE OF CONTENTS**

The Team..... 3

NYSED Regulation..... 4

Purpose..... 4

NYS Professional Development Standards..... 4

Needs Assessment Survey..... 6

Professional Development Goals..... 17

Professional Development Activities..... 18

Mentoring..... 19

Record Keeping ..... 19

Professional Development Plan Evaluation ..... 20

# Hannibal CSD Professional Development Plan

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

NAME	TITLE	BUILDING
Debbie Kenney	3 <sup>rd</sup> Grade Teacher	FES
Lynn Halliwell	PE Teacher	FES
Maggie Olon	Social Worker	FES
Levi Meyer	6 <sup>th</sup> Grade Teacher	DMK
Jennifer Moreno	Special Education Teacher	DMK
Meg Jaworski	School Counselor	DMK
Carolyn Hickox	Teaching Assistant	DMK
Shawn Morgan	Principal	DMK
Mike McGill	Math Teacher	HHS
Kelly Smith	Spanish Teacher	HHS
Karen Upcraft	Teaching Assistant	HHS
Steve Dunn	Principal	HHS
Gale Cacchione	Instructional Coach	PK-8
Cayla Defren	Instructional Coach	PK-8
Stacy Longyear	Director Pupil Personnel Services	DO
Mike Davis	Director of Technology	DO
Dee Froio	Assistant Superintendent	DO
Amy Spath	Technology Integration Specialist	BOCES

In September of 2016 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. Twenty-nine staff members expressed interest in serving, and from that group a representative committee was selected.

### **Summary of Composition:**

3 District Level Administrator

2 Building Level Administrator

8 Teacher

2 Support Staff

2 Teaching Assistant

1 Instructional Technology Specialist

# Hannibal CSD Professional Development Plan

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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 the HCSD Strategic Plan, the District Comprehensive Improvement Plan (DCIP) and each building's School Comprehensive Education Plan (SCEP) and has created a Professional Development Plan that supports the goals and action steps outlined in those documents.

## **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.

# Hannibal CSD Professional Development Plan

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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.

# Hannibal CSD Professional Development Plan

## Needs Assessment

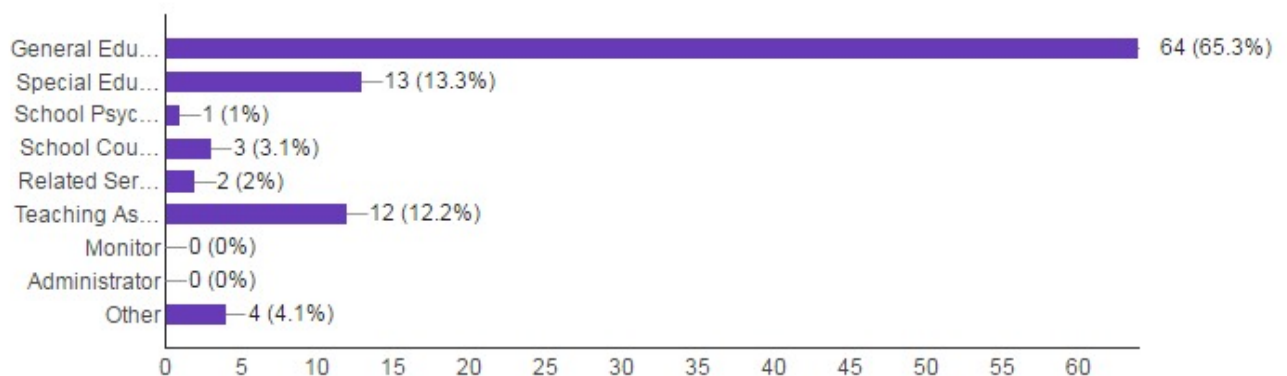
The focus of this three year plan was established through the analysis of various data.

