Malone Central School District

Professional Development Plan
2016-2017

Malone Central School District
Professional Development Plan

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Mission Statement

The MISSION of the Malone Central School District is to produce to a healthy, responsible, productive citizen who has acquired learning and is capable of contributing to a global community. We will accomplish this by providing an effective, innovative, dedicated, motivating staff using developmentally appropriate, relevant curriculum in an exciting, interactive environment conducive to learning by students prepared to learn

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I. Professional Development/Schoolwide Planning Team

Lisa Dupree	Principal, Davis Elementary School
Jerry Griffin	Superintendent
Mary Haas	Resource Room/Consultant Teacher
Danielle Keating	HS ELA Coordinator
James Knight	Principal, Malone Middle School
Tim McCarthy	School Counselor, Malone Middle School
Brandon Pelkey	Principal, Franklin Academy
Tracy Scharf	Parent
Darcy Stoutenger	PreK-5 ELA Coordinator/Reading Specialist
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A district team reviews and develops the Professional Development Plan (PDP). The Professional Development Planning Team has been actively involved in the following tasks:
- Data Analysis
- Prioritizing Needs
- Goal Setting
- Planning/Development Activities
- Plan Implementation
- Evaluation/Modifying Plan

II. Professional Development Plan Yearly Requirement and Compliance

This professional development plan is in compliance with Commissioner Regulations 100.2 (dd) that requires each district to collaboratively create professional development plans that are reviewed annually.

Additionally, professional development activities outlined in this plan provide teachers with the opportunities needed to meet and maintain the Continuing Teacher Leader Education (CTLE) requirements as defined by The Board of Regents in Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders.

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

The requirements of CR 100.2(dd) to have a Professional Development Plan for the succeeding school year have been met.

The Superintendent of the district will certify to the Commissioner that the requirements of the Professional Development Plan for the succeeding school year have been met and are compiled and are applicable to the current school year.

The school district has complied with the Professional Development Plan applicable to the current school year.

The team will submit to the Board of Education a recommended Professional Development Plan by September 1. The Board of Education will evaluate the effectiveness of the plan and will adopt or recommend changes at a public meeting.

The purpose of this plan is to improve student learning by providing meaningful, focused, professional development opportunities that are aligned with the Learning Standards of New York State.

III. Introduction

This Professional Development Plan for the Malone Central School District describes a vision for adult learning that is collaborative, continuous, embedded in daily practice and focused on student achievement. This model builds on and strengthens the successes already evident in the district. We strive to strengthen this culture that supports adult learning by providing a framework that affords every educator an opportunity to enrich his/her practice.

Our approach to professional development is to make certain that all educators have the best possible skills, content knowledge, and preparation for teaching. The needs of learners in the twenty-first century demand innovative, progressive, and cutting-edge instruction.

The purpose of Malone Central School District's professional development plan is to improve the quality of teaching and learning, and to directly align this plan with our continued commitment to putting students first, professionalism, instructional technology, respect for all, high expectations, learning standards, and shared decision-making.

Our professional development program is intentionally designed to build skills and capacities for improvement through comprehensive and ongoing learning. We believe that sound and practical professional development programs are positive links to establishing effective instructional practices that will enhance the knowledge of curriculum content, design and delivery.

As such, professional development in the Malone Central School District will:
- reflect a commitment to ongoing and continuous professional development that is based on the analyses of multiple sources of data
- include sufficient time and follow up support provided to staff to master new content

and strategies
- ensure that content of professional development focuses on what students need to know and be able to do and is explicitly linked to the effect on student learning
- make certain that content of professional development will provide opportunities to gain an understanding of the theory underlying the knowledge (context) and skills being learned
- support the implementation of best practices as evidenced by research
- provide both a focus on instructional repertoire and content-specific skills. Instructional improvement requires that teachers possess a deeper understanding of both their academic disciplines and of specific pedagogical approaches
- impart opportunities to explore, question, and debate in order to integrate new ideas into classroom practice
- maintain a differentiated and developmental approach to meet individual and district needs relating to the teaching and learning process 8
- involve teachers in the identification of what they need to learn and in the development of the learning experiences in which they will be involved
- include the use of flexible times and models are essential for successful implementation of professional development

Our comprehensive professional development plan promotes student achievement by providing learning opportunities for staff that is aligned with major school and/or district goals identified through regular needs assessments and a professional development planning process.

