

Canton Central School District

Professional Development Plan

School Years 2024-2025 to 2026-2027



Approved by the Canton Central School District Board of Education on
_____ [insert date] _____

Canton Central School District Professional Development Plan

BEDS CODE: 510201060000
Superintendent: Mr. Joe McDonough
Address: 99 State Street, Canton NY 13617
Phone: 315-386-8561
Fax: 315-386-1323

This Professional Development Plan is in effect from July 1 2024 to June 30, 2027 unless otherwise modified by the Professional Development Committee and approved by the Board of Education of the Canton Central School District.

COMPOSITION OF PROFESSIONAL DEVELOPMENT TEAM:

Number of administrators: Two (2) (Superintendent and Building Principal)

Number of teachers: Three to Seven (3-7) (including at least one from each building [high school, middle school, elementary school]), and selective attendance by mentoring program coordinator, resource-and-support grant coordinator, Teaching Assistant

Number of others (specify roles): Two (2) (parent and/or university representative)

Quorum: 5 voting members

Number of school buildings in District: Three (3) connected buildings on one campus

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I. Professional Development Plan and Planning Team

1. **Describe briefly how the district plan will ensure that the needs of the schools in the district are addressed.** The District's Professional Development Plan will ensure that the educational needs of the District are met by identifying and resourcing priorities focused to the maximum practicable extent on enhancing instructional practice and improving student achievement. This includes instruction that occurs in-person, remotely, or through blended/hybrid modes of instruction.
2. **Discuss the scope of professional development team responsibility (See also Appendix A, Professional Development Committee Guidelines).** The Canton Central School District Professional Development Committee's responsibilities include, but are not limited to:
 - a. Developing and revising the District's Professional Development Plan for review and approval by the Board of Education
 - b. In coordination with administration, recommending and assisting in the coordination of professional development activities designed to support achievement of the plan's goals and objectives
 - c. Promulgating, obtaining Board approval of, and administering Professional Development Committee (PDC) Guidelines
 - d. Coordinating the District's in-service professional development program in accordance with PDC Guidelines
 - e. Evaluating the effectiveness of staff professional development activities

II. Professional Development Goals. Our overarching professional development goal is to create and sustain a community culture that values and fosters education. Supporting objectives to accomplish this are:

1. **Teachers will continue to adapt the state's learning standards and associated curriculum to ensure a coherent and integrated educational program for our students**
2. **Teachers will strive to understand and meet the needs of diverse learners by continuing to enhance pedagogical skills in the areas of...**
 - a. Data analysis
 - b. Technology integration, including in-person, remote, and hybrid modes of instruction
 - c. Differentiation of instruction
 - d. Character education/Social-Emotional Learning (SEL)
 - e. Motivating the reluctant learner
 - f. Restorative Justice
 - g. Culture of Belonging
3. **We will seek increased parent/family/community involvement by...**
 - a. Developing skills in encouraging collaboration
 - b. Supporting the development of dispositions of lifelong learners (i.e., completing homework, independent practice, motivation, goal-setting, self-discipline)
 - c. Attracting parent involvement in parent organizations
 - d. Making student academic and related information available to parents through the District's website, parent portal and virtual online learning platform.

III. Professional Development Activities

1. Professional development activities include, but are not limited to:

- a. Staff development days
- b. Grade-level team/department meetings
- c. Faculty meetings
- d. District in-service courses
- e. District-sponsored and/or hosted professional workshops/conferences
- f. The District Mentoring Program
- g. Professional Study Groups (PSG)
- h. BOCES/St. Lawrence Valley Teacher Learning Center workshops
- i. Model Schools workshops
- j. The Master Teacher Program
- k. Workshops sponsored by state associations (e.g., NYSFLT – foreign language teachers)
- l. Workshops sponsored by New York State United Teachers (NYSUT)
- m. Coursework at local colleges
- n. Online courses
- o. Scoring state exams
- p. Committee meetings
- q. Team leader activities
- r. Resource and Support grants
- s. State and national discipline-specific conferences
- t. Other approved opportunities pursuant to Commissioner's Regulation 100.2

2. On average, please identify the number of hours a teacher will be involved with professional development on an annual basis. This may include planning, delivery, application and/or evaluation of professional development activities.

Canton Central School District faculty members will be involved in professional development activities a minimum of 36 hours annually as indicated below. Given the number of opportunities available for professional growth, it is expected that this minimum threshold will be exceeded by the majority of faculty members.