1. Student achievement data from multiple sources
2. Graduation and dropout rates
3. Feedback from District Led State Reviews
4. Professional development needs survey

A professional development needs survey was administered in September 2016. The results were reviewed at the first meeting of the Professional Development Committee and will be used to guide the development of professional development activities over the course of the next three years. While efforts will be focused on developing comprehensive, CCLS aligned curriculum and strong instructional practices related to student engagement, formative assessment, and higher order questioning 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 related to students with disabilities. All required professional development will also be supported by the District.

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

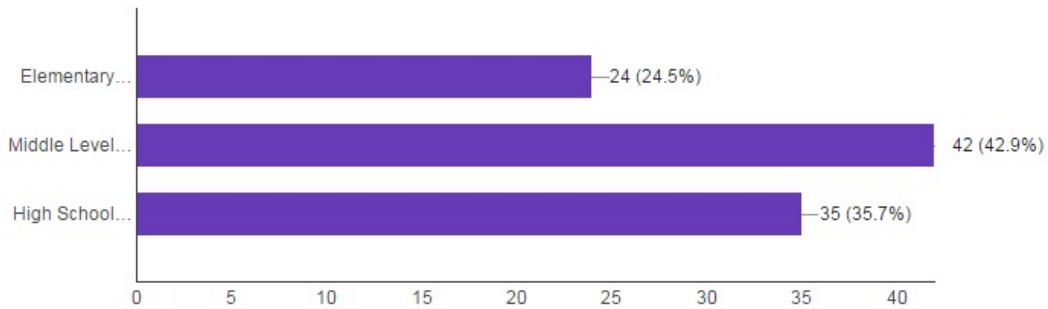
What is your current role/assignment? (98 responses)



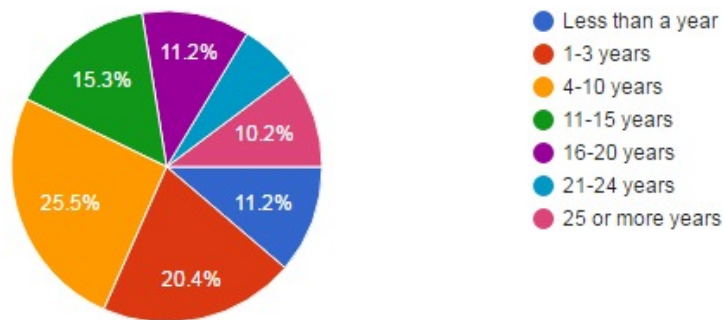
# Hannibal CSD Professional Development Plan

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What level do you primarily work with? (98 responses)



How long have you been employed by the Hannibal Central School District?  
(98 responses)

