

**KESHEQUA CENTRAL SCHOOL  
DISTRICT PROFESSIONAL DEVELOPMENT PLAN**

**Purpose:** The purpose of the Keshequa Central School District's professional development plan is to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development in order to remain current with their profession and meet the learning needs of their students. The district's plan will incorporate goals for the special education and regular education teachers.

**Definition of Professional Development:** For this plan, professional development is defined as the sum total of formal and informal learning experiences which enhance professional career growth throughout one career, from pre-service teacher education to retirement. Such activities may include individual development and continuing education as well as curriculum writing, peer collaboration, study groups and peer coaching or mentoring.

**Professional Development Plan Update: 2006-2007**

**Long Term Goal #1:** To provide the knowledge base and teaching strategies for teachers to better understand and integrate the NYS Learning Standards and assessments into the K-12 curriculum.

**Long Term Goal #3:** To provide teachers with the opportunities to develop skills with technology and to integrate its use into the curriculum to enhance student learning.

**Long Term Goal #5:** To provide staff with the knowledge base and appropriate skills to address student behaviors which interfere with academic achievement.

**Long Term Goal #6 (new):** By June, 2009, Keshequa Central School will have trained 100% of staff and be ready to fully implement the best practices associated with Response to Intervention in grades K-12.

**Annual Goal:** By June, 2007, the Leadership Team will be in place, Student Assistance Program will be retro-fitted to work with the Response to Intervention (RTI) principles, and 100% of the staff will receive training in the practice and preliminary processes of RTI.

**Objectives**

- Teachers will learn about Response to Intervention methods.
- Teachers will learn about research-based intervention strategies for classroom and RTI.
- Student Assistance Program will be reviewed and retro-fitted to work with RTI principles by a team of teachers who will provide leadership and direction to professional development in 2006-07.
- Academic Intervention Teachers will learn about AISM Direct data system and use it to update student performance.
- Special education teachers will learn about IEP Direct data system and use it to manage their students' records.

Professional Development Activities 2006-2007\*

<b>Date</b>	<b>Professional Development Activity</b>	<b>Participating Staff</b>
September 1, 2006 SCD	IEP Direct Training	Special Education Teachers K-12
	AISM Direct Training	All AIS Teachers K-12
September 5, 2006 SCD	An Introduction to Response to Intervention and its Correlation to Reading First—Jackie Czamanske and KCS Staff	K-12 Teachers, Teaching Assistants, Aides
	Curriculum Planning: Math 9-12 Create calendar for curriculum alignment	HS Math Dept. and Carol McCarville
October 18, 2006 K-12 PD afternoon	Overview of Learning and Brain Functioning The Brain-Compatible Classroom: Carol McCarville, KCS Staff Developer	4-12 Teachers, K-12 Teaching Assistants/Aides
	Reading First Staff Development Reading Academy training	K-3 Teachers New K-3 staff
October 24, 2006 8:30-3:00	Surfing for Strategies: Jackie Czamanske (Special Ed. Teacher Resource Center Coordinator), Genesee Valley BOCES	Open to Middle School Teachers/RTI team
December 6, 2006 K-5 PD afternoon	Reading First Staff Development Reading Academy training	K-3 teachers and assts. New K-3 staff
	Data-driven writing interventions: Six Traits Plus	4-5 teachers and assistants
January 26, 2007 SCD	English Language Arts Test Scoring	Grades 3-5 teachers
	Differentiation in the MS/HS Classroom— Carol McCarville, KCS Staff Developer	All 6-12 teachers
	Reading First Staff Development Reading Academy training	K-2 teachers and assts. New K-2 teachers
	Crisis Intervention Training—Deb Baxter, Home School Liaison	K-12 assistants and aides
March 23, 2007 SCD	Reading Strategies that Work (K-5)	K-5 teachers
	Reading Strategies that Work (6-12)	6-12 teachers
	Both presented by Carol McCarville, KCS Staff Developer Crisis Intervention Training—Deb Baxter, Home School Liaison	K-12 assistants and aides

<p>April 25, 2007 K-12 PD afternoon</p>	<p>Strategies Without Worksheets: Focus on Review Strategies—Carol McCarville, KCS Staff Developer</p> <p>Reading First Staff Development</p> <p>Reading Academy Training</p>	<p>4-12 Teachers and Assistants</p> <p>K-3 teachers and assts.</p> <p>New K-3 teachers</p>
<p>May 16, 2007 K-5 PD afternoon</p>	<p>Reading Academy Training</p> <p>Reading First Staff Development</p>	<p>New K-3 teachers</p> <p>K-3 teachers and assts.</p>

\* as of September 1, 2006



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**Professional Development Plan Update: 2006-2007**

**Long Term Goal #1:** To provide the knowledge base and teaching strategies for teachers to better understand and integrate the NYS Learning Standards and assessments into the K-12 curriculum.