<u>Professional Development Activity</u>	<u>Minimum Annual Participant Hours</u>
Staff development days (PD component)	24 (4 days X 6 hours/day)
Annual emergency response training:	

- Bloodborne Pathogen Exposure (course year 1, test out each year after)
- Bullying: Recognition and Response
- Child Abuse: Identification and Intervention
- Safety Data Sheets
- School Violence
- Sexual Harassment: Staff to Staff
- Title IX Compliance
- Workplace Violence: Awareness and Prevention

District professional workshops/conferences

6

Total

37 hours

3. Professional Development Activities related to Teaching/Supporting Students with Disabilities

a. General Education. General education faculty and staff should receive periodic training in the following special education functional areas which includes, but not limited to:

- (1) Part 200 of the Regulations of the Commissioner of Education
- (2) Individual with Disabilities Act (IDEA)
- (3) Consultant teacher model and integrated instructional practice
- (4) Differentiated instruction
- (5) Response to Intervention (RtI)
- (6) Behavioral supports and interventions
- (7) Neurodivergent Learners
- (8) Committee on Special Education (CSE)
- (10) 504 accommodation plans

b. Special Education. In addition to more detailed training in the areas specified above for general education personnel, special education faculty and staff should receive additional periodic training in the following functional areas:

- (1) Current special education research and practice; emerging trends
- (2) Program monitoring
- (3) Individual Education Plans (IEPs)
- (4) Special Education curriculum, development, and integration in conjunction with the Next Generation Learning Standards
- (6) Progress monitoring
- (7) Alternate Assessment training

IV. Needs/Data Analyses for Professional Development Plan

1. Needs Assessment Sources Used. The District gathers information for its needs/data analyses from the following sources:

- a. School report card
- b. Student assessment data
- c. State benchmarks for student performance
- d. Teacher input (PDC surveys, Instructional Support Teams, Building Councils)

2. Describe how the professional development plan was aligned with New York State learning standards and assessments and student needs and how it is articulated within and across grade levels. School report card data as well as data derived from District assessments of student performance are continuously analyzed to identify target areas for improvement.

3. Describe how the professional development plan is continuous, reflecting a multi-year approach to improve student performance. This plan is designed to incorporate a three year planning and implementation horizon.

4. Needs Assessment Prioritizing. Each building has grade and team-level processes to evaluate student learning and make adjustments to instructional approaches as indicated. Each year in August, the District's administrative team conducts an analysis of state report card and testing data. The results of this analysis are shared and discussed by the faculty, and are then shared with the Board of Education. Following the sharing of data, changes as appropriate may be recommended to District Goals presented below. Upon Board approval, the revised goals may be posted on the school website.

5. School Improvement Goals and Strategies. Canton Central School has established the following benchmark goals for school improvement. (Please see Appendix B for additional detail.)

- a. Overall District Goal: Creating a culture of belonging that helps our students achieve their potential.
- b. Goal 1 (Improved Assessments): Increase the percentage of students passing NYSED K-12 assessments in all content areas to set the overall standard for educational excellence.
- c. Goal 2 (At-Risk Students): Improve the options for academic success for at-risk students
- d. Goal 3 (Pro-Social Behavior): Promote pro-social behavior and reduce conflict to maximize teaching and learning time
- e. Goal 4 (Technology): Increase integration of technology in all forms in the classroom
- f. Goal 5 (Enrichment): Expand opportunities for student enrichment in curricular and extracurricular pursuits

V. Canton Central School District Mentoring Program

1. Description and Statement of Purpose. Canton Central School District's mentoring program is titled the "Working for Tenure" program." The purpose of the Working for Tenure program is to provide support for teachers new to the profession and new to our school to facilitate the transition to instructional practice as a member of the Canton Central School District professional staff. The program seeks to provide the teacher with the skills and support he/she needs to achieve his/her potential to improve student achievement in meeting state and District performance standards. The program is four years in length, three for previously tenured teachers. Newly assigned teachers are provided with a full-time mentor during year one of the program; the Mentoring Program Coordinator(s), one or two highly qualified, competitively-selected tenured faculty members, who serve as mentors for teachers in subsequent years, in addition to coordinating all aspects of the program.

2. The Role of the Mentor. The following are the expectations of mentor teachers in the Canton Central School District:

- a. Meet with mentee on an orientation day in August
- b. Attend mentor training sessions: 1 day in summer and ½ day in fall
- c. Attend Effective Teaching refresher
- d. Meet with mentee as necessary, typically 1-3 times weekly
- e. Discuss areas of concern and interest
- f. Provide guidance and answer questions regarding day-to-day issues
- g. Observe mentee at least two times per year
- h. Discuss observations and provide constructive feedback on pedagogy, school procedures, and classroom management techniques
- i. Host mentee two times per year as an observer
- j. Participate in formal mentor/mentee discussions facilitated by Mentor Coordinator(s) four times per year
- k. Provide feedback to Mentor Coordinator(s) on ways to improve program
- l. Maintain and submit a monthly mentor log to the Mentor Coordinator(s)
- m. Maintain confidentiality

3. Selection of Mentors. The following guidelines are employed to identify and select mentors, whenever practicable:

- Willingness of faculty member to serve as a mentor
- Mentor-mentee in the same building
- Mentor-mentee in the same tenure area

The selection of mentors is a joint responsibility shared by the Mentoring Program Coordinator(s) and administration. The Coordinator(s):

- Recommends the assignment and appointment of qualified teacher mentors for all first year non-tenured teachers to the appropriate administrator for approval by the Superintendent and appointment by the Board of Education.
- Recommends mentor reassignments as appropriate to unforeseen circumstances.
- Recommends and coordinates professional development opportunities for mentors.

