St. Lawrence-Lewis BOCES
Professional Development Plan
2019-2020

August 22, 2019

INTRODUCTION

The St. Lawrence-Lewis BOCES' Mission Statement is the impetus to the long-range Professional Development Plan.

Our Mission
The St. Lawrence-Lewis BOCES Mission is to provide quality, cost-effective programs and services characterized by leadership, innovation, creativity, and flexibility, to:
- Prepare students to become contributing members of their community,
- Initiate programs in response to emerging needs,
- Encourage the sharing of resources and expertise,
- Provide opportunities for professional growth,
- Include constituents in the decision-making process,
- Provide professional and technical assistance.

The Professional Development Plan focuses in on the skills, attitudes, and growth of the professional staff necessary to make the mission of St. Lawrence-Lewis BOCES a reality.

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New York State Professional Development Standards

- 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.

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

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

- 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.

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

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

- 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.

- 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.

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

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

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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

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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.

Professional Standards for Educational Leaders

STANDARD 1. MISSION, VISION, AND CORE VALUES

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Effective leaders:

a) Develop an educational mission for the school to promote the academic success and well-being of each student.

b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.

c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.

d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.

e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.

f)   Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.

g) Model and pursue the school's mission, vision, and core values in all aspects of leadership.

STANDARD 2. ETHICS AND PROFESSIONAL NORMS

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Effective leaders:

a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.

b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.

c) Place children at the center of education and accept responsibility for each student's academic success and well-being.

d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.

e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.

 f)   Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

STANDARD 3. EQUITY AND CULTURAL RESPONSIVENESS
Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Effective leaders:
a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
g)   Act with cultural competence and responsiveness in their interactions, decision making, and practice.
h) Address matters of equity and cultural responsiveness in all aspects of leadership.

STANDARD 4. CURRICULUM, INSTRUCTION, AND ASSESSMENT
Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Effective leaders:
a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
e) Promote the effective use of technology in the service of teaching and learning.
f)   Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Effective leaders:
a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.
b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
e) Cultivate and reinforce student engagement in school and positive student conduct.
f)   Infuse the school's learning environment with the cultures and languages of the school's community.

STANDARD 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL
Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Effective leaders:
a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
g)   Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
h) Promote the personal and professional health, well-being, and work-life balance of staff.
i)   Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being

Effective leaders:

a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.

b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.

c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.

e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.

f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.

g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.

h) Encourage faculty-initiated improvement of programs and practices.

STANDARD 8. MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Effective leaders:

a) Are approachable, accessible, and welcoming to families and members of the community.

b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.

c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.

d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.

e) Create means for the school community to partner with families to support student learning in and out of school.

f) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.

g) Develop and provide the school as a resource for families and the community.

h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.

i) Advocate publicly for the needs and priorities of students, families, and the community.

j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

STANDARD 9.   OPERATIONS AND MANAGEMENT

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Effective leaders:

a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.

b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.

c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.

d) Are responsible, ethical, and accountable stewards of the school's monetary and non- monetary resources, engaging in effective budgeting and accounting practices.

e) Protect teachers' and other staff members' work and learning from disruption.

f)   Employ technology to improve the quality and efficiency of operations and management.

g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.

h)   Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

i)   Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.

j)   Develop and manage productive relationships with the central office and school board.

k) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

l)   Manage governance processes and internal and external politics toward achieving the school's mission and vision.

STANDARD 10.   SCHOOL IMPROVEMENT

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Effective leaders:

 a) Seek to make school more effective for each student, teachers and staff, families, and the community.

b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.

c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.

d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.

e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.

f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.

g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.

h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.

i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

OVERVIEW OF PLANNING PROCESS

In developing our plan, a number of key factors were discussed. The BOCES serves not only internal staff but also the external staff of our component districts. This plan will reflect the process to be used within our internal decision making. However, whenever there are common areas for both BOCES and the component districts, collaboration will be advantageous.

Internally, the BOCES staff presents a multi-faceted organization. We serve Pre-K children through adults. Our curriculum is directly aligned with the New York State Standards but also extends into Career and Vocational areas. Our process must be one that allows for all departments to customize their needs while working within a common framework.

