Garden City Public Schools
Garden City, New York

Professional Development Plan
September 2009

"Teachers who know a lot about teaching and learning and who work in environments that allow them to know students well are the critical elements of successful learning."

Linda Darling-Hammond
## Professional Development Plan

### Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>2</td>
</tr>
<tr>
<td>Professional Development Mission Statement</td>
<td>3</td>
</tr>
<tr>
<td>Overview</td>
<td>3</td>
</tr>
<tr>
<td>Goals and Objectives</td>
<td>3</td>
</tr>
<tr>
<td>New York State Professional Development Standards</td>
<td>4</td>
</tr>
<tr>
<td>Types of Professional Development Activities</td>
<td>5</td>
</tr>
<tr>
<td>Needs Assessment Survey</td>
<td>6</td>
</tr>
<tr>
<td>Evaluation Standards</td>
<td>9</td>
</tr>
<tr>
<td>Review</td>
<td>10</td>
</tr>
<tr>
<td>References</td>
<td>10</td>
</tr>
<tr>
<td>Appendix A – New York State Professional Development Standards</td>
<td>11</td>
</tr>
<tr>
<td>Appendix B – District-Wide Survey Results</td>
<td>20</td>
</tr>
<tr>
<td>Appendix C – Survey Results by School</td>
<td>38</td>
</tr>
<tr>
<td>Appendix D – Survey Results by Department</td>
<td>116</td>
</tr>
</tbody>
</table>
Professional Development Plan

Introduction

Meaningful and sustained professional development prepares and supports educators to help all students achieve higher standards of learning. With this premise in mind, the Professional Development Committee met during the 2008-09 school year with the goal of updating the district's Professional Development Plan. The members of the Professional Development Committee are pleased to present our recommendations for a revised Professional Development Plan for district professionals to the Garden City Board of Education. The plan is intended to serve as a guide for administrators and teachers as they design and implement professional development activities.

Professional Development Committee Members

Teachers/PPS Professionals:
Maria Cafaro, Middle School
Kathy Cocoman, Hemlock
Patty Foehr, Hemlock
Madelyn Keegan, Stratford
Jim McAleese, Stewart
Marie Nuzzi, High School
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Gina Sambus, Stewart
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David Strauzaer, Middle School

Administrators:
Fino Celano, Assistant Superintendent for Personnel
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Dr. Rita Melikian, Director of Technology and Staff Development
Dr. Teresa Prendergast, Assistant Superintendent for Curriculum
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Donna Levinson, Assistant Dean, School of Education, Hofstra University

The Committee would like to extend special thanks to Lauren Maguire, Technology Staff Developer, for her valuable contributions to the work of the PDP Committee.
Professional Development Mission Statement

The Garden City School District seeks to create an environment that embraces diversity in teaching and learning styles, which maintains mutual respect, provides opportunities for all staff members to grow as individuals, as professionals, and as members of the school community while striving to achieve the optimal level of academic knowledge and expertise.

The goal, as well as the responsibility of the Professional Development Committee, is to help all staff members engage in meaningful and sustained professional development in their respective discipline, resulting in improved student achievement.

Overview

An amendment to the Commissioner's Regulations effected in September 1999 required all New York State school districts to devise a professional development plan to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development. In January 2009, the New York State Board of Regents adopted statewide standards that outline "high-quality professional development," as defined by No Child Left Behind (2001). The ten standards provide a framework for professional development planning, design, delivery, and assessment to ensure effective professional development.

Goals and Objectives

During the 2008-2009 school year, a committee of teachers, administrators, parents, and a representative of higher education convened to revise the District's existing Professional Development Plan (PDP). The purpose of this comprehensive plan is to promote student achievement by providing learning opportunities for staff, aligned with building and District goals, as well as the professional development standards of the New York State Education Department (SED). The intent of the Professional Development Plan is to improve the quality of teaching and learning by ensuring that teachers participate in substantial, on-going professional development in order to remain current with their profession and to meet the diverse learning needs of their students. This plan is an integral part of a comprehensive district-wide plan for continuous improvement.

Harvard researcher Ronald Ferguson (2006) examined five challenges to consider in achieving and sustaining effective teacher professional development. These challenges include: introducing new activities in ways that inspire buy-in; balancing principal control with teacher autonomy; committing to ambitious goals; maintaining
industriousness in pursuit of those goals; and effectively harvesting and sustaining the gains that are realized. The committee recognizes the importance of making a concerted effort to achieve these challenging professional development goals.

The New York State Professional Development Standards, created by the Professional Standards and Practices Board (PSPB), identify professional development that promotes and sustains continuous teacher development and growth. These standards are outlined below.

**New York State Professional Development Standards** (See Appendix A for the complete document.)

**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.

**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 environments 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.

**Types of Professional Development Activities**

The Garden City School District encourages its professional staff to participate in learning activities that foster professional learning and professional growth. The purpose of professional development is for staff to engage in meaningful and ongoing activities in a collaborative learning community with the goal of improving instruction and student achievement.

Research supports professional development that:

- Deepens teachers' knowledge of content and how to teach it to students
- Helps teachers understand how students learn specific content
- Provides opportunities for active, hands-on learning
- Enables teachers to acquire new knowledge, apply it to practice, and reflect on the results with colleagues
- Is part of a school reform effort that links curriculum, assessment, and standards to professional learning
- Is collaborative and collegial
- Is intensive and sustained over time

(Darling-Hammond, L., & Richardson N., 2009)

After thorough research and discussion, the committee compiled a list of professional development opportunities. The following activities support self-directed learning, the development of pedagogical skills and content knowledge, collegiality, and self-reflection.