4. Expectations and Options for Year One (Mentors and Mentees). In addition to common planning time, and informal observations, mentors and mentees will meet bi-monthly to discuss key topics. Each hour-long session will address key questions and issues faced by new teachers. The topics to be addressed in year one include, but are not limited to:

- a. Orientation
- b. First day reflections
- c. Parent contacts
- d. Your contract/union
- e. Learning Resource Center as a resource for teaching
- f. Observations
- g. Special Education
- h. Response to Intervention
- i. Academic Intervention Services
- j. Using data for planning
- k. Integrating technology in instruction
- m. Stress reduction
- n. Learning styles/strategies
- o. Effective teaching
- p. Classroom management
- q. Dignity for All Students Act, strategies, and policies regarding bullying and harassment

5. Expectations and Options for Years Two and Beyond (Mentors and Mentees). The focal points in years two and beyond are centered on observations of a candidate's teaching by multiple observers. Topics/activities include:

- a. Orientation and "Year in Review"
- b. Informal observation by Mentoring Program Coordinator(s)
- c. Formal observation by building and/or program administrators
- d. Formal observation by Superintendent each year until tenured
- e. Year 2 and beyond cohorts' "In Progress Reviews"
- f. Tenure appointment and reception (mid-year and end-of-year cohorts)

6. Mentoring Program Evaluation. Mentoring Program Coordinators are responsible for the collection, analysis, and dissemination of feedback to District administration. Mentors and mentees are asked for input following each training, program, or meeting. Mentors and mentees are also asked to provide summative evaluations with recommendations at the end of the program's first year. Coordinators work closely with administration in evaluating the mentoring program annually for the purposes of program improvement and accountability.

VI. District Resources: Identify the internal and external resources the district expects to use to help meet the goals for professional development.

1. Fiscal Resources. Fiscal support for professional development activities is projected as follows:

Function/Activity	2024-25	2025-26	2026-27
Resource and Support Grants -Based on CCTA Contract Step 1 Teacher Salary	TBD	TBD	TBD
Professional Conferences/Workshops/Conferences/Workshops	12,000	TBD	TBD
BOCES In-service	65,000	TBD	TBD
Professional Development Committee Chair Stipend	1,200	TBD	TBD
Mentoring Coordinator(s) Stipend	1,624	TBD	TBD
Mentor Teachers(based on need @ \$500/per)	~3,000	TBD	TBD
In-service Program Instructor Salaries	2,000	TBD	TBD
Substitutes	10,000 est	TBD	TBD

2. Staff Resources. Staff resources for support of professional development activities include, but are not limited to:

- a. Professional Development Committee
- b. Professional Development Committee Facilitator
- c. District Administration
- d. Mentoring Program Coordinator(s)
- e. Mentor Teachers
- f. Team Leaders and Department Chairs
- g. Resource and Support Grant Committee
- h. BOCES School Improvement Office
- i. St. Lawrence Valley Teachers' Learning Center
- j. Faculty members serving as District In-service course instructors
- k. Educational Technology Department
- l. New York State United Teachers (NYSUT) Education and Learning Trust

7. Providers. Professional development providers include, but are not limited to:

- a. District In-service Courses and Professional Study Groups
- b. Model Schools workshops
- c. BOCES workshops
- d. Teacher Center workshops
- e. Workshops sponsored by state and national associations (e.g., Science Association)
- f. Workshops sponsored by NYSUT
- g. Coursework at local colleges
- h. Online courses

VII. Monitoring and Evaluation: Discuss the monitoring and evaluation of professional development activities.

1. Monitoring the 100 hour requirement for professional certificate holders and Level III Teaching Assistant certificate holders.

2. General. Designated faculty and staff holding professional certificates and Level III Teaching Assistant certificates are required to meet 100 clock hours of professional development every 5 years from state approved providers. The five-year professional development period commences on July 1 after the effective date of the triggering certificate, and each subsequent five-year period thereafter. Each professional development year of the five-year cycle of professional development begins on July 1 and ends the following June 30. The professional development requirement may be completed at any time during the five-year professional development period.