IV. Needs Assessment

As part of the ongoing professional development planning cycle, the Malone Central School District reviews multiple sources. The following items are analyzed annually to determine the focus and content of the professional development plan:
- Student Achievement Data
- School Report Card
- BEDS data
- NYS and District Assessments (e.g., 3-8 testing and Regents exams)
- Disaggregated Student Achievement Data
- Student Cohort Data
- Report Cards
- VADIR/DASA Reports
- Supervisor and Department Recommendations
- Counseling Records
- Student Attendance and Discipline reports
- Graduation and Drop-out Rates
- Special Education Identifications and Annual Reviews
- NYS Learning Standards
- College Placement Rates
- Academic Intervention Services and RtI Records
- Elementary Benchmark Reading Assessments

- College Boards (AP, SAT) Surveys
- Professional Development Needs Assessment Surveys
- Professional Development Evaluation/Feedback Surveys
- Additional Data Sources
- Longitudinal Student Performance Data
- Teacher Retention and Turnover Rates
- Professional Performance Reviews and Observations/Evaluations
- Program Evaluations
- SED Regulations and Mandates
- Mentor Program Evaluations

V.   Description of the Plan

The New York State Professional Development Standards and the related indicators will guide high quality professional development offered by providers. Use of the standards will increase coordination of effort and consistency in providing professional development to all school personnel ensuring consistent high quality professional development leading to increased student achievement

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. They are aligned with New York State Learning Standards.

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.

All professional development is aligned with New York standards and assessments. Future professional development will emphasize and focus on improved student outcomes. Common Core Learning Standards are being infused into all appropriate curriculum areas and more students will become involved and successful on the new state assessments.

Professional development opportunities currently existing are:

- Grade Level/Interdisciplinary Team/Department Meetings
- Collaborative Problem Solving Cadres
- Examining Student work
- Turn-Key Training
- Faculty meetings
- Staff Development Days
- Technology/Standards Support
- Coaching/Mentoring Program
- Teacher Center or BOCES workshops/trainings
- Workshops (standalone/embedded in meetings)
- Conferences
- Distance Learning/webinars
- Training of Trainers
- Peer collaboration and visitation
- Summer curriculum development
- Speakers/consultants invited to present or work with teachers on research based practices (e.g., vocabulary instruction, differentiated instruction, artists in residence)
- In-service/Research/Case Studies on specific topics
- Study Groups/Book Studies
- Action Research
- After school collaborative meetings
- District sponsored summer workshops/research programs
- Affiliation with an institute of higher education
- Graduate courses

- Online courses
- Professional Organizations and Networks
- Partnerships with Community, Business Industry, and Universities

The Professional Development Planning Team researched effective practices in professional development and meets to articulate and plan for professional development across grade levels.

Key ideas of effective professional development include:
- Ongoing, sustained professional development
- Adequately funded professional development
- Mentoring new teachers
- Data driven needs identified by student assessments
- Follow through provided on initiatives
- Focus in targeted areas
- Evaluate effectiveness
- Meeting identified needs
- Multi levels of training (awareness, in-depth, support of new skills)
- Integration of professional development into classroom practice
- Application to student /teacher needs
- Time allotment to be successful in professional development initiatives
- Enabling teachers to collaborate
- Based on current information, research, and data
- Result driven staff development will be driven by student results

The plan will incorporate as many of these practices as possible to ensure that professional development is continuous and sustained. Our professional development plan addresses the needs of staff at all stages of their careers and is applicable to professional and supplemental school staff in general education and special education. A sustained effort in these goal areas reflects a continuous systemic approach to improve student performance. As the result of focused involvement in professional development, instructional staff will better meet the needs of the students they teach. Many staff are involved in curriculum review and alignment of tasks to assure access to general education curriculum for all students

The district will measure the impact of professional development on student achievement on all New York State tests. Increasing the number of students meeting proficiency in ELA and Math will indicate that classroom instruction is effective and meeting the needs of our students. Principal observations and evaluations (formal evaluations and informal "walk-throughs") will identify the use of effective classroom practices.

VI.   Evaluation

A variety of needs assessments will be used to monitor the quality and effectiveness of each goal of the professional staff development program. From these assessments, gap analyses will

determine adjustments relative to the overall and specific aspects of the staff development program.

A spring/summer annual review will be conducted by the Professional Development Planning Team to discuss the evaluation data and to discuss any changes that need to be made to this plan. The plan will be updated from that meeting will be sent to the Board of Education for review and approval.

The Professional Development Plan is created by a district committee for the purpose of improving the quality of teaching and learning. This plan ensures that teachers participate in substantial professional development to remain current and meet the learning needs of their students.

VII. New Registration and Continuing Teacher and Leader Education (CTLE)

New Statutory Definition of Continuing Teacher and Leader Education is as follows: "Activities designed to improve the teacher or leader's pedagogical and/or leadership skills, targeted at improving student performance, including but not limited to formal continuing teacher and leader education activities. Such activities shall promote the professionalization of teaching and be closely aligned to district goals for student performance which meet the standards prescribed by regulations of the Commissioner."

Any holder of a teaching certificate in the classroom teaching service, teaching assistant (Level III) certificate or an educational leadership certificate that is valid for life must register with NYSED every 5 years. Individuals who hold a professional certificate must complete 100 hours of continuing teacher and leader education, as defined by the Commissioner.

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

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

The Malone Central School District's teachers will utilize the expertise and trainings provided by the Regional Bilingual Education- Resource Network and other approved providers to fulfill these requirements.