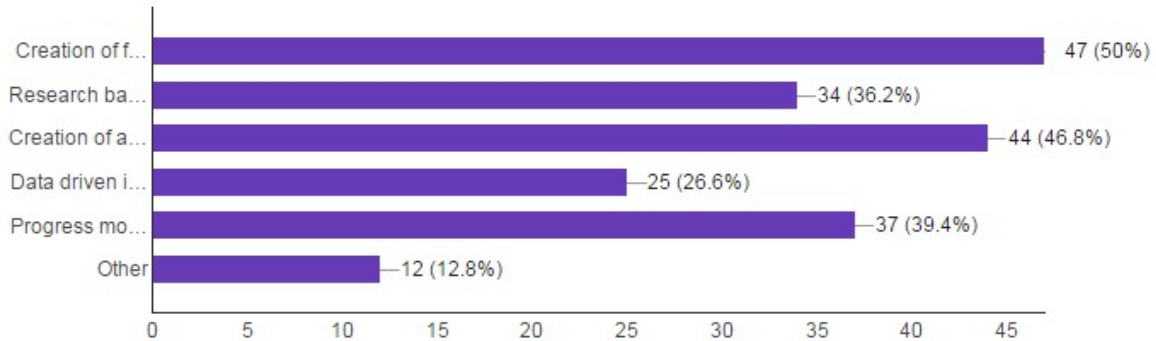


## Hannibal CSD Professional Development Plan

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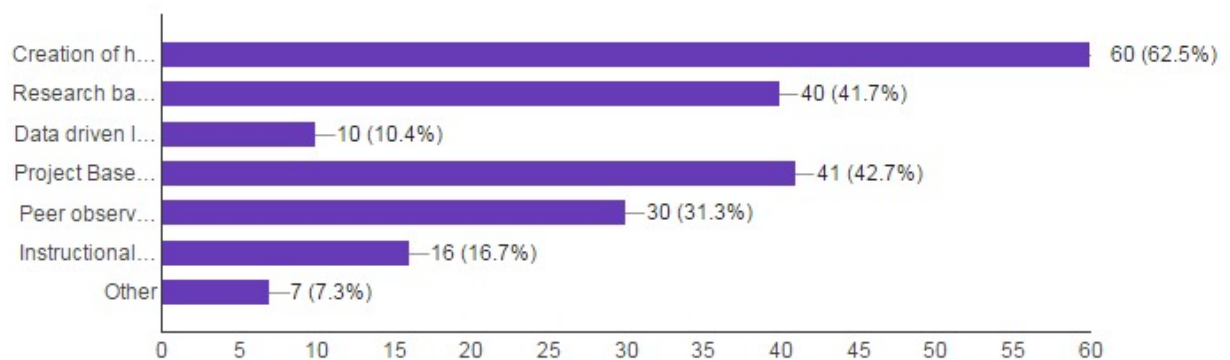
How can the district best support your development with regard to the use of formative assessment? Check all that apply.

(94 responses)



How can the district best support your development with regard to implementing strategies that elicit higher order thinking? Check all that apply.

(96 responses)



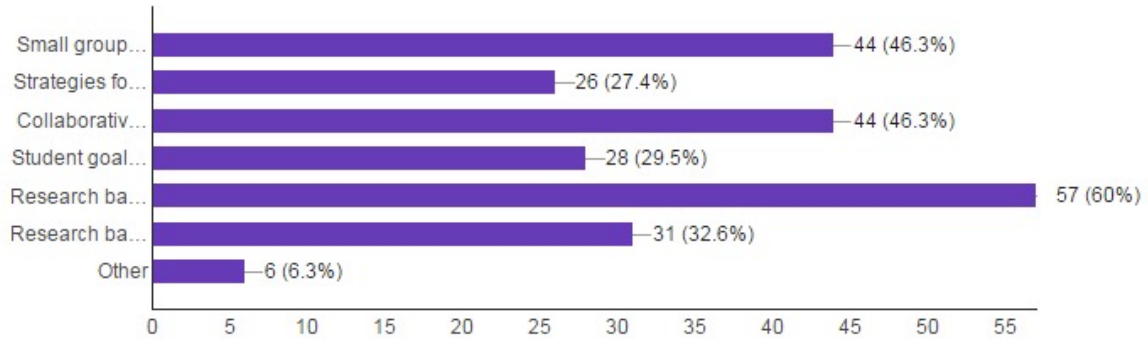


## Hannibal CSD Professional Development Plan

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How can the district best support your development with regard to creating high levels of student engagement in your classroom. Check all that apply.

(95 responses)



## Hannibal CSD Professional Development Plan

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If you are currently serving as a teaching assistant, monitor, nurse, related service provider, school psychologist, or school counselor please provide additional feedback on areas in which you are interested in receiving further professional development.

(14 responses)

hi

I would love to do more with student empowerment and early childhood trauma.

I would love to receive continued professional development on crisis intervention, tier 1 program development/intervention/assessment/evaluation, information on the new PSW model of assessment.

using manipulatives, mnemonics, and models active learning engagement technology integration for remediation

How to maximize the impact of school/family partnerships & data driven strategies for working with at-risk students.

planning time with teacher

student motivation, increase college readiness, mental health training

Engaging struggling learners, maximizing teach time

Strategies in engaging the autistic learner. Also, engaging the student with emotional problems.