3. Certificate Holder Responsibilities. The primary responsibility for professional development hours management and reporting resides with the certificate holder. **Certificate holders must maintain a record of all complete Continuing Teacher and Leader Education (CTLE) professional development.** Such records shall include:

- Title of Program
- Total number of hours completed
- Number of hours completed in language acquisition for ELL students (if applicable)
- Sponsors name and identifying number
- Attendance verification and
- Date, location of the program

Additionally, Certificate holders shall:

- (1) Maintain all records for a minimum of 3 years after the end of the five year cycle (8 years total).
- (2) If audited, be prepared to provide document evidence attesting to the number of hours completed annually, including the name of each course, focus of course, sponsor of course, and clock hours involved.

4. District Responsibilities. The District will:

- a. Maintain an attestation in the TEACH system to become an approved provider
- c. Support at least 100 hours of CTLE in the 5 year cycle
- d. Upload CTLE-approved courses to My Learning Plan.
- e. Certificates of Completions for CTLE-approved courses sponsored by the District may be accessed in each individual's My Learning Plan account.

5. Evaluation of Professional Development Activities. Faculty/staff feedback will be requested on all District-wide professional development activities via electronic (e.g., Google Form, Survey Monkey) or written (e.g., an evaluation form) means. The PDC chair will summarize feedback for use by the PDC and administrators. Feedback will be used to guide and focus future planning. Faculty/staff participating in individual staff development activities will share out relevant information with their respective teams/faculties as appropriate.

6. Annual evaluation of the Professional Development Plan. This Professional Development Plan will be reviewed and assessed annually during the May-June time frame by the Professional Development Committee. Recommended changes to the plan will be submitted for review and formal approval by the Board of Education on a triennial basis. Annual updates reflecting major administrative changes will be provided each June by the PDC Committee Chair and Superintendent as appropriate. Changes requiring additional funding should be provided to the administrative team for incorporation in the budget planning cycle in the December- January time frame.

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APPENDIX A: Professional Development Committee Guidelines

I. **INTRODUCTION**

The Canton Central School District Board of Education and the Canton Central Teachers' Association both recognize the need for and benefit of professional development activities. These activities are based on teachers' instructional needs as evidenced by student achievement data, including state and local assessments and State School Report Cards and staff input. Professional development is facilitated and optimized when:

- A. The professional staff is able to share in and help shape educational and academic improvements.
- B. The professional staff is afforded the chance to attend out-of-district professional development opportunities to obtain skills which will improve instruction.
- C. The school district and professional staff are able to keep abreast of current educational concerns, trends and standards at the local, state and national levels.

II. **PROFESSIONAL DEVELOPMENT COMMITTEE MEMBERSHIP**

Teachers (designated by CCTA): 6-8
District Administrator: 1
Building Administrator: 1
University Representative (when practicable): 1
Parent Organization Representative (when practicable): 1

III. **IN-SERVICE CREDIT**

A. OFFERED BY CANTON CENTRAL SCHOOL:

In-service credit may be earned by completing a course taught in the District and designed to meet a specific professional objective. The course is taught outside contractual hours and participants earn credits. In-service credits may be applied toward graduate hour totals for salary credit subject to restrictions as detailed in the current collective bargaining agreement.

B. GRANTING OF IN-SERVICE CREDIT WILL BE BASED ON THE FOLLOWING CRITERIA:

- 1. Two credits for instructors of one credit, 15 hour long courses; one credit for each 15 hours of class time outside contractual hours.
- 2. Certification by the instructor that the participant has successfully completed the required work and has a 90% attendance record (Instructor decides if and how missed classes may be made up).
- 3. Partial credit for any course will not be granted.
- 4. A certificate will be given to each participant successfully completing a course. A copy of the certificate will be placed in the participant's personnel folder.

In September and January the Personnel Office will send all teachers and teaching assistants a form inquiring about course credit to be claimed. Any staff who have accumulated six (6) professional development credit hours should complete this form (Credit hours = hours from graduate courses and/or in-service credits). These forms must be returned by the staff member to the Personnel Office to receive the salary increment.

C. IN-SERVICE COURSE CRITERIA WILL BE EVALUATED BASED ON THE FOLLOWING:

1. Does it relate and have potential to benefit the participants' educational program?
2. Does it improve, expand, implement, or initiate educational objectives within the Canton Central School District's instructional framework?
3. Does it lead to the teachers' professional growth?
4. Does it encourage the teachers to be more effective with their students and/or peers?
5. Does it effectively address the teachers' educational objective?