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

IX.   Mentoring Program

The purpose of the Mentoring Program shall be to provide support for new teachers in the classroom teaching service in order to ease the transition from teacher preparation to practice. Mentoring fosters the professional development of new teachers while improving teacher effectiveness and daily instruction. As research shows, quality teachers make all the difference in a child's education. Mentoring develops quality teachers and is crucial to maximizing student achievement. The goal of the program is to enhance the teaching/learning environment in the classroom by assisting new teachers in effective daily instruction.

One of the five essential components of our Professional Development Plan is the Mentoring Program. As of February 2004, all new teachers in New York State must be mentored for one year to earn their Professional certification. The program offers a team approach to provide on going support, semi-monthly informational and support meetings, observational feedback, and in-service training.

The Mentoring Program includes:
• familiarizing new teachers with district policies and procedures
• pairing new teachers with mentors in their buildings
• an in-depth look at NYS Common Core Standards and core curriculum
• instructional/classroom management strategies
• coordinating various assessments to match lesson objectives
• becoming aware of the types of resources available
• strategies for preparing students for State tests and District standardized tests

The Mentoring Program has been developed and implemented consistent with the Teachers Association (collective bargaining unit).

New teachers holding a professional certificate will have opportunities to maintain such certificates in good standing based upon successfully completing 100 hours of professional development every five years as prescribed in the Professional Development Plan requirements.

On average teachers will be involved in a minimum of 20 hours of professional development activities on an annual basis. All Level III teaching assistants and long-term substitute teachers participate in professional development activities. These hours come from Staff Development Days in the fall and spring.
All teachers will be provided professional development opportunities directly related to student learning needs as identified by multiple sources of data, including but not limited to school report cards, assessment data, teacher recommendation, etc.

The district receives teachers that have already gone through professional development on school violence prevention and intervention. This training is now a requirement for teaching

certification. On-going training opportunities are available through SLL BOCES workshops and other conferences.

Professional development will be provided to all professional and supplementary school staff who work with students with disabilities.

X.   Provisions for School Violence Prevention and Intervention Training

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

The Malone Central School District will provide refreshers on school violence prevention and intervention yearly.

XI.   Record Keeping

The district will maintain records of professional development successfully completed by all teachers and especially for certificate holders. These records will be kept electronically and retained by the school district for at least seven years from the date of completion of the professional development by the professional certificate holder and shall be available for review.

The district will maintain documentation of the implementation of the mentoring program described in the professional development plan. This information will be maintained by the school district for at least seven years from the date of completion of the mentoring activity and shall be available for review.

XII. Annual Adoption

The plan has been reviewed and/or revised in accordance with the most current version of 100.2 (dd).

The plan or the annual update to the plan will be adopted at a public meeting by the Board of Education.

XIII.   Goals and Implementation Plans for Professional Development

The following professional development goals and objectives have been identified for the 2016-2017 school year. The goals are arranged into six areas or tenets taken from New York State Education

Department: DTSDE 2.0 Rubric Resource Guide developed for school and district improvement plans.

District Leadership and Capacity: The district examines the school systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure all students are successful.

School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement

Curriculum Development and Support: The school has rigorous and coherent curriculum and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student learning outcomes.

Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.

Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

Family and Community engagement: The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

http://www.p12.nysed.gov/accountability/fdip/documents/DTSDEResourceGuide-060314.pdf

The data collected, generated and analyzed by the District in conjunction with district and school level plans will support the goals, objectives, strategies, activities, and evaluations of this professional development plan.

XIV. Goals and Professional Development Activities

Tenet 1 - District Leadership and Capability: The district examines school systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure that all students are successful.

Goal: By June 2017, based on the district data-driven protocols and processes, school and district leaders will see evidence of teacher use of data-driven instructional practices in a minimum of 50% of classrooms visited as evidenced by classroom visits using the district's "look-for" tool.

Start Date	End Date	Activity
1-Aug-16	30-Sep-16	By September 30th, the district and school leaders with a team of teachers will develop a district class visit look-for tool for school leaders to use to monitor teacher use of effective data-driven instructional practices across the district to improve academic outcomes for all students.
6-Sep-16	15-Oct-16	The district leader will arrange for school leaders and department coordinators to provide professional development to all instructional staff during faculty and grade level meetings relating to the use of formative assessment practices (e.g., entrance tickets, exit tickets, and other checking for understanding strategies) during daily instruction so that adjustments in instruction and student groupings are driven by data-based decision-making practices.
1-Oct-16	23-Jun-17	Teachers will implement formative assessment strategies within daily instruction so that they know if all students are learning or if adjustments in instruction or student groupings need to be made so that the learning needs of all students are met.
6-Sep-16	23-Jun-17	School leaders will conduct informal class visits to each teacher using the "look-for" tool a minimum of twice per quarter to see the implementation of formative assessment strategies and adjustments to instruction or student groupings designed to ensure student learning needs are met.
1-Sep-16	30-Oct-16	The district leader will arrange for a team of school leaders and grade level/department coordinators to conduct an audit of assessments administered in each subject at each grade level in each building so that the district can identify inconsistencies, redundancies, and gaps. The audit should include the name of each assessment, as well as the purpose and frequency of the assessments and how school staff use the data.