Curriculum

Ideas for engaging review activities for students with Autism

How to work with the student who just refuses to work. How to engage them. I was told a bout a presenter that presented to ta's in Phoenix school. The presenter was from SU and she did a presentation i believe, on stress relief, taught to staff and how staff can teach students. Breathing, thinking, and other things to do.

Special Education student needs, de-escalation of special education children, more information about how to utilize our google accounts to their fullest

Intergrating technology in the primary grades.

## Hannibal CSD Professional Development Plan

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If you are currently serving as a teacher, what other topics would you suggest for targeted professional development (should budget and instructional time allow)?

(47 responses)

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NYSAA report card, life skills curriculum

NYSAA report card, life skills curriculum

hi

Classroom management

curriculum

I would like have more time to focus on the use of technology in the classroom. I would like to feel more comfortable using google docs and presentations so that students can use these as well.

Time to plan for Smart Time.

Identifying student mental health concerns.

project base learning, stem

differentiation & scaffolded instruction

Mathematical Practices and able to visit other schools who are having success in Algebra I CC course with a similar population as Hannibal

Vertical teaming across K-12 mathematics (concentration on gaps)

Not sure if there is such a thing, but the ability to see different models that work for cross grouping students based on needs across grade level (not just within classroom).

Time for teachers to create events that build upon the school community (like suggestions stated in our EPIC meetings)

release time to complete what was started over the summer

Motivating all students

Poverty simulation

Goal setting

teaching writing consistently across the district

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## Hannibal CSD Professional Development Plan

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These may not necessarily be topics of their own for professional development but could possibly be covered during a professional development topic: vocabulary development strategies and science through inquiry-based learning (& standard lap report for all grades in science to follow)

Content specific inquiry and project based activities, more information on integrating technology that is content specific as well-what are other local science teachers doing, as far as how they are using Google classroom or Schoology effectively in their classrooms...

This should be addressed after time is given to work on and develop curriculum further. We do not need another 8 hrs of technology though.

New studies on social and emotional development

Creating formative assessments in a "subjective" area.

Technology in the classroom, flipped classroom best practices and project based learning instruction.

Engaging learners beyond the modules. Creative teaching projects when appropriate.

Attendance to PE specific workshops

Curriculum Development

How to better use technology in the classroom.

next generation science, technology use

Continued time breaking down the modules to make them student friendly as well as more aligned to State tests. I feel the 6th grade ELA team is heading in the right direction, just need that time to really break it down.

More research based best practices for a student with needs that aren't labeled as special needs just low achieving

Best Practices for Student Engagement/Growth Mindset

Integration of Special Needs students into a General Classroom

common core curriculum



# Hannibal CSD Professional Development Plan

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## Project Based Learning

Give us the time (paid summer hours) to develop our curriculum better, along with lesson plans, instead of presenting us the newest research and ideas to adapt to every year.

## Math Workshop Models

co-teaching

Using technology in the classroom

## Student motivation

Incorporating technology. Examples of lessons that match the topic I am teaching. Having a list of resources or websites to visit and sift through is not helpful. Already made lessons that incorporate technology and are ready to go would help.

in a question above it mentioned project based learning. I would love to see more about how I could use that in the lower grades, not just in Science or S.S. but ELA and Math too, during the school day. Also, I have been reading a lot about "homework" the good, the bad, the ugly... what are the long term effects and how to manage fitting everything in during the day without sending home.

Continued technology trainings. Best practices for technology and google classroom ideas.

Co-teaching training and Project Based learning for grade level

Classroom management during small group instructional time

I would like some incentive/compensation for participating in professional organizations. Memberships and conferences are expensive and I cannot afford to maintain my memberships without support from the district. I believe memberships would allow myself and other staff members to stay current on teaching practices, pedagogy, and resources.

## Hannibal CSD Professional Development Plan

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During the summer curriculum camps teachers had an opportunity to begin documenting their curriculum. Teams will be receiving release time during the school year to continue this work. What supports do you need to make your release time as productive as possible?

(41 responses)

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Additional days to work as a grade level to complete what was started.

someone who can tell us if we are on the right path as a department in developing our curriculum.