Professional Development Committee Membership
Each department of St. Lawrence-Lewis BOCES will be represented:
➢ Adult-Continuing Education
➢ Career-Technical Programs
➢ Instructional Resources
➢ Pathways Technology Early College High School
➢ Special Education

Superintendent/Designee	Thomas R. Burns/Darin Saiff
Curriculum Specialist	Jennifer Myers, Ed.D.
Parent	Rachel Barr
Administrator	Shannon Pitcher-Boyea
Administrator	Katherine Lynch
Administrator	Jane Akins
Administrator	Emily McGregor
Higher Education Representative	Allen Grant, Ph. D.
Teacher	Markie Hooper
Teacher	Brandi Blackmer
Teacher	Carrie Lake

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Teacher	Heather Snell
Teacher	Vicky Garrabrant

The overall Professional Development Team will be facilitated by the Assistant Superintendent for Instruction. The group will decide as to the need for frequency once the process and model is well established.

I. Professional Development Planning Team

A BOCES team reviews and develops the Professional Development Plan. 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

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 BOCES 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 BOCES 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.

III. Content of the Plan

The plan focuses on improving student performance and teacher practice as identified through data analysis.

The following needs assessment sources were used to identify the professional development needs of the BOCES and its component districts:
- BOCES Report Card
- BEDS data

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- Graduation rates
- State benchmarks for student performance
- Professional development needs assessment
- Staff Development Day feedback
- In service/Workshop evaluation/feedback
- Professional development needs assessment
- Instructional Rounds data
- BOCES 2015-16 Efficiency Study

Goals and Action Steps

Need 1: District and BOCES 3-8 NYS scores on 3-8 are not improving at the rates desired. High School Regents exams transitioning to new standards. District curriculum alignment and prioritization is lacking (Focus and LAP).

Goal: By June 30, 2020, 75% of districts will have an aligned and prioritized curriculum in at least two curricular areas as evidenced by written documents.

Action/Tasks	Person(s) Responsible	Specific Time Frame
Provide districts and BOCES with training on the use of technologies for use in curriculum planning.	Supervisor of Instructional Technology	July 2019-June 2020
Provide districts with training to identify curricular gaps as evidenced by NYS and local assessments.	Senior Supervisor of School Improvement and Instructional Coaches	July 2019-June 2020
Send team to NYS SCDN Frameworks trainings to facilitate regional work with prioritizing curriculum.	Senior Supervisor of School Improvement and Instructional Coaches	July 2019-June 2020
Continue teacher to teacher work focused on reviewing assessment results and update prioritized curriculum.	Senior Supervisor of School Improvement	July 2019-June 2020
Provide professional development to leaders on curriculum work - standards prioritization and pacing.	Senior Supervisor of School Improvement	July 2019-June 2020
Provide support to all staff for literacy across all content areas.	Senior Supervisor of School Improvement, Supervisor of Instructional Technology and Instructional Coaches	July 2019-June 2020
Provide subject area specific content and pedagogy workshops.	Senior Supervisor of School Improvement and Supervisor of Title I Services	July 2019-June 2020
Provide districts with professional development on the curriculum mapping process.	Senior Supervisor of School Improvement, Supervisor of Instructional	July 2019-June 2020

	Technology, Title I Supervisor and Instructional Coaches	
Next Generation ELA and Math curriculum will continue to be specially designed to meet the individualized needs of the student population served.	Director of Special Education, Special Education Principals and Instructional Coaches	July 2019-June 2020
Provide opportunities for teachers to deepen their understanding of subject specific content.	Senior Supervisor of School Improvement and Supervisor of Title I Services	July 2019-June 2020
Next Generation ELA and Math will continue to be specially designed to meet the needs of ELL students.	Senior Supervisor of School Improvement	July 2019-June 2020

Need 2: Lack of student engagement; low test scores compared to NYS; too much teacher talk; low level questions (need higher-order questions); tasks- lack rigor; low level of teacher scaffolding - gradual release to independence.

Goal: Teachers engage in strategic practices to address the learning needs of all students as measured by June 2020, the 3-8 ELA and Math assessment results gaps between SLL BOCES average and NYS will be be reduced by 20%.