1-Nov-16	30-Nov-16	In November, the team of school leaders and grade level/department coordinators will examine each building's assessment audit results so that redundancies in assessments may be eliminated and assessment gaps may be identified.
1-Dec-16	30-Jan-17	Between December and January, the team of school leaders and grade level/department coordinators will research and select assessments that will be used to fill identified assessment gaps so that teachers will have the information needed to make curricula and instructional decisions that meet the needs of their students.
1-Feb-17	February 30, 2017	During February, the team of school leaders and grade level/department coordinators will formalize the continuum of assessments and their administration to be used at the elementary, middle, and high school levels so that there are consistencies in the assessments used across the district.
1-Mar-17	30-Aug-17	Between March and August, the district leader will arrange for grade level/department coordinators or consultants, when applicable, to provide instructional staff with training in the use of any new assessments the district adopts to fill assessment gaps so that all teachers are trained by the end of June 2017 and ready to implement in September 2017.
1-Mar-17	15-Aug-17	Between March and August, the team of school leaders and grade level/department coordinators, the assistance from a consultant, will develop districtwide protocols for teams of teachers in each school to examine the data so that the data analysis process used across the district is consistent and informs curricula and instruction. The protocols will address data meeting structure, data analysis record-keeping process (that includes curricula and/or instructional adjustments to be made), and progress monitoring process.
2-Sep-17	30-Sep-17	The district leader will arrange for school leaders and grade level/department coordinators to provide training on the districtwide assessment protocols to instructional staff in September 2017 with the expectation of staff implementing the protocols in the fall 2017.
1-Nov-16	30-Jun-17	During quarterly cabinet meetings, the school leaders will provide the district leader with an update regarding each school's progress towards SMART goal achievement and any adjustments made to action steps if progress isn't going as planned.

Other possible PD activities to meet specific district's needs			
District Planning • District Policies and Procedures • Fiscal Responsibility • Contracts	BOE, Superintendent, and District Administrators	2016-2017	Measurable district improvement based on surveys, contracts, best practices, NYSED

- Resources and Materials - NYSED Updates - Grant Writing - Enrollment Process - Technology **School Safety** - CPR, AED, and FEMA - School Violence Prevention - DASA Training - Right to Know **Teacher Evaluation and Support** - APPR - Teacher Mentoring Program **Districtwide Services** - Special Education - ELL - AIS-RTI			regulations, attendance, graduation rates and NYSED Report Card

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

Goal: By June 2017, each school will achieve a minimum of 80% of the goals outlined in the DCIP as evidenced by the school leaders' quarterly progress reports and year-end summary report provided to the district leader.

Start Date	End Date	Activity
11/15/2015	6/30/2016	The leaders of each school will meet with their school's leadership teams quarterly to review the school's progress toward achieving DCIP goals and to determine next steps if progress is not going as planned.
11/15/2015	6/30/2016	During faculty meetings on a quarterly basis, school leaders will meet with staff prior to the school leader's quarterly meeting with district leader to discuss data/progress towards meeting DCIP goals, next steps to ensure goals are met, and to identify emerging needs, if applicable.
11/15/2015	6/30/2016	Quarterly, during administrative cabinet meetings, school leaders will provide the district leader with a report that provides data regarding each school's progress towards meeting the DCIP goals, as well as emerging needs, so that the district leader can determine if progress toward meeting DCIP goals is on track or if adjustments in practices need to be made or additional supports be provided.
11/15/2015	6/30/2016	The district leader will meet with the district level DCIP/PD team quarterly to review district progress toward meeting goals and make plan adjustments as necessary to ensure DCIP goals are achieved by June 2017.

Other possible PD activities to meet specific district's needs			
School Management and Planning • Fiscal Responsibility • Scheduling • Community and School Planning • Online/Distance Learning • SchoolTool • Technology • Instructional Resources and Materials	District Leaders	2016-2017	Measureable School Improvement using observations, "look for" tools, assessments, data-driven instruction, APPR, NYSED School Report Card, and trainings.
Leadership • Specific Trainings on Leadership			

• Innovation • Communication and Collaboration • Research			
Teacher Evaluation • APPR • Evaluator Experiences • Teacher Evaluation • "Look For" Tools • Informed Teaching and Evaluation Methods • My Learning Plan			
Schoolwide Instructional Programs and Practices • DDI • Interdisciplinary Collaboration • RTI Practices • Standards Based Grading • Utilizing Learning Resources			

Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

Goal: By June 2017, 100% of the K-12 ELA and Math taught curriculum will be aligned to the CCLS standards and mapped with pacing calendars as evidenced by a review of curriculum maps by the curriculum teams consisting of subject and grade level coordinators and school leaders.

