

Barker Central School District
Organizational Professional Development Plan
2023-2024



Barker Central School District Organizational Professional Development Plan 2023-2024

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Vision

Engage Barker Central School District faculty and staff in learning and professional development that improves the quality of teaching and learning while meeting the needs of our students.

Introduction

Barker Central School District is a small, rural district in Niagara County, New York. The district is comprised of two schools, Barker Elementary and Barker Junior/Senior High School. Each school houses about 375 students in grades PreK-6 and 7-12 respectively.

The Professional Development Plan was created with representation from teachers in both buildings and administrators across the district. The plan serves as a thoughtful effort to achieve the goals set forth by the Barker Central School District, ensuring we will help our students learn and meet our vision.



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Professional Development Committee Membership

| Name | Title |
|--------------------|--|
| Jacob Reimer | Superintendent |
| Christian Cornwell | Coordinator of Curriculum & Professional Development/Assistant Principal |
| Michael Carter | Principal |
| Erin Zablocki | Elementary Teacher |
| Loriann Martell | Science Teacher |
| Michael O'Sullivan | Social Studies Teacher |
| Sara Thibault | Instructional Support Specialist |



New York State Department Regulations and Requirements

This professional development plan is in compliance with Commissioner Regulations 100.2 (dd) that requires each district and BOCES to collaboratively create professional development plans that are reviewed annually. Additionally, professional development activities outlined in this plan provide teachers with the opportunities needed to meet and maintain the Continuing Teacher Leader Education (CTLE) requirements as defined by The Board of Regents in 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.

Barker Central School District, Orleans Niagara Teacher's Center, and Orleans Niagara BOCES will provide Professional Certificate holders with certificates acknowledging completion of workshops, trainings, and professional development opportunities qualifying for CTLE credits. Such certificates will include: participant's name, date of workshop, number of hours, topic, and type of activity or program.



Philosophy

Professional development at Barker Central School District is a vital component of our commitment to serving our schools, our staff and our students. We are committed to high-quality, research-based professional development to provide ongoing growth for practitioners within our organization, as well as to the assessment of ongoing professional development initiatives. Professional development provided to internal employees is tailored to the needs of the individual, and building, progresses across grade levels (PreK-graduation) and when appropriate, is continuous and sustained.

We strive to provide professional development in alignment with the New York State Professional Development Standards (<http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>):

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.
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.
3. **Research-based Professional Learning:** Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.
4. **Collaboration:** Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate in a respectful and trusting environment.
5. **Diverse Learning:** Professional development ensures that educators have the knowledge and skills to meet the diverse learning needs of all students.



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6. **Student Learning Environments:** Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
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 their children's education.
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.
9. **Technology:** Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
10. **Evaluation:** Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.



Organizational Professional Development Goals

1. Align program practices to the requirements of current New York State academic initiatives including but not limited to: Next Generation Learning Standards, personalized learning, data-driven decision making, and social-emotional learning.
2. Continue to support the integration of advanced 21st-century technology to improve instruction, enhance student engagement and support teachers and students within the Barker Central School District.

Action Plans

Please see Appendix A for a list of all anticipated workshop topics, trainings, and consultants to be utilized by the district during the 2023-2024 school year.



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Goal 1: Align program practices to the requirements of current New York State academic initiatives including but not limited to: Next Generation and New York State Learning Standards, personalized learning, data-driven decision making and social-emotional learning.

Objective: Administrators, Instructional Support Specialists and teachers within the district will work with each teacher in the district to provide targeted, embedded professional development based on the district's strategic plan.

Essential Questions:

What are the current and coming trends in education?

Activities and Strategies:

- Ensure alignment of professional development opportunities for staff are aligned to the components of Goal 1.
- Administrators, Instructional Support Specialists and teachers will engage in research and development to create and provide professional development opportunities for individual staff members.
- Administrators, Instructional Support Specialists and teachers will conduct follow up meetings/trainings with staff members after initial professional development to ensure skills are understood and being implemented in the classroom.

| Inputs | Evidence | Responsibility | Timeline |
|--|--|--|---------------------|
| Alignment of professional development opportunities to the NYS Learning Standards, Next Generation | Agendas or sign in sheets from regional, local or state professional development sessions. | District Administrators Building Administrators | July 2023-June 2024 |



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| Learning Standards, personalized learning and data-driven decision making. | Utilization of resources from NYSED, and State and National Organizations. | Instructional Support Specialists Teachers | |
| Staff attendance at local, regional, state and national workshops, conferences and professional learning communities connected to NYS Standards, Next Generation Learning Standards, academic rigor and student achievement. | Development of programming aligned to information gained. Staff sharing information during department, team or faculty meetings. | District Administrators Building Administrators Instructional Support Specialists Teachers | July 2023-June 2024 |
| Programming that includes working with outside consultants regarding priorities of the school district. | Agendas and minutes from professional development sessions and meetings with outside consultants. | District Administrators Building Administrators Instructional Support Specialists Teachers Outside Consultants | July 2023-June 2024 |

Goal 2: Continue to support the integration of advanced 21st-century technology to improve instruction, enhance student engagement and support teachers and students within the Barker Central School District.