- Action Research
- Articulation Meetings (vertical/horizontal alignment)
- Classroom Modeling/ on-going support by expert or consultant
- Participation in professional organizations
- Pre and Post Observation Meetings
- Presenting at a Faculty/Department Meeting
Garden City Public Schools
Professional Development Plan

- Collaborative Planning
- Collegial Circles
- Curriculum Writing
- District/School-based Committees
- Grade-level/Department Meetings
- Graduate Courses
- IST/CST Meetings
- In-Service Courses (in-district or out-of-district)
- Independent Study
- Mentoring a new teacher
- Professional Conferences
- Professional Portfolio
- Teaching an In-service Class
- School Visitation
- School-University Partnerships
- Serving on State-wide National Boards or Committees
- State Assessment Training/analysis
- Self-Evaluation/Self-Reflection
- Summer Institute
- Superintendent's Conference Day

Needs Assessment Survey

The committee developed a comprehensive Needs Assessment Survey designed to elicit feedback from teachers to identify their professional development needs. The on-line survey was administered to all teachers in the spring of 2009. A total of 303 teachers responded to the survey, resulting in a response rate of 84%. The survey consisted of twenty questions. Teachers rated their interest in each category on a 1 to 4 Likert scale, 1-not interested; 2- somewhat interested; 3- interested; 4- strongly interested. The committee developed eight categories to be highlighted in the survey:

- Promoting Effective Instruction
- Content Knowledge
- Assessment Techniques
- Curriculum Design
- Technology Infusion in Instruction
- Special Education
- Social/Emotional Learning
- Other Professional Development Topics

Summary of District-Wide Survey Results
(See Appendix for complete Needs Assessment Survey results.)

The demographic section of the survey reveals that of the teachers who participated in the survey, 116 teach at the High School, 75 teach at the Middle School, 47 teach at Stratford School, 46 teach at Stewart School, 11 teach at Locust school, 13 teach at Hemlock School, and 12 teach at Homestead School. Of the 303 teachers who responded to the survey question related to years of teaching experience, approximately 35% have
been teaching more than fifteen years; 19% have been teaching between eleven and fifteen years; 35% have been teaching between four and ten years; and 11% of teachers have been teaching between one and three years.

In the survey category **Promoting Effective Instruction**, the three professional development topics that indicated the strongest interest responses were Critical Thinking (49%), Differentiated Instruction (41%), and Effective Questioning Techniques (38%).

More than half of the participants indicated a strong interest in professional development topics specific to their subject area (**Content Knowledge**). The survey reveals that approximately one-third of respondents have a strong interest in Writing Instruction and Assessment and Reading and Writing in Content Areas.

In regards to **Assessment Techniques**, 21% of respondents indicated a strong interest and 39% indicated an interest in professional learning activities on Curriculum-based Assessments. The responses reveal 36% of participants show an interest, and an additional 17% show a strong interest in professional learning activities related to Rubric Development.

In the survey category, **Curriculum Design**, the results indicate that 13% of participants show a strong interest in professional learning activities on Curriculum Mapping; 29% are interested and 27% of teachers are somewhat interested. About one-third of teachers indicated an interest in learning more about Understanding by Design.

Teachers are interested in professional learning activities regarding infusing technology in their instruction (**Technology Infusion in Instruction**). The survey results indicate that 62% of teachers have a strong interest in professional development on SMART Board Applications, and 49% have a strong interest in Content Area Technology Resources. Overall, teachers indicate a strong interest in other technology applications. These include: Web 2.0 Tools (blogs, wikis, podcasts) (30%), Web Page Design (33%), Electronic Support for Assessments (30%) and Desktop Publishing (23%).

Results in the survey category, **Special Education**, reveal respondents selected Co-teaching Strategies (33%) and Implementing Classroom Accommodations and
Garden City Public Schools
Professional Development Plan

Modifications (27%) as topics of strong interest for further professional learning. In addition, the survey reflects an interest in the following topics: Continuum of Services (35%), Assistive Technology (34%), Specially Designed Instruction Program (33%), and Understanding IEPS (31%).

Thirty-nine percent of teachers indicated a strong interest, and 30% indicated an interest in the topic Character Education (Social/Emotional Learning.) The results show 39% of the respondents chose Conflict Resolution as a topic of interest. Also, teachers have an interest (36%) and a strong interest (36%) in professional learning opportunities on Decision-Making/Consequences; in addition, 35% indicated an interest in learning about Effective Social Skills for students.

The last part of the survey focuses on Other Professional Topics. The highest percentage of responses for each area was as follows: Non-Instructional Web-Based Professional Tools (33% somewhat interested); Legal Issues in Education (32% interested); Grant Writing (36% somewhat interested); and Understanding Danielson’s Framework for Teaching (36% somewhat interested).

These results provide teachers, building administrators, and curriculum coordinators useful data to choose and/or plan meaningful and effective professional development activities. The survey results have been disaggregated by school (Appendix C) and by department (Appendix D).
Garden City Public Schools
Professional Development Plan

Evaluation Standards
Accountability and improvement in student progress and teacher knowledge is an important component of the professional development plan. The evaluation standards developed by the committee were based on the same criteria and data analysis used to develop the plan. Professional development evaluation forms will also be utilized to determine the effectiveness of courses and workshops.

The Garden City School District will review and analyze student assessment data from New York State Assessments, District-administered standardized tests, and benchmark assessments to evaluate the effectiveness of the District’s Professional Development Plan. The Nassau BOCES Data Warehouse will be utilized in this process, as appropriate.

<table>
<thead>
<tr>
<th>Evaluation Tool</th>
<th>Evaluation Measure</th>
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<tbody>
<tr>
<td>• NYS Grades 3-8 English Language Arts Assessments</td>
<td>• Increased percentage of students meeting and exceeding standards (Level 3 and Level 4)</td>
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<tr>
<td>• NYS Grades 3-8 Math Assessments</td>
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<td>• New York State Grade 5 and 8 Social Studies Assessments</td>
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<td>• NYS Grade 4 and 8 Science Assessments</td>
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<tr>
<td>• Writing Assessment Program (Wрап), Grades 3,7,9</td>
<td>• Increased percentage of students scoring at the average and above-average levels</td>
</tr>
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<td>• Grade-Level Benchmark Assessments</td>
<td>• Students meet or exceed grade-level expectations</td>
</tr>
<tr>
<td>• NYS English as a Second Language Assessment Test (NYSESLAT)</td>
<td>• Increased percentage of students reaching proficiency level</td>
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<tr>
<td>• NYS Regents Exams</td>
<td>• Increased passing rates and percentage of students scoring mastery level</td>
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<tr>
<td>• NYS Regents Competency Tests</td>
<td>• Decreased percentage of students using safety nets to meet graduation requirements</td>
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<tr>
<td>• Professional Development Evaluation Forms</td>
<td>• Increased percentage of students passing</td>
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<tr>
<td>• Classroom Observations/Evaluations</td>
<td>• Teacher responses indicate that professional development has provided them with effective strategies to utilize in the classroom</td>
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<tr>
<td></td>
<td>• Classroom observations and evaluations indicate that strategies are being utilized</td>
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Garden City Public Schools
Professional Development Plan

Review

The District’s Professional Development Plan will be reviewed every three years.