Start Date	End Date	Activity
1-Aug-16	30-Aug-16	The district leader will arrange for a consultant to facilitate a district team's analysis of multiple years of student statewide assessment data and Regents results in both ELA and math so that trends relating to the priority ELA and math CCLS that are curricular strengths and gaps are identified at each grade level/course. The analysis will be conducted in August and the data team will be comprised of grade level teacher representatives from each school, ELA and math coordinators, and school leaders.
6-Sep-16	30-Sep-16	On September 1, the school leaders, with assistance from members of the district team, will provide instructional staff with an overview of trends identified relating to the priority ELA and math CCLS that are curricular strengths and gaps at each grade level so that instructional staff may adjust instruction to provide students with ample opportunities to develop the necessary skills to be academically successful.
1-Oct-16	23-Jun-17	Using a common map and pacing calendar format and protocols, grade level coordinators at the elementary level and department coordinators at the MS/HS levels will facilitate quarterly meetings with ELA and math teachers from each grade level/course and school leaders to develop CCLS-aligned curriculum maps/pacing calendars that emphasize the priority ELA and math standards so that all instructional staff in each ELA and math course have a roadmap to ensure curriculum and instruction focus on the necessary skills.
15-Oct-16	23-Jun-17	Grade level and department coordinators will share curriculum mapping and pacing calendar progress with school leaders and instructional staff during quarterly grade level meetings so that administration and instructional staff have a common understanding of curricula and pacing calendar progress to date and related expectations.
15-Nov-16	30-Jun-17	To ensure the curriculum maps and pacing calendars developed meet the standards of evidence-based practices, the district leader will arrange for a consultant to review curriculum map progress quarterly, checking for such things as the necessary map elements, alignment to the CCLS, and common format.

		The consultant will provide feedback regarding map and pacing calendar progress and recommendations for edits, if applicable.
1-Nov-16	30-Jun-17	During quarterly cabinet meetings, ELA and math coordinators will provide the district and school leaders with an update regarding the progress towards SMART goal achievement and recommendations for adjustments if progress isn't going as planned.

Other possible PD activities to meet specific district's needs			
Curriculum Planning • CCLS • Curriculum Alignment and Pacing • Curriculum Maps • Prioritize Curriculum • Curriculum Gap Training • Curriculum Modifications and Adaptations • Use of technology integration for Curriculum (hardware, software, and) • Lesson and Unit Plans • Targeted Needs and Curriculum • Instructional Shifts • Curricular Models • Vertical/Horizontal Planning • Customized Learning • All Curricula Areas: ELA, Math, SS, Science, STEM etc. • Electives • Credit Acquisition • Interdisciplinary • Instructional Resources and Materials • ELL Curriculum	Superintendent, School Principals, and Leaders, Teachers	2016-2017	Curriculum Alignment Data- Increased academic achievement for all students; APPR

Literacy Curriculum
   • Core Knowledge and Expeditionary Learning
   • Common Core Vocabulary Instruction
   • Writing Curriculum			

Assessments
   • Grading- Standards-Based
   • Formative and Summative Assessments
   • Rubrics
   • Feedback to students			

Tenet 4. Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.

Goal: By February 2017, a minimum of 85% of all teachers will provide students with clear and detailed feedback for improvement aligned to lesson/task objective as evidenced by school leader review of weekly samples of teacher feedback on student work.

Start Date	End Date	Activity
1-Aug-16	30-Sep-16	By September 30th, the district and school leaders with a team of teachers will develop a tool for school leaders to use to monitor teacher provision of feedback to students, including next steps so that progress toward achieving the SMART goal may be measured.
6-Sep-16	23-Jun-17	The school leaders will arrange for grade level and department coordinators to facilitate monthly discussions with teachers on effective strategies for providing students with written feedback relating to lesson/task objective and next steps in order for students to improve their skill development and academic achievement.
6-Sep-16	23-Jun-17	Teachers will provide students with written feedback relating to lesson/task objective and next steps in order for students to improve their skill development and academic achievement.
16-Sep-16	15-Jun-17	Quarterly, school leaders will examine a sampling of feedback each teacher provides to students and provide teachers with actionable feedback, if applicable. The school leader will record findings on the district developed summary tool.
1-Nov-16	15-Jun-16	School leaders will share results of teacher feedback review with teachers, including examples of best practices, quarterly during faculty meetings to provide consistency and progress toward achieving the SMART goal.
1-Nov-16	30-Jun-17	During quarterly cabinet meetings, the school leaders will provide the district leader with an update regarding each school's progress towards SMART goal achievement and any adjustments made to action steps if progress isn't going as planned.

Other possible PD activities to meet specific district's needs			
Instructional Strategies • Effective Teaching • Differentiated Instruction	Superintendent, School Principals, and Leaders, Teachers	2016-2017	Data- Increased academic achievement for all students;

- Vocabulary Instruction - Instructional Strategies/CCLS Strategies - Learning Styles - Deep-level Thinking and Questioning Practices and Strategies – Rigor - Coaching/Mentoring/Collaboration - Intensity and Duration of Instruction - Informed Teaching - Game-Based Learning - Project-Based Learning - Growth Mindset - Cooperative Learning - ELL strategies - Technology Integration			NYSED School Report Card, APPR
AIS-RTI - Progress Monitoring - Student Goals and Needs - Differentiated Instruction - RtI Interventions - Grouping			
Data Driven Instruction - Questioning Practices - Data meetings - Question Banks			
Special Education - Co-Teaching - Explicit Direct Instruction - Customized Learning - Modified Grading - Instructional Modifications and Adaptations			

Tenet 5: Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

Goal: By June 2017, as a result of the implementation of the districtwide social-emotional program, 3rd, 4th, 8th, 9th, and 10th grade students identified with 3 or more risk factors in September will have a reduction in one or more risk factors by June as measured by student progress reports.