Time to complete the project

The ability to collaborate with the entire team, not one or two people trying to do it and then report it out.

certified substitutes

time with other alternative assessment special education teachers

make it minimalally invasive to the school day

Ample notice of the release time(s) to plan how we would like to best utilize the opportunity, i.e., enable participants to come prepared with data, goals, proposed mini-PBL activities for upcoming units

I think it would be beneficial to have the release time for this after the release time for continuation of CFAs.

I would prefer release time that does not occur on a day when we have students (preferably on superintendent's days). The only supports our department needs are plugs to charge our chromebooks in.)

quiet/ away from students

clear and logical expectations/goals for the use of the time and flexibility in scheduling the time

I wasn't a part of the curriculum camps but I would be interested in receiving instruction and guidance in developing my curriculum and documenting it.

At this time, I believe just the time and an area that's quiet.

Modules, previous rubrics used in math (we have both already) and then just time.

enough days to complete the process & to make checklists for assessments

Just time to work quietly and with the people directly influenced or impacted by the decisions I or another teaching the same class need to make.

Reading and Math coach support

Just having enough time to meet

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## Hannibal CSD Professional Development Plan

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More opportunity for summer curriculum work as the NYS Standards for Music will be redone this school year.

Our team needs to be able to continue working on activities that goes along with the curriculum and other resources that can be implemented.

Quiet areas to work with minimal distractions.

Not sure!

Time, The science department has many different courses to plan for

I feel we have an understanding on where to go, we should be set to keep attacking the work needed.

Being able to work collaboratively with the department. Myself and another teacher teach the same subject and grade level, so being able to work together would be ideal for planning purposes.

To be scheduled with each team that I support.

Enough notice to be prepared to work. Support for questions we might have.

I wasn't allowed to go to curriculum camp.

We need a space with wifi access and large table with comfy chairs. Oh, and a catered lunch(kidding!)

I'm not sure yet

Substitutes and that the time be with other department members

time to continue developing the NYSAA report card

time to continue working on NYSAA report cards

We would really like to work after school so we do not miss instructional time with the kiddos

work with whole grade level to complete Science and Social Studies curriculum/assessments

At least a week notice before the release time so that plans can be adjusted to best meet the students needs, while the teacher is out of the classroom

A set number of paid hours that can be used and documented outside of the school day so that there is no lose of instruction during the school day.

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Time together as a whole team and Instructional coaches available to us.

Time to assign jobs prior to meeting

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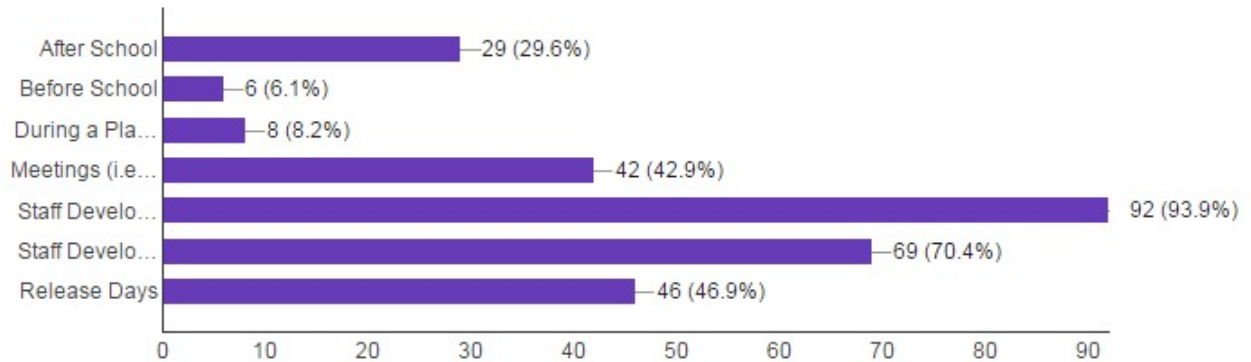