References


APPENDIX A

New York State
Professional Development Standards
New York State
Professional Development Standards

In a commitment to raising the knowledge, skills, and opportunity of its citizens, New York State seeks to enhance students’ cognitive, social, emotional and academic achievement throughout its schools. Given that research indicates that teacher quality is the single most powerful influence on student achievement, it is essential to ensure that teachers are provided with ongoing, high quality professional development to sustain and enhance their practice. Indeed, teacher professional development is an essential element of comprehensive school improvement. The professional development needs of other members of school community, including administrators and support personnel, must also be addressed to ensure a focus on continuous learning and to create the conditions necessary for closing the achievement gap and improving the achievement of all students. These standards provide guidance for achieving high quality professional development planning, design, delivery and assessment, and should serve as a foundation for all professional development in our schools.

New York State’s Commitment to Professional Development

The efforts of the New York State Board of Regents, the State Education Department, and the State Professional Standards and Practices Board for Teaching have resulted in formal processes that promote and support professional development for all educators and other school personnel. Listed below are existing State requirements and systems that build a strong foundation for professional development in New York:

- **Commissioner’s Regulation 80-3.6 (b)(1)** requires that Professional certificate holders and Teaching Assistant III certificate holders complete professional development every five years (175 hours for teachers and school leaders and 75 hours for TA IIs) in order to maintain their certification.

- **Commissioner’s Regulation 100.2(dd)** Professional Development requires each district and BOCES to collaboratively develop a plan for professional development that is annually revised and approved by its board of education.

- **Commissioner’s Regulation 100.2(o)** Annual Professional Performance Review (APPR) focuses on the process of teacher evaluation and improving professional practice in the context of local needs and resources. This regulation requires that those with unsatisfactory performance receive a teacher improvement plan with appropriate professional development.

The State Education Department also administers a number of State and federal programs that support on-going sustained professional development to schools and BOCES, such as the State’s Teacher Center Program, the Mentor-Teacher Internship Program, and NCLB Title IIA Teacher Quality grants. In addition, various State-supported professional development networks share the goal of improving student achievement by supporting educator growth and change in practice, for example, Boards of Cooperative Educational Services (BOCES), Special Education Training Resource Centers (SETRC), and Bilingual/ESL Technical Assistance Centers (BETAC).

The New York State Professional Development Standards and the related indicators will guide high quality professional development offered by these and other providers. Use of the standards will increase coordination of effort and consistency in providing professional development to all school personnel throughout the State.
Standards Ensure Consistent High Quality Professional Development
Leading to Increased Student Achievement

New York State’s Professional Development Standards provide a blueprint for high-quality professional development for all educators to improve instruction and student achievement. These standards promote and sustain continuous development, growth, and examination of practice. They also provide clearly defined expectations and commitment to change. They are aligned with New York State Learning Standards and are based on an analysis and adaptation of the National Staff Development Council’s Standards for Staff Development as well as other national, state, and professional standards. The New York State Professional Development Standards are based on fundamental knowledge about contextual factors from converging research about effective professional development and its ultimate impact on student learning. Attributes of effective professional development include the following:

- Effective professional development fosters a culture of continuous improvement for all engaged in the learning endeavor. Practices address the needs of professionals throughout their careers and embrace other stakeholders as participants in learning. Activities are evaluated both for effectiveness and impact on student learning.

- Effective professional development is that which improves the learning of all students, including those with different educational needs, learning styles, and incremental abilities, and those from diverse cultural and linguistic backgrounds.

- Professional development is most effective when there are clear research-based expectations for what teachers should know and be able to do to support student learning. These expectations are reflected in the New York State Code of Ethics for Educators, district Professional Development Plans, Annual Professional Performance Reviews, and Commissioner’s Regulations related to teacher preparation and certification. They are also enumerated and reflected in collective bargaining agreements, job descriptions and assignments, performance appraisal systems, systems of rewards and incentives for teachers, and in the design and content of teacher professional development.

- Professional development is most effective when it takes place in professional learning communities. These learning communities might take various forms, but they are all characterized by ongoing learning. They encourage individual and collaborative exploration, practice, and reflection. They foster collegiality and problem solving, and they emphasize continuous improvement in classrooms and schools.

- Professional development is most effective when there is collaborative leadership and shared responsibility for improving teaching and learning. Collaborative leadership for professional development recognizes that the pursuit of excellence is never-ending and embraces the individual and collective goals and talents of teachers, paraprofessionals, parents, school administrators, school boards, district and state staff, institutions of higher education, unions, and other stakeholders.

- Professional development is most effective when it is job embedded, directly relevant to classroom practice, provided over time, and when it provides opportunity for practice of new strategies, time to reflect on changes, and time to integrate new learning into the teaching practice.

- Professional development is most effective when adequate resources are provided. Resources include money, people, and time. Resources necessarily come from a variety of sources, and must be sufficiently sustained over time to insure the full impact of professional
development. Resources are adequate when they ensure that all educators can study, practice, reflect, receive feedback on practice, and implement knowledge and skills necessary to be effective with their students and others.

The Ten Standards for High Quality Professional Development

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 skill to meet the diverse learning needs of all students.

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 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.
New York State Professional Development Standards and Indicators

Standard 1: Designing Professional Development

Standard:
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.