Start Date	End Date	Activity
1-Sep-16	23-Jun-17	The district leader will arrange for a district team to meet monthly during the 2016-17 school year to develop districtwide expectations, guidelines, and procedures explaining how the social and emotional needs of all students are to be met at the elementary, middle, and high school levels, including a clear outline of the roles and responsibilities all school stakeholders play in helping to meet identified student needs. (The expectations, guidelines, and procedures will focus on the implementation of the Top 20 Curriculum.)
1-Jun-17	23-Jun-17	The district leader and the district team will share the districtwide social/emotional program expectations, guidelines, and procedures with all school staff during meetings scheduled for each school in June 2017 so that staff will have a clear understanding of their roles/responsibilities and be prepared for full program implementation in September 2017.
1-Aug-16	30-Aug-16	The district leader will arrange for a consultant (Willow Sweeney/Tom Cody) to provide professional development to all school staff on creating a safe and healthy culture for all members of the school community so that students are able to develop their potential to think, learn, and communicate more effectively to make a positive difference in their lives, relationships, and experiences for others and themselves. (September 1; October 20)
6-Sep-16	23-Jun-17	Each school's student support team will create written individualized student support plans that include measurable goals and needed supports/interventions to be implemented by school staff so that students' identified as at-risk may receive supports designed to reduce risk factors.
1-Oct-16	15-Jun-16	Once every 5 weeks, each school's student support team will review each at-risk student's progress. Progress will be documented and the support plan will be adjusted if adequate progress is not being made.
1-Nov-16	30-Jun-17	During quarterly cabinet meetings, the school leaders will provide the district leader with an update regarding each school's progress towards SMART goal achievement and any adjustments made to action steps if progress isn't going as planned.

Other possible PD activities to meet specific district's needs			
District Policies and Regulations • DASA Training • Training in school violence prevention • Digital Citizenship and Online Safety • Classroom Management Techniques and Interventions • School Climate • Community Outreach • Support Resources	BOE, Superintendent, District Administrators, Counselors	2016-2017	Data: Attendance, Suspensions, Referrals, Surveys
Social Emotional Strategies • Behavior Modification Training • Therapeutic Crisis Intervention • Social Thinking • Mindfulness • Growth Mindset • Families in Poverty • Family Engagement • Informed Teaching • Positive Reinforcements			
Programs • Responsive Classroom • PBIS/Olweus • Bullying Prevention • Counseling • McKinney-Vento • Research-Based Programs			
Special Education • Referral Process • Behavioral Supports • RtI Practices			

Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

Goal: By June 2017, 100% of teachers will implement reciprocal communication strategies with families (i.e., face-to-face or via telephone) a minimum of twice per year to discuss each child's needs, progress, and ways the parents can support their child's academic progress at home as evidenced by a summary of contact made maintained by each teacher in the "notes" section in SchoolTools Student Management System.

Start Date	End Date	Activity
6-Sep-16	June 23 2017	Classroom teachers at the elementary level and homeroom teachers at the MS & HS levels will implement reciprocal communication strategies face-to-face or via telephone with the parents of each child in their classroom/homeroom a minimum of twice per year to discuss academic progress and ways parents can support their child's academic progress at home. Teachers will record a summary of the reciprocal communication in the "notes" section for each student in School Tools.
1-Oct-16	30-Jan-16	The district leader will arrange for school leaders to have each school's Home-School Coordinator share best practices for reciprocal communication strategies with school staff at faculty October and January meetings to ensure teachers have additional effective strategies to add to their repertoire.
1-Sep-16	20-Oct-16	The district leader will arrange for consultants (Willow Sweeney/Tom Cody) to present to parents on the topic of unlocking student potential for success with tools that help with thinking, learning, and communicating so that parents have additional tools for supporting their child's success at home.
16-Mar-17	16-Mar-17	The district leader will arrange for Marcia Tate to provide parents with professional development on brain-based strategies that prepare children for success in school and in life so that parents have additional tools for supporting their child's learning success
1-Nov-16	30-Jun-17	During quarterly cabinet meetings, the school leaders will provide the district leader with an update regarding each school's progress towards SMART goal achievement and any adjustments made to action steps if progress isn't going as planned.