D. COURSES NOT OFFERED BY CANTON SCHOOL:

1. Any member of the professional staff may apply for in-service credit for courses not offered by Canton Central School District. The same criteria listed for in District courses will be used to evaluate courses taught elsewhere.
2. All credits must consist of a cohesive theme in order to receive credit. This can include "bundled" course offerings that are related to the same thing that add to one credit as long as the application reflects the "bundling."
3. No more than six credits will be granted for a single course regardless of the total number of contact hours. Credit will not be granted that would exceed the recommendation of the host institution.
4. Anyone wishing to receive in-service credit for a course not offered by Canton Central School District should apply for and receive prior approval from the Professional Development Committee and Board of Education to assure receipt of credit.
5. In-service credit will not be considered for courses funded by the district.
6. If a stipend is granted for coursework, it must be remanded to the district business office. All stipends must be declared.

E. PROCEDURES FOR RECEIVING APPROVAL AND CREDIT FOR A COURSE ARE:

1. Applicant will submit in writing the form entitled Application to Receive In-service Credit. Forms (Annex A-2) are available from Professional Development Committee Representatives and online.
2. Applicant will deliver the completed form to the Professional Development Committee Chairperson
3. After final submission from the applicant, with a quorum of five members (electronically or in person), it will be determined whether or not the committee recommends acceptance or rejection of the course to the Canton Central School Board of Education.
4. If the Committee recommends rejection of the application, the chairperson will notify the applicant in writing of the rejection and the reasons therefore within five school days. The applicant may appeal the rejection to the Committee. If the application is again rejected by the Committee, the application will be forwarded to the Canton Central School Board of Education for a final determination.
5. If the Committee recommends approval of an application to take a course, then the application will be forwarded to the Canton Central School Board of Education. If the Board of Education rejects the application, the applicant(s) will be notified in writing of the rejection and the reasons within five school

days. If the Board of Education accepts the recommendation, the applicant(s) will also be notified in writing within five school days.

6. Certification by the instructor or institution that the participant has successfully completed the required work for an approved course is necessary to obtain credit.

7. Completed course documents must be submitted to the PDC chair within one calendar year of the application submission date.

IV. **STAFF DEVELOPMENT DAYS**

The Administrators will plan Staff Development based on the district's needs and goals. The professional development committee will survey the faculty/staff and discuss the results.

V. **INSTRUCTION OF IN-SERVICE COURSES**

A. Before being granted permission to teach a course, the staff member must complete a course application form (Annex A-1) which will be judged on the following criteria:

1. Does it clearly state valid and workable objectives?
2. Does it clearly state materials needed?
3. Does it clearly state the method of instruction?
4. Does it clearly state a method of evaluation to determine whether the class objectives have been met?
5. Is there a clear salary agreement for the course?

B. The course instructor(s) should submit the completed application along with a proposed course outline to the Professional Development Committee chairperson at least one week prior to a scheduled meeting.

1. After final submission from the applicant, with a quorum of five members (electronically or in person), it will be determined whether or not the committee recommends acceptance or rejection of the course to the Canton Central School Board of Education. The chairperson will notify the applicant(s) within five school days of the outcome of the meeting.
2. If the Committee recommends acceptance, then the application will be forwarded to the Canton Central School Board of Education. If the Board of Education rejects the application, the applicant(s) will be notified in writing of the rejection and the reasons within five school days. If the Board of Education accepts the recommendation, the applicant(s) will also be notified in writing within five school days.
3. If the Committee recommends rejection of the application, the chairperson will notify the applicant(s) in writing of the rejection and the reasons for rejection within five school days. The applicant may appeal the rejection by written notice to the CCTA President within three school days. A CCTA executive committee meeting shall grant a hearing with 2/3 members present within ten school days. If the executive committee rules affirmatively, then the application will be forwarded to the Canton Central School Board of Education with an affirmative recommendation.

C. A course evaluation (Annex A-4) will be completed by each participant at the end of the in-service course. These evaluations will be collected and (after the instructor has reviewed them) given to the Professional Development Committee. These evaluations are intended to help the instructor(s) and the Committee maintains the high quality of courses offered.

D. Payment for instruction of a course will be determined as follows:

1. A course taught by one instructor from Canton Central School will result in a total payment of \$500 for 15 hours of instruction. The instructor may also elect to receive two –in-service credit hours in lieu of payment.
 2. For each 15 hours taught by two or more instructors from Canton Central School, total compensation for all instructors is not to exceed \$1000.
 3. Instructors who are not employees of Canton Central School will negotiate their salary with the Superintendent of Schools.
- E. All courses must be approved by the Professional Development Committee. Courses with fewer than ten (10) enrollees will not be held unless there is an exception made by the Committee.
- F. Upon receipt of attendance records, lists indicating those eligible for credit and a signed claim form, the instructor(s) shall receive payment for the course within 30 school days.