Indicators:
1a. Professional development design begins with a needs assessment that is grounded in the analysis of multiple sources of disaggregated teaching and learning data.
1b. Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity.
1c. Professional development design is grounded in the New York State Learning Standards and student learning goals.
1d. The intended beneficiaries of professional development are substantively involved in all aspects of professional development design.
1e. Professional development design addresses the continuum of an educator’s experience and level of expertise, and is based on an analysis of individual educator needs; current knowledge and skills; and district, building and educator learning goals.
1f. Professional development formats include, but are not limited to, lesson study, demonstrations, observations, analysis of student work and assessment data, collegial circles, feedback, action research, reflection, and opportunities for collaboration and problem solving.
1g. The format of professional development incorporates technologies to provide more extensive and diverse content, expand access and participation, and create virtual professional learning communities.
1h. Professional development is sustained over time and provides continued support such as follow-up, demonstrations, feedback on mastery of new knowledge and skills, peer coaching and mentoring, and continued opportunities for additional study.

Standard 2: Content Knowledge and Quality Teaching

Standard:
Professional development expands all educators’ content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

Indicators:
2a. Professional development includes learning experiences and resources to ensure that educators understand how the subjects they teach address the New York State Learning Standards and the relationships between the subjects they teach and the other subjects in the curriculum.
2b. Professional development provides opportunities for educators to examine, observe, practice, and receive feedback on their use of research-based instructional strategies to
improve their students’ learning by utilizing methods such as peer review, coaching, mentoring, and modeling.

2c. Professional development provides ongoing opportunities for educators to examine a variety of classroom assessments, practice using them in their classrooms, and analyze the results to 1) understand and report on student achievement based on New York State Learning Standards, 2) identify gaps in student learning, and 3) adjust instruction.

2d. Professional development provides differentiated instructional strategies to meet the needs of diverse learners.

2e. Professional development ensures that educators have the knowledge and skills needed to develop and foster the critical thinking, problem solving, literacy, and technological skills that students need to be successful in the 21st century.

2f. Professional development provides the knowledge, skill, and opportunity for educators to make relevant connections between the subjects they teach and the applications of those subjects.

Standard 3: Research-based Professional Learning

Standard:

Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.

Indicators:

3a. Professional development is based on current research in teaching, learning, and leadership.

3b. Effective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making.

3b.1. Professional development includes ongoing opportunities for educators to read and reflect on current research on topics that are of interest to them and that are consistent with state and local school improvement priorities.

3b.2. Professional development involves discussion of research design, data collection, and analysis to assist teachers in understanding how to interpret research findings, particularly in areas where there may be competing perspectives and conclusions.

3b.3. Professional development provides opportunities for educators to collaborate with higher education and other partners in action research to test their own hypotheses and to report the results about the impact of professional development programs or the effectiveness of particular instructional strategies and programs for educators and students.

Standard 4: Collaboration

Standard:

Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment.
Indicators:

4a. Professional development provides skills that educators need to communicate effectively, to listen to the ideas of others, to exchange and discuss ideas, to work in diverse teams, and to share responsibility for work toward a common goal.

4b. Professional development provides ongoing opportunities for educators to work with colleagues including teachers, principals, teaching assistants, librarians, counselors, social workers, psychologists, higher education faculty, and others critical to student success.

4c. Professional development maximizes the use of technology to broaden the scope of collaboration.

Standard 5: Diverse Learning

Standard:

Professional development ensures that educators have the knowledge and skill to meet the diverse needs of all students.

Indicators:

5a. Professional development focuses on developing educators' knowledge of the learning styles, needs, and abilities of their students, as well as the diverse cultural, linguistic, and experiential resources that their students bring to the classroom.

5b. Professional development provides opportunities for educators to develop the knowledge and skills necessary to design and implement differentiated instructional and assessment strategies that utilize diverse student, family and community resources, and that meet diverse student learning needs.

5c. Professional development provides opportunities for educators to examine their practice in setting and maintaining high expectations for all students to enable them to attain high levels of achievement.

Standard 6: Student Learning Environments

Standard:

Professional development ensures that educators have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students.

Indicators:

6a. Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement.

6b. Professional development provides opportunities for educators to collaborate with school psychologists and social workers to develop effective strategies for student behavior and classroom management, and to seek creative solutions to conflicts.

6c. Professional development provides opportunities for educators to analyze and use data about student behavior (such as discipline referrals, suspension information, school climate surveys, and social-emotional data) to refine educational practices and promote optimal learning environments.
Standard 7: Parent, Family and Community Engagement

Standard:

Professional development ensures that educators have the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.

Indicators:

7a. Professional development provides opportunities for educators to develop communication and collaboration skills that enable them to build partnerships with parents, guardians, and the community.

7b. Professional development enhances educators' knowledge of varying cultural backgrounds of students, families, and the community, and of how the diversity of these cultural backgrounds can serve as foundations and resources for student learning and success.

7c. Professional development includes opportunities for educators to develop skills and strategies that use technology to strengthen partnerships with parents, families, and the community.

Standard 8: Data-driven Professional Practice

Standard:

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.

Indicators:

8a. Professional development ensures ongoing opportunities for all educators to learn how to analyze and collect multiple sources of student data throughout the year, to monitor student progress and adjust instructional practice.

8b. Professional development provides educators with the opportunity to examine all relevant student data, including Individual Education Plans (IEPs), at the beginning and throughout the academic school year, in order to design effective instruction.

8c. Professional development provides educators with current, high quality data analysis presented in a clear, understandable format, to promote optimal student learning.

8d. Professional development provides opportunities for educators to use results from local, state and national assessments; student work samples and portfolios; school climate, parent, and teacher surveys; and student behavior data to guide their instruction.

8e. Professional development provides ongoing opportunities for educators to use disaggregated student data by race, gender, English language learning, special needs, eligibility for free or reduced price meals, and other factors in order to improve student learning.
Standard 9: Technology

Standard:
Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.