Other possible PD activities to meet specific district's needs			
Communication • SchoolTool Portal • One Call Now	Superintendent, District Administrators	2016-2017	Data: Attendance, Suspensions, Referrals,

- District Newsletter - Title I Annual Meeting - AIS/RTI Notifications - Enrollment Process - Communication/Collaboration Parent Education and Engagement - Title I Services - Home School Supports - Post-Secondary Information - Grade/School Transitions - Web Sites - Student Learning and Development Tips and Tools - CTE programs - Family-School Partnership Building - Links to NYS CCLS- www.engageny.org - Counseling			Surveys, Communication Logs

XV.   Appendix A

New York State Teaching Standards and Elements

Professional development offerings for teachers will be designed with the New York State Teaching Standards in mind.

Standard 1: Knowledge of Students & Student Learning
1.1 Knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels
1.2 Knowledge of current, research-based knowledge of learning and language acquisition theories and processes
1.3 Knowledge of and responsive to diverse learning needs, interests, and experiences of all students
1.4 Knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning
1.5 Knowledge of and responsive to the economic, social, cultural, linguistic, family, and community factors that influences their students' learning
1.6 Knowledge and understanding of technological and information literacy and how they affect student learning

Standard 2: Knowledge of Content and Instructional Planning
2.1 Knowledge of the content they teach, including relationships among central concepts, tools of inquiry, and structures and current developments within their discipline[s]
2.2 Teachers understand how to connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem solving related to real world contexts
2.3 Uses a broad range of instructional strategies to make subject matter accessible
2.4 Establishes goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement
2.5 Designs relevant instruction that connects students' prior understanding and experiences to new knowledge
2.6 Evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals

Standard 3: Instructional Practice
3.1 Uses research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning
3.2 Communicate clearly and accurately with students to maximize their understanding and learning
3.3 Set high expectations and create challenging learning experiences for students
3.4 Explores and uses a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement
3.5 Engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology
3.6 Monitors and assesses student progress, seeks and provides feedback, and adapts instruction to student needs

Standard 4: Learning Environment

4.1 Creates a mutually respectful, safe, and supportive learning environment that is inclusive of every student

4.2 Creates an intellectually challenging and stimulating learning environment

4.3 Manages the learning environment for the effective operation of the classroom

4.4 Organize and utilize available resources [e.g. physical space, time, people, technology to create a safe and productive learning environment

Standard 5: Assessment for Student Learning

5.1 Design, select, and use a range of assessment tools and processes to measure and document student learning and growth

5.2 Understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction

5.3 Communicate information about various components of the assessment system

5.4 Reflect upon and evaluate the effectiveness of their comprehensive assessment system, make adjustments to it and plan instruction accordingly

5.5 Prepare students to understand the format and directions of assessment used and the criteria by which the students will be evaluated.

Standard 6: Professional Responsibilities and Collaboration

6.1 Upholds professional standards of practice and policy as related to students' rights and teachers' responsibilities

6.2 Engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning

6.3 Communicate and collaborate with families, guardians, and caregivers to enhance student development and success

6.4 Manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations

6.5 Understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities

Standard 7: Professional Growth

7.1 Reflect on their practice to improve instructional effectiveness and guide professional growth

7.2 Set goals for and engage in ongoing professional development needed to continuously improve teaching competencies

7.3 Communicate and collaborate with students, colleagues, other professionals, and the community to improve practice

7.4 Remain current in their knowledge of content and pedagogy by utilizing professional resources.

XVI. Appendix B

The Interstate School Leaders Licensure Consortium Standards (ISLLC Standards)

Professional development offerings for administrators will be designed with the IDLLC Standards in mind.

Facilitating the development, articulation, implementation, and stewardship of learning that is shared and supported by all stakeholders
A. Collaboratively develop and implement a shared vision and vision
B. Collect and use data to identify goals assess organizational effectiveness and promote organizational learning
C. Create and implement plans to achieve goals
D. Promote continuous and sustainable improvement
E. Monitor and evaluate progress and revise plans

Advocating, nurturing, and sustaining a school culture and instructional program conductive to student learning and staff professional growth
A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
B. Create a comprehensive, rigorous, and coherent curricular program
C. Create a personalized and motivating learning environment for students
D. Supervise instruction
E. Develop assessment and accountability systems to monitor student progress
F. Develop the instructional and leadership capacity of staff
G. Maximize time spent on quality instruction
H. Promote the use of the most effective and appropriate technologies to support teaching and learning
I. Monitor and evaluate the impact of the instructional program

Ensuring management of the organization, operation, and resources for a safe, efficient and effective learning environment
A. Monitor and evaluate the management and operational systems
B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
C. Promote and protect the welfare and safety of students and staff
D. Develop the capacity for distributed leadership
E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources
A. Collect and analyze data and information pertinent to the educational environment
B. Promote understanding, appreciation, and use of the community's diverse cultural, social and intellectual resources
C. Build and sustain positive relationships with families and caregivers
D. Build and sustain productive relationship with community partners

Acting with integrity, fairness, and in an ethical manner
A. Ensure a system of accountability for every student's academic and social success
B. Model principles of self-awareness, reflective practices, transparency and ethical behavior