VI. PROFESSIONAL STUDY GROUPS

- A. Faculty members seeking opportunities to work on curriculum and pedagogical issues in small groups will be afforded the opportunity to create Professional Study Groups (PSGs). The PSG is a forum for professionals to create a collaborative professional development plan that addresses the needs and goals of the Canton learning community. Please note that an application for a PSG experience may NOT be submitted concurrently with a Research and Support Grant.
- B. PSGs may or may not have conveners to lead the group. If the group is led by one or two (maximum) conveners who organize the PSG, the convener(s) may be eligible for additional compensation.
- C. Before being granted permission to proceed with a PSG, the group and/or its conveners must submit the *Application to Create and Conduct a Professional Study Group* form (Annex A-3) to the Professional Development Committee (PDC). Note that this form requires the approval of the affected building administrator(s). The application will be judged on the following criteria:
1. Does it clearly state valid and workable objectives that reflect district/building needs and/or compass goals?
 2. Does it clearly state materials/resources needed?
 3. Does it clearly state the schedule of activities the group will engage in?
 4. Does it clearly state an anticipated product/result, and method of evaluation to determine whether the PSG objectives have been met?
 5. Does it clearly state how the product/result of this PSG will be applied by the group members to their respective roles at Canton Central School? (i.e., to benefit participants' educational program, to improve, implement, or initiate educational objectives, to lead to professional growth, and/or to encourage teachers to be more effective, etc.)
- D. The group proposing the PSG and/or its conveners should send an electronic copy of the complete application, including the required narrative, to the PDC chairperson.
- E. After final submission from the applicant, with a quorum of five members (electronically or in person), it will be determined whether or not the committee recommends acceptance or rejection of the course to the Canton Central School Board of Education. The chairperson will notify the applicant(s)

within five school days of the outcome of the meeting. If the PDC recommends acceptance, then the application will be forwarded to the Canton Central School Board of Education.

F. If the Board of Education rejects the application, the applicant(s) will be notified in writing of the rejection and the reasons within five school days. If the Board of Education accepts the recommendation, the applicant(s) will also be notified in writing within five school days.

G. If the PDC recommends rejection of the application, the chairperson will notify the applicant(s) in writing of the rejection and the reasons for the rejection within five school days. The applicant may revise and resubmit the application for reconsideration.

H. Up to three (3) in-service credits, at a rate of 15 hours of meeting time per credit may be granted to PSG participants. If using the “convener model,” the convener(s) (maximum of 2) may each elect to be compensated by a \$500 stipend OR to receive ONE ADDITIONAL in-service credit, (above what each group member receives). Note that work done for a PSG must occur outside contractual hours.

I. Upon completion of the PSG project, and two weeks prior to a regularly scheduled PDC meeting, the group will submit a product/report to certify completion and be awarded credit. The final product/report should include a record of dates and time met and work done individually. The group may be asked by the PDC Chairperson to present the product at the next regularly scheduled PDC meeting.

J. At that meeting (with a quorum of five members) a simple majority vote of those present will determine whether or not the PDC recommends the approval of credit to the Canton Central School Board of Education.

K. Upon acceptance of the final product/report, a certificate of completion noting the number of credits earned will be given to each participant successfully completing the PSG activities. A copy of the certificate will be placed in the participant’s personnel folder.

Date revised: May 2024

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Canton Central School District

Professional Development Committee

Application to Instruct an In-service Course

Date of Application: _____

Course Title: _____

Instructor(s):

Name: _____ Position: _____ Address: _____ Phone: _____

Dates course will be offered: _____

Location of Course: _____ **Number of hours:** _____

Course Purpose and Outline: Attach to this application:

An outline of material to be covered during the course.

Note materials, books, videos, or websites that may be used.

How the material will improve the quality of education at Canton Central School District.

What relevance the course material has to the Standards and District goals.

In what ways the materials presented will change or reinforce the teaching of the participants.

Reimbursement: SELECT ONE: _____ \$500 for 15 hrs. _____ 2 in-service credits for 15 hrs.

If more than 2 instructors (please specify reimbursement) _____

Payment for instruction of a course will be determined as follows:

A course taught by one instructor from our District will result in a total payment of \$500 for 15 hours of instruction.

For each 15 hours taught by two or more instructors from our District, total compensation for all instructors is not to exceed \$1000.

Instructors who are not employees of our District will negotiate their salary with the Superintendent of Schools.

Alternatively, two in-service credits may be requested in lieu of the \$500 for 15 hours of instruction and associated preparation time.

Procedural Notes:

All courses must be approved by the Professional Development Committee and the Board of Education.

Courses with fewer than ten (10) enrollees will not be held unless there is an exception made by the Committee.

Once the PDC chair receives attendance records, lists indicating those eligible for credit and a signed claim form, the instructor(s) shall receive payment for the course within 30 school days.