Indicators:
9a. Professional development ensures ongoing educator and student technological literacy.
9b. Professional development provides ongoing opportunities for educators to learn about new and emerging technologies useful in professional teaching practice.
9c. Professional development facilitates the ability of educators to apply technologies to create optimal and equitable learning environments.
9d. Professional development promotes technology as a tool to design learning opportunities, to evaluate the effectiveness of instruction, and to monitor student learning.
9e. Professional development encourages educators to engage with students in using available technology as it relates to curricular activities, and to assist students in using technology in innovative ways.
9f. Professional development provides educators with opportunities to learn and use technology for communication and collaboration.
9g. Professional development addresses the legal and ethical uses of technology.

Standard 10: Evaluation

Standard:
Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Indicators:
10a. Resources are provided to plan and conduct ongoing evaluation of professional development.
10b. Professional development evaluation uses multiple measures to assess effectiveness of the knowledge and skill acquired in improving professional practice and student learning (such as the use of new learning in instructional planning, the use of student data for the development and adaptation of teaching strategies, or the enhanced student performance following the application of a different teaching strategy).
10c. Professional development evaluation includes the use of multiple methods and techniques that provide information to ensure ongoing improvements in the quality of the professional development experience (such as participant reactions, surveys, focus groups, interviews, reflective journals, portfolios, or information about student behavior or performance).
10d. Professional development evaluation results are reported to key stakeholder groups in a manner that promotes effective use of the evaluation data for improving both individual educator practice and building- and district-wide professional development plans.
APPENDIX B

Professional Development Survey Results

District-Wide
How many years teaching experience do you have?

<table>
<thead>
<tr>
<th>Experience</th>
<th>Count</th>
<th>Percentage</th>
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<tr>
<td>1-3 years</td>
<td>11</td>
<td>11%</td>
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<tr>
<td>4-10 years</td>
<td>35</td>
<td>35%</td>
</tr>
<tr>
<td>11-15 years</td>
<td>19</td>
<td>19%</td>
</tr>
<tr>
<td>More than 15 years</td>
<td>35</td>
<td>35%</td>
</tr>
<tr>
<td>Total</td>
<td>105</td>
<td>100%</td>
</tr>
</tbody>
</table>
Garden City Public Schools

PROFESSIONAL DEVELOPMENT

Needs Assessment Survey: What building or buildings do you work in?

<table>
<thead>
<tr>
<th>Building</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homestead</td>
<td>12 (4 %)</td>
</tr>
<tr>
<td>Hemlock</td>
<td>13 (4 %)</td>
</tr>
<tr>
<td>Locust</td>
<td>11 (4 %)</td>
</tr>
<tr>
<td>Stewart</td>
<td>45 (15 %)</td>
</tr>
<tr>
<td>Stratford</td>
<td>47 (16 %)</td>
</tr>
<tr>
<td>Middle School</td>
<td>75 (25 %)</td>
</tr>
<tr>
<td>High School</td>
<td>116 (38 %)</td>
</tr>
</tbody>
</table>
What grade level do you teach?

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>10</td>
</tr>
<tr>
<td>Elementary</td>
<td>30</td>
</tr>
<tr>
<td>Middle School</td>
<td>22</td>
</tr>
<tr>
<td>High School</td>
<td>37</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>30 (10 %)</td>
</tr>
<tr>
<td>Elementary</td>
<td>92 (30 %)</td>
</tr>
<tr>
<td>Middle School</td>
<td>67 (22 %)</td>
</tr>
<tr>
<td>High School</td>
<td>113 (37 %)</td>
</tr>
</tbody>
</table>
**Garden City Public Schools**

**Professional Development Needs Assessment Survey:** What content area(s) do you teach?

### What content area(s) do you teach?

<table>
<thead>
<tr>
<th>Area</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>36</td>
<td>36%</td>
</tr>
<tr>
<td>Social Studies</td>
<td>34</td>
<td>34%</td>
</tr>
<tr>
<td>Music</td>
<td>35</td>
<td>35%</td>
</tr>
<tr>
<td>Art</td>
<td>5</td>
<td>5%</td>
</tr>
<tr>
<td>World Languages</td>
<td>4</td>
<td>4%</td>
</tr>
<tr>
<td>Business Education</td>
<td>39</td>
<td>39%</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>18</td>
<td>18%</td>
</tr>
<tr>
<td>Music</td>
<td>9</td>
<td>9%</td>
</tr>
<tr>
<td>Physical Education/Health</td>
<td>6</td>
<td>6%</td>
</tr>
<tr>
<td>Special Education</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>World Languages</td>
<td>14</td>
<td>14%</td>
</tr>
<tr>
<td>Guidance</td>
<td>15</td>
<td>15%</td>
</tr>
<tr>
<td>Business Education</td>
<td>116</td>
<td>39%</td>
</tr>
<tr>
<td>Other, please specify</td>
<td>106</td>
<td>36%</td>
</tr>
</tbody>
</table>

**Total:** 285 respondents
**Garden City Public Schools PROFESSIONAL DEVELOPMENT Needs Assessment Survey:** Promoting Effective Instructional Practices: What is your interest level for the following topics?