C. Safeguard the values of democracy equity and diversity

D. Consider and evaluate the potential moral and legal consequences of decision making

E. Promote social justice and ensure that individual student needs inform all aspects of schooling
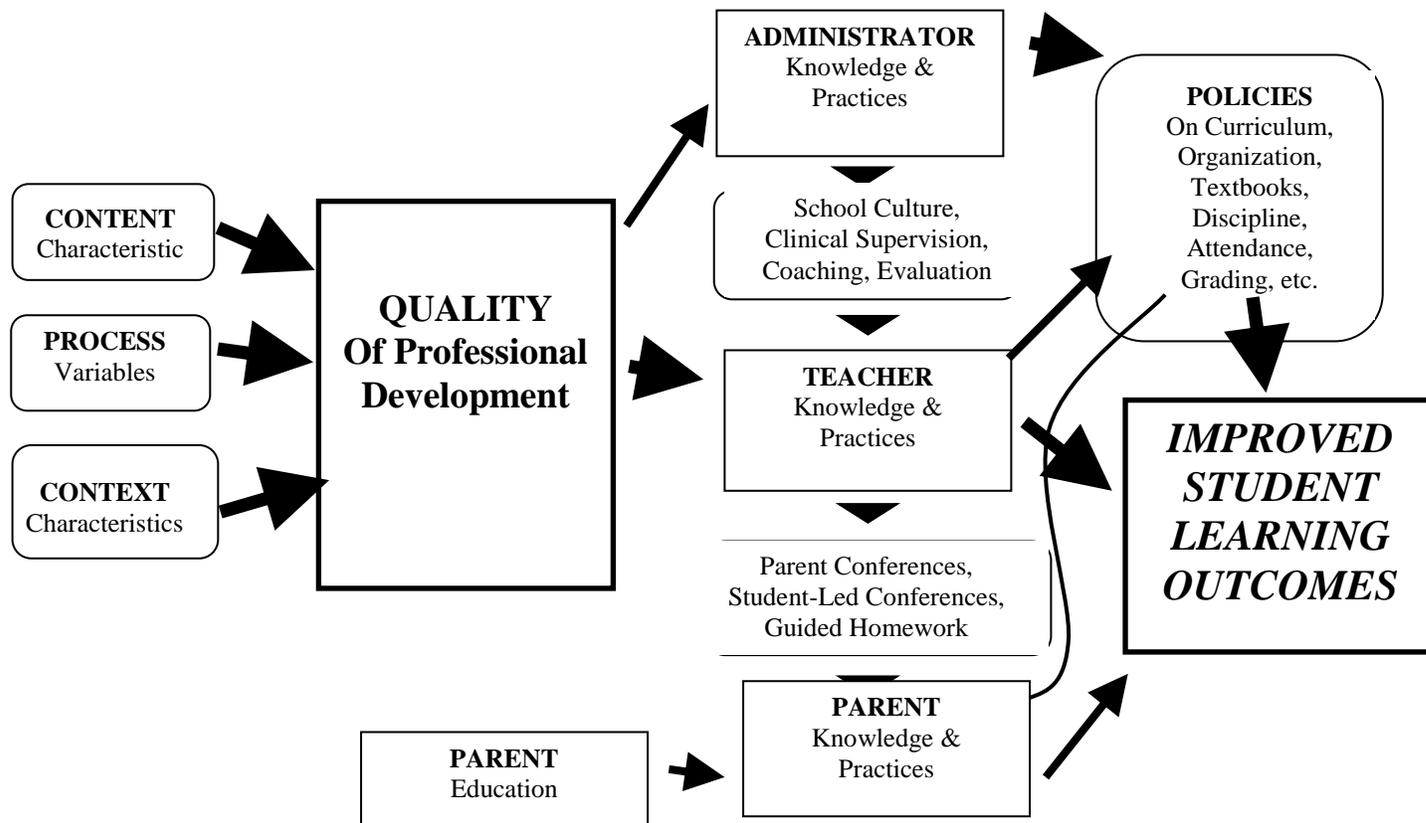
Understanding, responding to, and influencing the political social, economic legal and culture context

A. Advocate for children, families and caregivers

B. Act to influence local, district, state, and national decisions affecting student learning

C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

XVII. Appendix C

Evaluation of Professional Development

Guskey's graphic organizer for professional development will support the process for designing, delivering and evaluating St. Lawrence-Lewis BOCES professional development.

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ADMINISTRATOR
Knowledge &
Practices

CONTENT                    School Culture,
Characteristic             Clinical Supervision,
                           Coaching, Evaluation

            QUALITY
PROCESS     Of Professional       TEACHER
Variables   Development           Knowledge &
                                  Practices

CONTEXT
Characteristics            Parent Conferences,
                           Student-Led Conferences,
                           Guided Homework

                    PARENT
PARENT              Knowledge &
Education           Practices
```

POLICIES
On Curriculum,
Organization,
Textbooks,
Discipline,
Attendance,
Grading, etc.

IMPROVED STUDENT LEARNING OUTCOMES

Thomas Guskey
Evaluating Professional Development 2000