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Objective: Work toward shared professional and student-centered outcomes through technology and technology-based resources in order to improve instruction, enhance student engagement and increase student achievement.

Essential Questions:

What technological skills do our students need to be successful after graduation?

Activities and Strategies:

- Ensure professional development opportunities for staff are aligned to Goal 2.
- Design programming that includes instructional best practice, competence in technology use and use of district provided technology resources.
- Regularly review resources and programming to reflect emerging areas of 21st-century skills and ensure staff members are equipped to address these needs.

| Inputs | Evidence | Responsibility | Timeline |
|--|--|--|---------------------|
| Staff attendance at local, regional, state and national workshops, conferences and professional learning communities connected to instructional technology and technology-based resources. | <p>Development of programming aligned to information gained.</p> <p>Staff sharing information during department, team or faculty meetings.</p> | <p>District Administrators</p> <p>Building Administrators</p> <p>Instructional Support Specialists</p> <p>Teachers</p> | July 2023-June 2024 |
| Programming that includes working with outside | Agendas and minutes from professional development | District Administrators | July 2023-June 2024 |



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| consultants regarding priorities of the school district. | sessions and meetings with outside consultants. | Building Administrators Instructional Support Specialists Teachers Outside Consultants | |
| Alignment of technology-based programming and resources to instructional improvement, student engagement and student achievement. | Agendas or sign in sheets from regional, local or state professional development sessions. | District Administrators Building Administrators Instructional Support Specialists Teachers | July 2023-June 2024 |
| Programming and development of expanded student technology opportunities at the Elementary and Secondary levels. | <p>Addition of course offerings around STEM in the Secondary School.</p> <p>Additional programming around inquiry/make models at the Elementary School.</p> | <p>District Administrators</p> <p>Building Administrators</p> <p>Instructional Support Specialists</p> <p>Teachers</p> <p>Outside Consultants</p> | July 2023-June 2024 |



Provisions for Mentoring Program

The Barker Central School District Mentoring Program is defined by the mentoring mission statement, as outlined below:

The Barker Central School District recognizes the need to attract and retain qualified professionals in order to provide the best education for its students. Our mentorship program is established to assist staff, who are new to the District, in developing skills that help them become more effective and successful in their beginning years by utilizing experienced educators to provide guidance and assistance.

In accordance with Commissioner's Regulations, the elements of the mentoring program include:

| | |
|---------------------------------|---|
| Procedure for Selecting Mentors | <p>The following considerations will help determine the matching of mentor and mentee:</p> <ul style="list-style-type: none">• Successful completion of district mentor training• Location• Tenure Area (It is required that mentors are tenured staff)• Availability• Any self-identified mentee needs <p>Mentors will demonstrate the following competencies:</p> <ul style="list-style-type: none">• Is willing to be a role model |
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| | <ul style="list-style-type: none">• Exhibits strong commitment to the teaching profession• Believes in mentoring• Acts as an advocate• Is willing to train• Is committed to lifelong learning• Is reflective; learns from mistakes• Is eager to share information and ideas• Is resilient, flexible, persistent, open-minded• Has sense of humor and is resourceful• Enjoys challenges and problem-solving• Demonstrate behaviors that show commitment to continuous learning about the craft, collegiality, and experimentation in one's position/work• Is highly regarded by colleagues• Has excellent knowledge of both pedagogy and subject matter• Has confidence in self• Demonstrates classroom management skills• Is comfortable being observed by others• Maintains a network of professional contacts• Understands and follows the policies and procedures of the school district• Collaborates well with others• Is willing to learn from Mentee• Can articulate effective instructional strategies• Listens attentively• Asks reflective questions which prompt understanding• Offers critiques which are positive and productive• Is efficient with use of time |
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| | <ul style="list-style-type: none"> • Uses email effectively • Is discreet and practices confidentiality • Maintains a trusting professional relationship • Knows how to tend to the Mentee's emotional and professional needs • Works well with multicultural issues |
| Role of the Mentors | <p>Mentors will:</p> <ul style="list-style-type: none"> • Serve as non-evaluative guide, support person, advocate, etc., who attempts to initiate the new teacher into the teaching profession in a professional & caring manner. • Provide guidance & support to new teachers in school routines, procedures, and systems. • Assist in helping the mentee reflect upon his/her own instructional practices, classroom management, interactions with parents and community, and appraisal of student progress. • Provide guidance through the observation process and helps with annual goal setting. • Share successful teaching strategies through regularly scheduled participation in co-observations and constructive feedback. • Provide insight and understanding of school culture and climate. • Assist the new teacher in arranging, organizing, and analyzing the physical setting of the classroom. |
| Preparation of Mentors | Mentors will be trained through separate mentor training. |
| Types of Mentoring Activities | <p>Spend time in classrooms, observing different instructional techniques & strategies</p> <p>Share resources and information</p> <p>Go over building/district procedures</p> |