<table>
<thead>
<tr>
<th>Topic</th>
<th>Not Interested</th>
<th>Somewhat Interested</th>
<th>Interested</th>
<th>Strongly Interested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response to Intervention (review of RTI requirements and practices)</td>
<td>55 (18%)</td>
<td>98 (32%)</td>
<td>02 (30%)</td>
<td>58 (19%)</td>
</tr>
<tr>
<td>Interdisciplinary Instruction</td>
<td>14 (5%)</td>
<td>80 (26%)</td>
<td>122 (40%)</td>
<td>87 (29%)</td>
</tr>
<tr>
<td>Vertical/Horizontal Articulation</td>
<td>48 (16%)</td>
<td>74 (26%)</td>
<td>115 (38%)</td>
<td>62 (21%)</td>
</tr>
<tr>
<td>Differentiated Instruction</td>
<td>16 (5%)</td>
<td>48 (16%)</td>
<td>114 (38%)</td>
<td>125 (41%)</td>
</tr>
<tr>
<td>Critical Thinking Skills</td>
<td>13 (4%)</td>
<td>23 (8%)</td>
<td>116 (39%)</td>
<td>148 (49%)</td>
</tr>
<tr>
<td>Classroom Behavior/Management</td>
<td>45 (16%)</td>
<td>70 (25%)</td>
<td>86 (28%)</td>
<td>97 (32%)</td>
</tr>
<tr>
<td>Service Learning (service learning connects and reinforces course content through meaningful projects that serve the school and larger community)</td>
<td>21 (7%)</td>
<td>78 (26%)</td>
<td>120 (40%)</td>
<td>81 (27%)</td>
</tr>
<tr>
<td>Effective Questioning Techniques</td>
<td>19 (6%)</td>
<td>51 (17%)</td>
<td>117 (39%)</td>
<td>114 (38%)</td>
</tr>
<tr>
<td>Socratic Seminar (methodology which encourages critical thinking through questioning techniques)</td>
<td>39 (10%)</td>
<td>73 (24%)</td>
<td>108 (36%)</td>
<td>90 (30%)</td>
</tr>
<tr>
<td>Station-based Lessons (student learning centers, etc.)</td>
<td>40 (13%)</td>
<td>82 (28%)</td>
<td>97 (33%)</td>
<td>78 (26%)</td>
</tr>
<tr>
<td>Problem-based Learning (project-based learning)</td>
<td>22 (7%)</td>
<td>87 (29%)</td>
<td>117 (39%)</td>
<td>76 (25%)</td>
</tr>
<tr>
<td>Developing Data-Informed Instruction</td>
<td>48 (16%)</td>
<td>123 (41%)</td>
<td>94 (31%)</td>
<td>36 (12%)</td>
</tr>
</tbody>
</table>
Garden City Public Schools

PROFESSIONAL DEVELOPMENT

Needs Assessment Survey: Content Knowledge

What is your interest level for the following topics?

<table>
<thead>
<tr>
<th>Topic</th>
<th>Not interested</th>
<th>Somewhat interested</th>
<th>Interested</th>
<th>Strongly interested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing Research Skills</td>
<td>52 (17 %)</td>
<td>90 (30 %)</td>
<td>103 (34 %)</td>
<td>57 (19 %)</td>
</tr>
<tr>
<td>Writing Instruction and Assessment</td>
<td>29 (10 %)</td>
<td>66 (22 %)</td>
<td>98 (33 %)</td>
<td>107 (38 %)</td>
</tr>
<tr>
<td>Reading/Writing in Content Areas</td>
<td>24 (9 %)</td>
<td>58 (19 %)</td>
<td>115 (38 %)</td>
<td>103 (34 %)</td>
</tr>
<tr>
<td>Developing Study Skills</td>
<td>26 (7 %)</td>
<td>73 (25 %)</td>
<td>116 (38 %)</td>
<td>88 (30 %)</td>
</tr>
<tr>
<td>Understanding State Learning Standards</td>
<td>61 (20 %)</td>
<td>104 (35 %)</td>
<td>99 (30 %)</td>
<td>45 (15 %)</td>
</tr>
<tr>
<td>Balanced Literacy</td>
<td>51 (17 %)</td>
<td>94 (32 %)</td>
<td>93 (32 %)</td>
<td>58 (19 %)</td>
</tr>
<tr>
<td>Math Problem-solving</td>
<td>86 (29 %)</td>
<td>64 (21 %)</td>
<td>69 (23 %)</td>
<td>79 (27 %)</td>
</tr>
<tr>
<td>Specific Content Knowledge (in your subject area)</td>
<td>21 (7 %)</td>
<td>37 (12 %)</td>
<td>84 (28 %)</td>
<td>156 (52 %)</td>
</tr>
</tbody>
</table>
### Assessment Techniques: What is your interest level for the following topics?

<table>
<thead>
<tr>
<th></th>
<th>Not interested</th>
<th>Somewhat interested</th>
<th>Interested</th>
<th>Strongly interested</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analysis of Assessment Results</strong></td>
<td>54 (18 %)</td>
<td>101 (34 %)</td>
<td>90 (30 %)</td>
<td>55 (18 %)</td>
</tr>
<tr>
<td><strong>Curriculum-based Assessments</strong></td>
<td>41 (14 %)</td>
<td>78 (26 %)</td>
<td>117 (39 %)</td>
<td>63 (21 %)</td>
</tr>
<tr>
<td><strong>Alternative Assessments</strong> (examples: action research, portfolio review)</td>
<td>47 (16 %)</td>
<td>83 (28 %)</td>
<td>97 (32 %)</td>
<td>72 (24 %)</td>
</tr>
<tr>
<td><strong>Rubric Development</strong></td>
<td>58 (19 %)</td>
<td>82 (27 %)</td>
<td>108 (36 %)</td>
<td>51 (17 %)</td>
</tr>
</tbody>
</table>
Garden City Public Schools

PROFESSIONAL DEVELOPMENT Needs Assessment Survey:

Curriculum Design:

What is your interest level for the following topics?

<table>
<thead>
<tr>
<th>Curriculum Design: What is your interest level for the following topics?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not interested</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>Understanding by Design</td>
</tr>
<tr>
<td>Curriculum Mapping</td>
</tr>
</tbody>
</table>
Technology Infusion in Instruction: What is your interest level for the following topics?

| Technology Infusion in Instruction: What is your interest level for the following topics? |
|---------------------------------|---------------------------------|---------------------------------|---------------------------------|--------------------------|
| Web 2.0 Tools (blogs, wikis, podcasts, etc...) | Not Interested | Somewhat Interested | Interested | Strongly interested |
| Web 2.0 Tools (blogs, wikis, podcasts, etc...) | 39 (13 %) | 85 (28 %) | 88 (29 %) | 91 (30 %) |
| SMART Board Applications | 9 (3 %) | 32 (10 %) | 76 (25 %) | 188 (62 %) |
| Web Page Design | 28 (9 %) | 71 (24 %) | 101 (34 %) | 99 (33 %) |
| Content Area Technology Resources | 12 (4 %) | 33 (11 %) | 108 (36 %) | 149 (49 %) |
| Electronic Support for Assessments (example: Palm Pilot used for running records) | 52 (17 %) | 84 (28 %) | 75 (25 %) | 92 (33 %) |
| Desktop Publishing | 43 (14 %) | 93 (31 %) | 94 (31 %) | 70 (23 %) |
Garden City Public Schools PROFESSIONAL DEVELOPMENT Needs Assessment Survey: Special Education:
What is your interest level for the following topics?

