

Horseheads Central School District Strategic Planning

Task Force Charges/Critical Issues



Building People and Organizations



Professional Development & District Culture

Work In Process

04.02.09

Task Force Final Report: Section A DRAFT

Task Force:	Date:	Facilitator(s):
Professional Development & District Culture	04.02.09	Alice Learn, Bobbi Brock, Liz Scaptura, Jean Yorio

Members:	Judy Rowe, Jeremy Wheeler, Stephanie May, Amy Genier, Laine Horton
Charge:	<p>The Professional Development and District Culture Task Force will audit, analyze and investigate the District's professional development programs to ensure</p> <ul style="list-style-type: none"> alignment with state requirements student learning needs and District needs are met that the District builds the capacity for professional development to support 21st Century learning that the needs of all adult learners are met that positive and effective communication exists within the District <p>And will audit, analyze and investigate the District's culture to ensure:</p> <ul style="list-style-type: none"> that an environment of trust and collaboration exists that open communication is encouraged that all staff members are approachable and visible that staff reflect an empathic, caring and nurturing attitude

Internal Analysis (Strengths and Weaknesses):

External Analysis (Opportunities and Threats):

Our Critical Issues (Include All):

1. What are the NYS Education Department regulations regarding Professional Development? (Source: Part100 Regulations) Is the District compliant with New York State Regulations?
2. What are our current practices regarding professional development for all employees?
3. How do we currently identify Professional Development needs? (Source: Professional Development Needs Assessment; HHCS D Registration Site)
4. What is the District's vision of a quality professional development program?
5. How do we determine professional development initiatives? How do we currently offer professional development for those initiatives? (Source: Various Collective Bargaining Agreements)
6. What is the research on professional development? (Source: National Staff Development Council's Status Report on Teacher Development in the US and Abroad)
7. How can we develop our professional learning community to enable educators to collaborate, share best practices and integrate 21st Century Learning skills into classroom instruction?
8. What process is in place to identify systems and structures that are obsolete and/or in conflict with 21st Century Learning?
9. How can we build the capacity for parental understanding and support of 21st Century Learning? (Source: CES)
10. How do we encourage all staff to be life long learners? (Source: DPS)
11. What opportunities are available for non-instructional staff? (Source: HHCS D Course Registration Site)
12. How do we create effective collaborative teams in all departments? (Source: DPS)
13. Do we adequately recognize and celebrate each staff member's role in achieving the District's mission? (Source: DPS)
14. Is the current professional development program aligned with District goals and objectives?
15. Has the District clearly defined best practices associated with instruction?
16. How effectively do we utilize learning style and differentiation of instruction research in our teaching and learning process?
17. What is the current level of staff satisfaction regarding professional development? (Source: DPS)
18. What is the current level of staff satisfaction regarding trust and our ability to collaborate? (Source: DPS)
19. Have we pursued the best available research on what variables create the greatest gains in student achievement?
20. Is the level of commitment from the District and its personnel sufficient in terms of keeping up with the changes associated with instructional technology?
21. Do current school schedules address the needs of all learners and foster teacher planning, data analysis and collaboration? (Source: School Calendars, Daily School Schedules)
22. Are our internal methods of communication effective?
23. What cognitive coaching opportunities can we provide?
24. How do we regularly assess our District culture within the District as a whole, as well as individual buildings or departments?
25. No Child Left Behind mandates that Districts employ researched-based instructional practices. What does this mean?
26. What researched based instructional practices does the District currently employ?
27. Does the District need to expand their use of researched based instructional practices?