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| | Checklist of various topics |
| Time Allotted for Mentoring | Release time allotted based on the mentee's needs and the specific circumstances. |

Provisions for School Violence Prevention and Intervention Training

Barker Central School District is committed to hiring teachers who have fulfilled the requirements of certification, including participation in workshops covering school prevention and intervention. Such workshops shall consist of at least two clock hours of training that includes but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations, and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

Upon request or determination of necessity, Barker Central School District will provide refreshers on school violence prevention and intervention.

In instructional settings, Barker Central School District will also utilize the interpersonal violence prevention education package provided by the State Education Department. These materials will be incorporated as part of the health or other related curricula or programs for students in grades K through 12.



Provisions for Teachers Certified in Bilingual and English Language Learner (ELL) Education

Teachers possessing a Professional certificate in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension under section 80-4.3 of this Title must complete their CTLE hours with a minimum of 50 percent in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.

Barker Central School District teachers will utilize the expertise and trainings provided by the Regional Bilingual Education- Resource Network to fulfill these requirements.

For all other faculty and staff, Barker Central School District meets* and will apply for an exemption from the professional development requirements in language acquisition for ELLs.



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**There are fewer than 30 English language learner students enrolled or English language learners make up less than five percent of the Barker Central School District total student population as of such date as established by the commissioner.*

Appendix A

List of anticipated workshop topics, trainings, and consultants to be offered and/or utilized during the 2022-2023 school year which will be available across the Barker Central School District organization where CTLE credit will be awarded. This list may change based on staff need.

| Topic | Organization/Consultant Provider |
|--------------------------------------|-------------------------------------|
| Arts Standards | Barker CSD |
| Breakout EDU | Barker CSD |
| CDOS | Barker CSD |
| Classroom Management | Barker CSD |
| ClearTouch Training | Barker CSD |
| Culture and Climate (Building level) | Barker CSD |
| Curriculum Development | Barker CSD |
| Curriculum Mapping | Barker CSD |
| Danielson Rubric Training | Barker CSD |
| Data-driven Instruction | Barker CSD |



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| Differentiated Instruction | Barker CSD |
| English Language Learners Best Practices | Barker CSD |
| Edcamp | Barker CSD |
| Exit Outcome/Graduate Expectations | Barker CSD |
| Explicit Direct Instruction | Barker CSD |
| FastBridge Technology Training | Barker CSD |
| Formative Assessments | Barker CSD |
| GSuite Training | Barker CSD |
| Guided Reading | Barker CSD |
| IEP Development | Barker CSD |
| Inquiry Based Training | Barker CSD |
| Inter-rater Reliability | Barker CSD |
| Literacy | Barker CSD |
| Math Best Practices | Barker CSD |
| Microsoft Training | Barker CSD |
| Mindfulness | Barker CSD |
| New Teacher Mentoring and Training | Barker CSD |
| Next Generation Learning Standards | Barker CSD |
| Orton Gillingham | Brainspring |
| PowerSchool updates | Barker CSD |
| Project Based Learning | Barker CSD |
| Reading Intervention | Barker CSD |
| Response to Intervention | Barker CSD |
| Restorative Practices | Barker CSD |
| SAGE | Barker CSD |