![Bar chart showing interest levels for various Special Education topics]

### Special Education: What is your interest level for the following topics?

<table>
<thead>
<tr>
<th>Topic</th>
<th>Not interested</th>
<th>Somewhat interested</th>
<th>Interested</th>
<th>Strongly interested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuum of Services</td>
<td>53 (16%)</td>
<td>94 (32%)</td>
<td>104 (35%)</td>
<td>43 (15%)</td>
</tr>
<tr>
<td>Co-Teaching Strategies (strategies for common planning/collaboration)</td>
<td>48 (16%)</td>
<td>81 (27%)</td>
<td>69 (23%)</td>
<td>97 (33%)</td>
</tr>
<tr>
<td>Understanding IEPs</td>
<td>55 (19%)</td>
<td>60 (30%)</td>
<td>93 (31%)</td>
<td>56 (20%)</td>
</tr>
<tr>
<td>Specially Designed Instruction Program</td>
<td>48 (16%)</td>
<td>96 (33%)</td>
<td>95 (33%)</td>
<td>52 (18%)</td>
</tr>
<tr>
<td>Implementing Classroom Accommodations and Modifications</td>
<td>35 (12%)</td>
<td>71 (24%)</td>
<td>107 (37%)</td>
<td>80 (27%)</td>
</tr>
<tr>
<td>Assistive Technology</td>
<td>54 (18%)</td>
<td>79 (27%)</td>
<td>101 (34%)</td>
<td>60 (20%)</td>
</tr>
</tbody>
</table>
Social/Emotional Learning: What is your interest level for the following topics?

<table>
<thead>
<tr>
<th></th>
<th>Not Interested</th>
<th>Somewhat Interested</th>
<th>Interested</th>
<th>Strongly Interested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflict Resolution</td>
<td>31 (16 %)</td>
<td>77 (25 %)</td>
<td>118 (39 %)</td>
<td>70 (26 %)</td>
</tr>
<tr>
<td>Effective Social Skills</td>
<td>26 (9 %)</td>
<td>70 (23 %)</td>
<td>107 (35 %)</td>
<td>97 (32 %)</td>
</tr>
<tr>
<td>Anti-Bullying Strategies</td>
<td>33 (11 %)</td>
<td>81 (27 %)</td>
<td>94 (31 %)</td>
<td>95 (31 %)</td>
</tr>
<tr>
<td>Decision Making/Consequences</td>
<td>23 (9 %)</td>
<td>61 (20 %)</td>
<td>110 (36 %)</td>
<td>108 (36 %)</td>
</tr>
<tr>
<td>Character Education</td>
<td>28 (9 %)</td>
<td>65 (21 %)</td>
<td>92 (30 %)</td>
<td>119 (39 %)</td>
</tr>
</tbody>
</table>
Garden City Public Schools PROFESSIONAL DEVELOPMENT Needs Assessment Survey: Other Professional Topics: What is your interest level for the following topics?

### Other Professional Topics: What is your interest level for the following topics?

<table>
<thead>
<tr>
<th>Non-Instructional Web-based Professional Tools (examples: School Island, BOCES, Teacher Interface, MLP, Aesop...)</th>
<th>Not interested</th>
<th>Somewhat interested</th>
<th>Interested</th>
<th>Strongly interested</th>
</tr>
</thead>
<tbody>
<tr>
<td>59 (19%)</td>
<td>103 (34%)</td>
<td>93 (30%)</td>
<td>51 (17%)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effective Collaboration with Parents</th>
<th>Not interested</th>
<th>Somewhat interested</th>
<th>Interested</th>
<th>Strongly interested</th>
</tr>
</thead>
<tbody>
<tr>
<td>44 (14%)</td>
<td>96 (32%)</td>
<td>99 (32%)</td>
<td>66 (22%)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Understanding Danielson's Framework for Teaching (APPR)</th>
<th>Not interested</th>
<th>Somewhat interested</th>
<th>Interested</th>
<th>Strongly interested</th>
</tr>
</thead>
<tbody>
<tr>
<td>84 (28%)</td>
<td>109 (36%)</td>
<td>84 (21%)</td>
<td>45 (15%)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Legal Issues in Education (examples: child abuse, discrimination, sexual harassment, etc.)</th>
<th>Not interested</th>
<th>Somewhat interested</th>
<th>Interested</th>
<th>Strongly interested</th>
</tr>
</thead>
<tbody>
<tr>
<td>66 (21%)</td>
<td>94 (31%)</td>
<td>97 (32%)</td>
<td>47 (18%)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grant Writing</th>
<th>Not interested</th>
<th>Somewhat interested</th>
<th>Interested</th>
<th>Strongly interested</th>
</tr>
</thead>
<tbody>
<tr>
<td>73 (24%)</td>
<td>109 (36%)</td>
<td>70 (23%)</td>
<td>47 (16%)</td>
<td></td>
</tr>
</tbody>
</table>
Open Ended Responses to Survey Questions

Please note: The comments below were unedited and presented as they were written by the respondents.