FOR COMMITTEE USE

Date received by Chair: _____ Chair Signature: _____

Date Discussed by Committee: _____ ☐ Approved ☐ Denied

Reason, if denied: _____

Date sent to BOE: _____ ☐ Approved ☐ Denied

Reason, if denied: _____

Revised May 2018

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Professional Development Committee

Application to Request In-service Credit Approval (Revised 3/20/23)

Any member of the professional staff may apply for in-service credit for courses not offered or funded by Canton Central School District or for an independent study on a specific topic. The criteria used for funded inhouse courses will also be used to determine whether a non-school or independent course will be granted credit. You will receive one credit for each 15 hours of class outside of contractual hours. No more than six credits per course will be granted regardless of the total number of contact hours. Credit will not be granted that would exceed the recommendation of the host institution.

Anyone wishing to receive in-service credit for any course not offered by the Professional Development Committee must apply for and receive approval before any work is begun. It is possible that the work may not meet with approval. Applications and any supportive materials should be submitted electronically to the PDC Chair who will forward to committee members for review and possible approval. If approved by the PDC, applications and any supportive materials will be forwarded to the Board of Education for review and possible approval.

In September and January the Personnel Office will send all teachers and teaching assistants a form inquiring about course credit to be claimed. Any staff members who have accumulated six (6) professional development credit hours should complete this form. (Credit hours = hours from graduate courses and/or in-service credits.) These forms must be returned by the staff member to the Personnel Office to be eligible to receive the salary increment.

To apply for in-service credit, complete the other side of this form and return the form to the chair of the Professional Development Committee.

Completed Activity Logs (page 3 of this application) and certification (as appropriate) by the instructor or institution that the participant has successfully completed the required work for an approved course is necessary to obtain credit. PLEASE NOTE: Indication of hours of engagement are a requirement and should be documented at the time of that engagement.

FOR COMMITTEE USE

Date received by Chair: _____	Chair Signature: _____	Date _____
Discussed by Committee: _____	Approved _____ Denied _____	Reason, if _____
denied: _____		
Date sent to BOE: _____ Approved _____ Denied _____		Reason, if _____
denied: _____		

Please attach any printed brochures, folders, flyers, outlines and internet link(s) which may further explain this course. You will receive one credit for each 15 hours of class time outside of contractual hours.

Internet Link(s):

Name: _____ Building: _____ Position _____ Name of
Course: _____ Credit
Requested: _____ Course Dates: _____ Course times and
hours: _____ Are you receiving
compensation (for example, stipend, room and board, scholarship money, vouchers, etc.) for this course?
Yes No

If yes, please explain. _____

Instructor's name and Position: _____

Location of Course: _____

If your course is online or you are not receiving a certificate, how will you document your time? PLEASE
NOTE: An Activity Log is provided on page 3 of this application as an option.

Course Objectives:

How will you apply the material in this course to your role at CCSD?

Applicant's Signature: _____

Date: _____

Activity Log

PLEASE NOTE: Indication of hours of engagement are a requirement and should be documented at the time of that engagement. This includes course seat time and outside work time and must total a minimum of 15 hours for each in-service credit.

Name:

Course:

Date	Time on Task	Activities	Applications/ Reflections/ Implementations

Revised June 2023

Canton Central School District

Professional Development Committee

Application to Create and Conduct a Professional Study Group

Date of Application: _____ Building Principal(s) Approval: _____ Date: _____

WHAT IS A PROFESSIONAL STUDY GROUP?

A Professional Study Group is any group of teachers (minimum of 3, maximum of 7) who develop their own collaborative professional development plan to address the needs of teaching and learning, e.g. studying/implementing/sharing new practices, modifying curriculum, developing lessons, sharing professional literature, etc.

HOW YOU CAN PARTICIPATE IN A PROFESSIONAL STUDY GROUP?

To apply for a Professional Study Group (PSG), participants must submit a proposal signed by the affected Building Principal(s) to the Professional Development Committee (PDC). Upon approval, the group of teachers may set up a PSG. Please note that an application for a PSG experience may NOT be submitted concurrently with a Research and Support Grant. Study group teachers may propose a project for up to three (3) in-service credits, at a rate of 15 hours of meeting time per credit. **NOTE:** A final product must be submitted or presented to the PDC to certify completion and be awarded credit

STRUCTURE OF A PROFESSIONAL STUDY GROUP: (CHECK (☒) ONE MODEL AND STATE THE NUMBER OF HOURS YOU ARE SEEKING):

Convener Model: The group is led by one or two (maximum) conveners who organize the time, space, and materials used by the group. The convener(s) also coordinate the creation and presentation of the final product based on the submissions of group members and shared group activities. In this model, the convener may be eligible for additional compensation, and may select from ONE of the following options: The convener(s) may each elect to be compensated by a \$500 stipend OR to receive ONE ADDITIONAL in-service credit, (above what each group member receives).