## Hannibal CSD Professional Development Plan

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

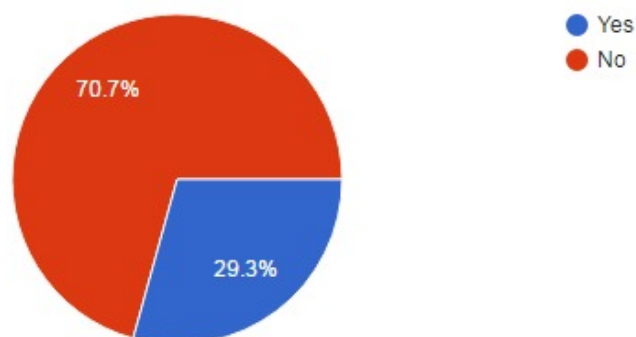
(98 responses)



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The Professional Development Committee will be convened this year to develop our Professional Development Plan. The PD Committee will meet approximately three times throughout the year to develop and monitor the plan. If you are willing to serve on this committee please select yes. Participants will be selected based on interest with a focus on creating a representative committee. Please note: Meeting times will be determined by the composition of the committee.

(99 responses)





# Hannibal CSD Professional Development Plan

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## **Professional Development Goals:**

Specific to the District's Strategic Plan, the District Comprehensive Improvement Plan (DCIP), and each building's School Comprehensive Education Plan (SCEP), the professional development efforts over the next three year period will focus on:

1. Curriculum Development
  - a. Development and documentation of CCLS aligned curriculum
  - b. Teacher planning
2. Research Based Instructional Practices targeting:
  - a. Student engagement
  - b. Higher order questioning
  - c. Formative assessment
  - d. Growth producing feedback
3. Response to Intervention
  - a. Differentiated instruction
  - b. SEDH supports
4. District Wide Data Protocols
5. New Teacher Mentoring

In accordance with the feedback we received from our district led state reviews and our current student achievement data, the professional development committee has developed goal statements aligned with DTSDE Tenets 3, 4, 5, and 6:

### **Tenet 3:--Curriculum Development and Support:**

- The professional development plan will provide opportunities for the continuing development and implementation of a consistent, CCLS aligned curriculum and assessments, including support for differentiated instructional practices that positively impact student achievement.

### **Tenet 4—Teacher practices and Decisions:**

- The professional development plan will provide support for the development of research based instructional practices that focus on creating high levels of intellectual engagement for all students.

### **Tenet 5—Student Social and Emotional Developmental Health:**

# Hannibal CSD Professional Development Plan

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- The professional development plan will ensure that we have programs in place to identify and meet the needs of at risk students.

## **Tenet 6--Family and Community Engagement:**

- The professional development plan will support the development of a common understanding of parent engagement for the purpose of being able to provide the staff with differentiated strategies to engage families.

## **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
- Superintended staff development days
- NYSED Webinars
- Professional organization workshops/conferences
- Teacher Center offerings
- College courses/workshops
- New Teacher Orientation
- Mentoring
- District and or school based committees
- Faculty, department and/or grade level meetings
- PLC meetings
- Visitations
- Coaching

# Hannibal CSD Professional Development Plan

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## 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. New teachers participate in a two day orientation held in August. The District then selects mentors to work with first year teachers. 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.

## 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.

Beginning on 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.

## Hannibal CSD Professional Development Plan

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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 MyLearningPlan, a web-based Professional Development Management System, which provides scheduling, managing, completing, and reporting of all components of the professional development process. All staff are required to use MyLearningPlan for in-district as well as out-of-district professional development opportunities. All certificate holders are required to submit summative forms to the assistant superintendent prior to the last day of school. The assistant superintendent verifies the summative information and submits hours to TEACH.

### **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 District's Strategic Plan, the District Comprehensive Improvement Plan, and the School Comprehensive Education Plan for FES, DMK, and HHS.
- The professional development program is centered on research-based content.
- The professional development program encourages continuous improvement.
- 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 MLP evaluations
- Participation rates
- Formal and informal staff evaluation
- Student achievement data