Question 6. Promoting Effective Instructional Practices: Other Comments

- Improved SmartBoard instruction
- Grade level practices. Developing grade level projects
- Looking for good strategies for particular lessons
- Give the grade level time to meet to discuss current topics of interest or trouble
- Integrating technology
- I want to develop better math program with fun games, math centers, more problem based learning. Bring in an expert. New, fresh ideas are always welcome.
- Collaboration with classroom teachers for meaningful and purposeful research projects that support the curriculum
- Working on designing UBD lessons and units more effectively
- New teaching practices – student generated learning
- Co-teaching strategies in the special integrated class
- Group learning projects and activities
- How to tier activities for learners across grades
- Ways of improving the teaching of writing about literature and other non-fiction types of writing. I love to attend and participate in current workshops and staff development sessions where I can see firsthand how to implement new techniques and materials. I like to witness first hand the modeling of the theory in action. For example, the primary staff development sessions (classroom visitations, lesson observations, videos, book talks, discussion, and reflection) facilitated by Erica Percorale have been extremely effective and informative. Erica has provided us with theory, practice, and an excellent role model.
- Guest lecturers in our subject areas would be most welcome
- Meaningful homework, projects, etc.
- Aides in kindergarten rooms to promote individualized instruction
- Working on math games teaching techniques
- Time with team and department members to collaborate. We have amazing teachers in the SS dept. Why don’t we actually learn and share what is effective in other teachers’ classrooms? Why not work up a program where we visit a teacher and then try to implement a successful lesson into our own classroom? We have strong teachers as a resource.
- UbD
- I think discussing lessons for the works we teach would be great
- Making time in the curriculum to implement forms of readers’ and writers’ workshop. New ways to reinforce students’ understanding of grammar/usage

Question 8. Content Knowledge: Other Comments

- Rehearsal strategies, instrument repair, conducting technique, instrumental methods, technology – anything that can be directly integrated into a music classroom
- More updated information about colleges
- I would like to be able to take a refresher course in Chemistry as part of professional development
• Geometers Sketchpad
• Time to develop our units of study with grade level colleagues
• Looking for effective content course specific lessons for teachers
• Gathering ideas to get students motivated and more involved in learning
• Let grade levels meet in their school to develop materials
• Science inquiry! More project based learning. Staff developers who are effective in bringing the science world to us. Get outside people through BOCES...experts in their field
• Running records
• Research skills
• Effective collaboration between the resource room teacher and classroom teacher
• Music and choral studies
• Master ruler instructor can teach how to integrate measurement throughout the curriculum; Sandy Cohen from NYS Dept. of Ed/SUNY-Old Westbury math course
• Is it possible to bring in a music specialist (clinician) for staff development?
• Reading research
• I am very interested in a balanced literary approach and an interdisciplinary approach. Listening, speaking, reading, and writing and using all sensory modalities (visual, auditory, kinesthetic, and tactile) are keys to a great primary program
• Curriculum writing
• As a special ed teacher, I would like to learn more about the content I teach, especially if I am not dually certified in that content area
• In the field of special education
• Create a science specialist at the primary level
• Reading comprehension strategies
• Spanish
• Need to do more literature (but can they do it in English?)
• Grade 6 science

Question 10. Assessment Techniques: Other Comments
• Running Records
• Would love to complete action research if the need exists
• Using technology to assess
• Rubrics
• We have over analyzed testing [assessment results]
• Authentic assessments (projects, use of manipulatives,) journals, teacher observations and anecdotal records — all are worthwhile assessments of the individual child and what the student has done
• Making homework more meaningful
• Math assessment
• Time to collaborate with team teachers to develop/implement new writing rubrics
• Curriculum based assessment for determining special education classification
• Portfolios
• Incorporating listening skills into units to help prep for the assessment would be good
Question 12. Curriculum Design: Other Comments
- Content Areas
- New library standards and application
- In the field of special education
- Develop a more interactive science program k-1
- Fine tune existing curriculum maps

Question 14. Technology Infusion in Instruction: Other Comments
- Blogs
- SmartBoards available
- Would welcome any tech that will enhance instruction
- Please try to have more technology available so we don’t forget what we learn
- Podcasts and blogs of book reviews by students
- We need the technology in the classrooms in order for these things to be effective
- SmartBoard availability in the auditorium?
- Would like time to receive technology support during the day i.e. uploading photos for webpage. Receive follow up support for problems with computer or programs i.e. epals. Have requested help, but don’t get it
- Web page design if we use Front Page again, rather than SchoolTool which is limiting
- In the field of special education
- iPods in the classroom
- Smart oard instruction
- More examples of how to use the SmartBoard and one in every class

Question 16. Special Education: Other Comments
- PAF not as Special Education, rather used in Guided Reading
- I would like to devise a plan for O.T. students that play an instrument in order to better serve them
- It would be helpful if teachers knew about the available assistive technology in the district. Do teachers know what it is and what is available?
- Effective collaboration between the resource room teacher and classroom teacher
- Discussion of musical techniques working with students with special needs
- Would like to know the philosophy behind the program (what classes are co-taught and why, and is there a difference between upper and under classmen in the model). Shouldn’t there be a reduction in services as a student progresses through the high school towards college (less co-teaching classes).
- Time to plan with co-teacher

Question 18. Social/Emotional Learning: Other Comments
- Strategies for behavior management with the passive/aggressive child
- A social worker should be more readily available

Question 20. Comments? Are there any other Professional Development topics that would be helpful to you?
- Anything to do with creating/updating our website. Anything to do with allowing us time to create SmartBoard lessons. Anything to do with allotting us time to make podcasts, wikis, or any technology tools
- Discussion of GC 2 – 5 rubric assessment
- Technology – blogs, podcasts
- Grade level meetings that would allow teachers to share ideas for the classroom. There is so little time in the day for interaction that staff development would be a logical time to “get together”
- If a block of time is scheduled, I don’t like feeling that something was “thrown together” for the sake of having a meeting. Allow teachers to work in their classrooms or with a colleague. This time will be used far more effectively
- Time to plan with your grade level
- I would love to have a music specialist such as a college conductor discussing rehearsal/conducting techniques
- Yes...giving teachers some of their own time to work with colleagues on projects/staff development, current practices and other things that they need time to pursue, reinforce, understand, question etc.
- Grade level meetings about curriculum
- I think that the continuation of the Erica Pecorale staff development program would be wonderful
- Word work, making center activities, guided reading
- A computer writing program to enhance the children’s writing skills
- I think professional development should be meaningful. I would love to see more development in teaching children to write
- Speakers who are experts in the field of early childhood education and development would be helpful to the primary staff
- District-wide plan and philosophy
- Anything that involves helping the “self-contained” students transition into more mainstream situations
- Having the opportunity to learn from department members through sharing best practices, lessons, etc.