**Long Term Goal #3:** To provide teachers with the opportunities to develop skills with technology and to integrate its use into the curriculum to enhance student learning.

**Long Term Goal #5:** To provide staff with the knowledge base and appropriate skills to address student behaviors which interfere with academic achievement.

**New Long Term Goal:** By June, 2009, Keshequa Central School will have trained 100% of staff and be ready to fully implement the best practices associated with Response to Intervention in grades K-12.

**Annual Goal:** By June, 2007, the Leadership Team will be in place, Student Assistance Program will be retro-fitted to work with the RTI principles, and 100% of the staff will receive training in the practice and preliminary processes of RTI as evidenced by scores on the RTI survey.

Objectives:

- Teachers will learn about Response to Intervention techniques and strategies.
- Teachers will practice interventions and strategies in a collegial environment.
- Teachers will evaluate effectiveness of interventions and strategies in a collegial environment.

Strategies	Activities	Who	Timeframe	Performance Measures/Data Source
<p>Learn about RTI, strategies, and techniques</p>	<p>Attend district trainings:</p> <ul style="list-style-type: none"> <li>• RTI Overview</li> <li>• Brain-Compatible Classrooms</li> <li>• Differentiation of Instruction</li> <li>• Reading Strategies</li> <li>• Classroom Strategies</li> </ul> <p>Other Options: Attend other trainings that focus on classroom strategies for learning, interventions, etc. Do web-research on interventions for RTI Book talks with colleagues APPR projects focusing on strategic interventions</p>	<p>Teachers Assistants Guidance Administrators</p>	<p>2006-07</p>	<p>Attendance at trainings</p> <p>Attendance and sharing of information with colleagues</p> <p>Completion of APPR project</p>
<p>Practice with strategies in the classroom</p>	<p>Teacher Study Groups</p> <ul style="list-style-type: none"> <li>• select one student for focus</li> <li>• analyze student's learning problem</li> <li>• practice strategic intervention with support of team members</li> <li>• evaluate effectiveness of strategy/intervention</li> </ul>	<p>Teachers Assistants Guidance Administrators</p>	<p>November, 2006- April, 2007 (after school or on professional development days)</p>	<p>Student Work Samples Student scores Anecdotal observations Reflections on performance Rubric measures</p>

Objectives:

- Staff will form Response to Intervention Leadership Team
- Student Assistance Program will be reviewed and retro-fitted to work with RTI principles

Strategies	Activities	Who	Timeframe	Performance Measures/Data Source
<p>Leadership Team meets monthly to review and retro-fit current Student Assistance Program</p>	<ul style="list-style-type: none"> <li>• Examine current practice</li> <li>• Identify needs</li> <li>• Make changes within Student Assistance Program to meet needs</li> </ul>	<p>Leadership Team composed of interested Teachers Assistants Guidance Administrators</p>	<p>2006-07</p>	<p>Attendance at meetings</p>
<p>Identification of strategies and interventions to support colleagues as they practice within their classrooms</p>	<ul style="list-style-type: none"> <li>• Training on where most learning breakdowns occur</li> <li>• Research on possible interventions</li> <li>• Sharing those with colleagues</li> </ul>	<p>Leadership Team composed of interested Teachers Assistants Guidance Administrators</p>	<p>2006-07</p>	<p>Attendance at trainings and in teacher study groups as support</p>

Objectives:

- Academic Intervention Teachers will learn about AISM Direct data system and use it to update student performance.
- Special education teachers will learn about IEP Direct data system and use it to manage their students' records.

Strategies	Activities	Who	Timeframe	Performance Measures/Data Source
Learn about both data systems	AISM Direct and IEP Direct training	AIS teachers Special Education teachers Secretaries Administrators	September, 2006	Attendance at trainings
Use AISM Direct	Manage data entry; initial export of data Create student accounts Demographics Enter AIS program information Quarterly updates of student progress; pull down data Report and letter printing and distribution	MS/HS Secretary Director of Curr. and Inst. AIS teachers MS/HS Secretary	2006-07	Accurate data records Quarterly reports sent home with report cards AIS information letters sent in a timely fashion
Use IEP Direct				