CONVENER: Additional In-service Credit OR Stipend

MEMBERS: Number of hours: _____ (#) hours Number of in-service credits _____ (#) hours (15 hrs=1cr)

Council Model: Each member of the group contributes to the group equally and leadership is shared. For example, each member may take responsibility for one of the group's meetings or topics. The group as a whole outlines a plan illustrating how the group intends to share the responsibility of organizing, leading, and presenting the group's work.

FOR EACH MEMBER: Number of hours: _____ (#) hours Number of in-service credits _____ (#) hours (15 hrs=1cr)

FOR COMMITTEE USE
PSG PROPOSAL: PDC Recommendation Date rec'd by Chair: _____ Chair Initials: _____ Date Discussed by Committee: _____ Approved _____ Denied _____ Reason, if denied: _____
PSG PROPOSAL: BOE Approval Date sent to BOE: _____ PSG Approved _____ PSG Denied _____ Reason, if denied: _____
CREDIT FOR PSG PRODUCT: PDC Recommendation Date rec'd by Chair: _____ Chair Initials: _____ Date of Product Presentation : _____ Approved _____ Denied _____ Reason, if denied: _____
CREDIT FOR PSG PRODUCT: BOE Approval Date sent to BOE: _____ Credit Approved _____ Credit Denied _____ Reason, if denied: _____

Convener(s): (if using convener model)

Name	Position	Address	Phone

Participants:

Name	Position	Address	Phone

Number of hours meeting (**NOTE:** Meetings must be held outside contractual hours): _____

Location of meetings: _____

Please type or print narrative using no more than three single spaced pages, and attach to this cover page. Submit copy of the proposal to the Professional Development Committee chairperson.

1. **NEED:** Present evidence of the **need**. *(Provide data indicating that students need to . . . , therefore in this study group, teachers will need to . . .)*
2. **OBJECTIVES:** Describe the project in terms of **objectives**. *(What do you plan to accomplish and how this innovative project will improve teaching and learning in support of specific NYS Standards/Canton Central Compass goals, and help students meet State assessments.)*
3. **SCHEDULE OF ACTIVITIES:** Describe the project **activities** leading to implementation for teachers and students, as well as a projected date of completion. *(How you will you develop expertise? What resources will you use? What will happen each day? (i.e., Day 1, Day 2, Day 3: Independent Study Day, etc.)*
4. **ESTIMATED BUDGET LINE:** List the materials/resources plan to use and their cost.
5. **IMPLEMENTATION:** Explain how you will implement the project in your school/grade/dept. and how you will meet project objectives.
6. **EVALUATION:** Describe how project effectiveness will be **assessed** for teachers and students. *(Evidence of student learning will be . . . indicators of change are . . .)*
7. **ANTICIPATED PRODUCT:** Tell what type of product you are planning to submit at the conclusion of the PSG. Remember that this product/report will be shared with the PDC upon completion of the PDC in order to obtain credit. **Your final product/report should include a record of dates and times met, and work done individually.**

In-service Course Evaluation Form

This form may be used as an alternative to the electronic survey which serves as the District's primary feedback instrument.

1. In what ways has this course contributed to your own professional growth?
2. How has taking this course enabled you to be more effective with your students and/or peers?
3. Explain how this course applied to and benefited your educational program AND/OR how it has enabled you to initiate educational objectives within the Canton Central School District's instructional framework.
4. Please comment on the effectiveness of the instruction, format and materials used in this course.
5. Would you recommend this course to another teacher? Why or why not? Other observations or suggestions?

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APPENDIX B Canton Central School Academic Goals
Goal 1 (Improved Assessments): Increase the percentage of students passing NYSED K-12 assessments in all content areas

Goal 1A: Increase Student % Passing ELA Assessments

Goal 1B: Increase Student % Passing Math Assessments

Goal 1C: Increase Student % Passing Science Assessments

Objective 1C1: Increase the percentage of students passing the 5th grade Science assessment

Objective 1C2: Increase the percentage of students passing the Intermediate Science assessment

Objective 1C3: Increase the percentage of students passing High School Science assessments

Goal 1D: Increase Student % Passing Social Studies Assessments

Objective 1D: Set standard for the BOCES in state Social Studies assessments

Goal 2: Expand Options for Academic Success for At-Risk Students--Banford Elementary School

Objective 2.1: Increase family involvement in student learning via positive communications

Objective 2.2: Extend or develop and implement programs that are student interest and skill driven

Objective 2.3: Reduce Academic Failures

Goal 3: Promote Pro-social Behavior to Reduce Conflict and Maximize Teaching Time District Wide

Objective 3: Reduce total number of disciplinary referrals contributing to lost teaching and administrative time

Goal 4: Increase Technology Integration to Enhance Learning--CCSD District-Wide Goals

Goal 5: Expand Enrichment Opportunities

Appendix C: NYS Professional Learning Standards

<https://www.nysed.gov/sites/default/files/nys-professional-learning-standards.approved-may-21-2018-final.pdf>