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| School Counseling | Barker CSD |
| School Counselor's Framework | Barker CSD |
| School Psychologist Meetings | Barker CSD |
| School Safety | Barker CSD |
| Science and NYSSLS | Barker CSD |
| Social-Emotional Learning/MTSS | Barker CSD |
| Social Studies Framework/Standards | Barker CSD |
| Specially Designed Instruction | Barker CSD |
| Standards-Based Change Process | Barker CSD |
| Standards-Based Grading | Barker CSD |
| STEM Training | Barker CSD |
| Technology Integration Training | Barker CSD |
| Trauma Informed Care | Barker CSD |
| Writing | Barker CSD |

- Educators acting as a mentor to a new classroom teacher as part of a school district or BOCES' mentoring program will earn credit up to 30 hours of such time towards their CTLE requirement in each five-year registration period. Educators acting as a

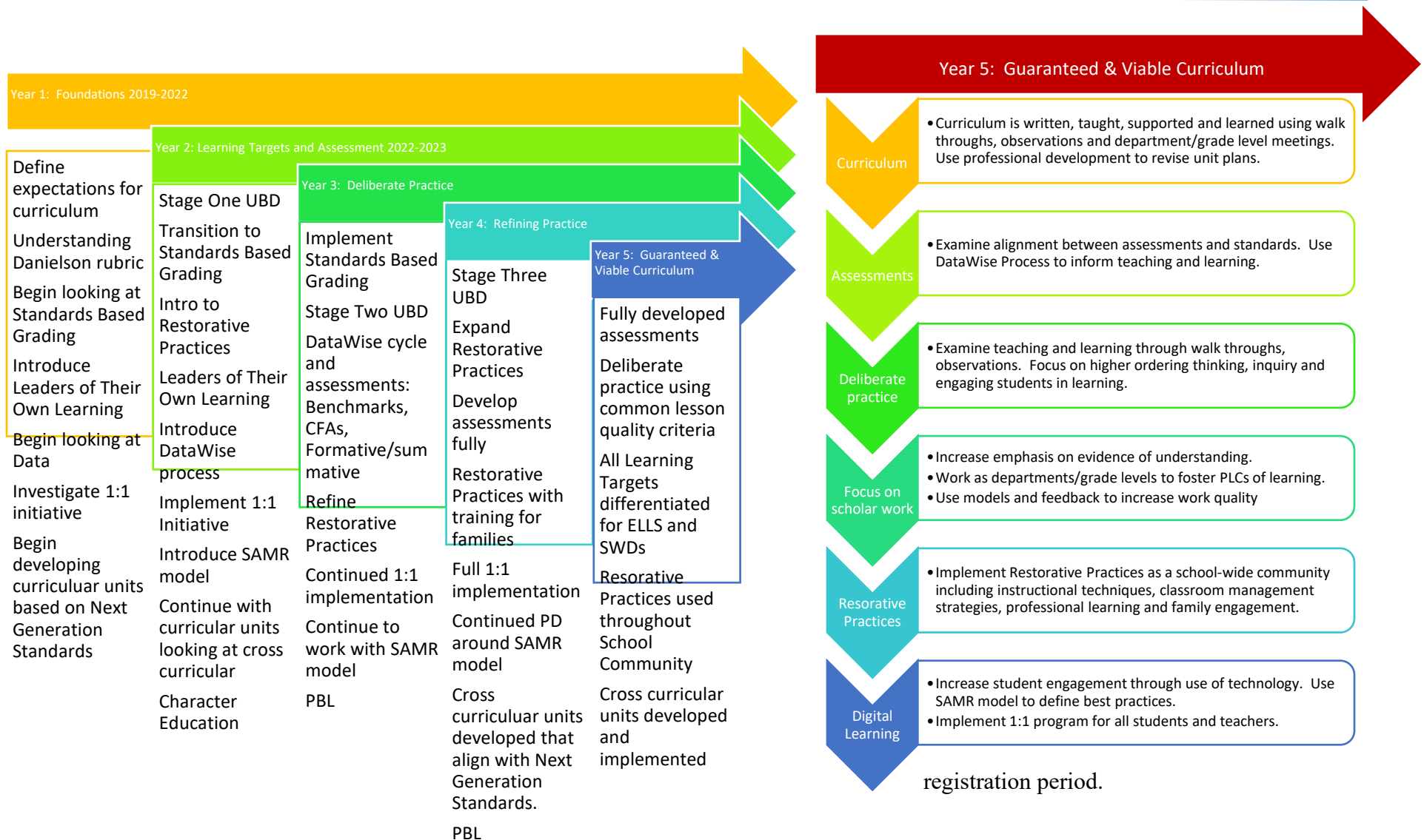


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mentor to a teacher candidate will earn credit up to 25 hours of such time towards their CTLE requirement in each five-year



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