Action/Tasks	Person(s) Responsible	Specific Time Frame
Professional development will include the demonstration/modeling the use of technology as applicable.	SSSI, SLSLRC, SIT	July 2019-June 2020
Provide Professional Development in varied formats: book studies and mini-online courses.	SSSI, SLSLRC, SIT, LS	July 2019-June 2020
Provide Professional Development for individual curricular areas	SSSI, LS, SLSLRC, and SIT	July 2019-June 2020
Provide Professional Development on evidenced-based instructional practices such as for student engagement, for increasing rigor in questioning and learning tasks, for teachers to use data to driven instruction, differentiated instruction, brain-based learning, mindfulness.	Senior Supervisor of School Improvement	July 2019-June 2020
Provide continued Professional Development to support Project Based Learning.	Director of CTE/AE, CTE Supervisor of C&I	July 2018-June 2019
Provide special education teachers, professional staff, and teaching assistants with CTLE approved professional development through local BOCES opportunities, NYSUT ELT, RSE-TASC, and other approved providers.	Director of SE, Special Ed Principals, SESIS, SSSI	July 2019-June 2020
Provide Professional Development for meeting NYS Teaching Standards	Senior Supervisor of School Improvement	July 2019-June 2020

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Action/Tasks	Person(s) Responsible	Specific Time Frame
Provide Professional Development on AIS/RTI programs, assessments and interventions	Title I Services SI and Title I Coordinator	September 2018 - June 2019
Professional Development to support coaching of literacy, math and instructional technology	SI and SIT	September 2019 - June 2020

Need 3: Students not engaged; graduation rates; students in crisis; high poverty-homelessness; VADIR data; DASA training; risk factors.

Goal: Social, emotional, academic barriers to learning are reduced in 80% of districts as evidenced by attendance records, VADIR incidents, and dropout rates.

Action/Tasks	Person(s) Responsible	Specific Time Frame
Special education/counseling staff trained (recertified) in Crisis Intervention Techniques.	Senior Supervisor for School Improvement	July 2019- June 2020
Provide professional development and provide opportunities for administrators to discuss and explore the Mental Health Standards. (Alignment of current programs)	Senior Supervisor for School Improvement	July 2019- June 2020
Provide professional development for strategies and suggestions for working with students from poverty.	Senior Supervisor for School Improvement, McKinney Vento Grant Director and Project Coordinator	July 2019- June 2020
Provide professional development for strategies and suggestions for working with students experiencing trauma, including Mindfulness and restorative practices.	Senior Supervisor for School Improvement, McKinney Vento Grant Director and Project Coordinator	July 2019- June 2020
McKinney-Vento trainings on education of homeless children and youth.	McKinney Vento Grant Director and Project Coordinator	July 2019- June 2020
Refine student programs to more meaningfully engage students with a career counseling component; Multi-Occupations, Agricultural Studies and PACE.	Director of CTE/AE, CTE Supervisor of C&I, P-TECH Assistant Coordinator, CTE Principals and Work-Based Learning Coordinator	July 2019- June 2020

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Continue to enhance established behavior management special class programs that include mental health support	Director of SE, Special Ed Principals, Behavior Consultants	July 2019-June 2020
Provide professional development in the area of self regulation, stress management, and impulse control.	Senior Supervisor of School Improvement	July 2019-June 2020
Provide professional development for behavior management.	Senior Supervisor of School Improvement	July 2019-June 2020
Provide districts and BOCES with training in the areas of Digital Citizenship and Online Safety.	Supervisor of Instructional Technology	July 2019-June 2020

Need 4: High % of new administrators and/or new to district; requests of Superintendents and Principals; lack of principal applicants; lack of district capacity; need to develop district leadership; lack of systems

Goal: Develop building & district staff capability for addressing learning needs of all district students by effective support, supervision and evaluation of teachers, school building leaders, and district leaders, by effective staff assignments, support, and mentoring, and by providing staff with opportunities for continuous professional development as measured by 100% of districts meeting 75% of the previous goals by June 2020.

Action/Tasks	Person(s) Responsible	Specific Time Frame
Continued calibration and training of administrators for teacher evaluations.	Senior Supervisor for School Improvement	July 2019-June 2020
Continued work with SUNY Potsdam TEAC committee to provide rich preservice opportunities and to encourage teacher candidates to remain local.	District Superintendent, Assistant Superintendent Instruction and Senior Supervisor for School Improvement	July 2019-June 2020
Ongoing recruitment of out of area teachers and related service professionals through advertising and recruitment fairs.	Director of Special Education and Special Education Principals	July 2019-June 2020
Professional development will be provided for supporting the change process.	Senior Supervisor for School Improvement	July 2019-June 2020
Professional development will be provided for increasing and leveraging Professional Capital.	Senior Supervisor for School Improvement	July 2019-June 2020
Professional development will be provided for school and district management: fiscal, instructional, human resource, et. al.	District Superintendent, Assistant Superintendent Instruction and Senior Supervisor for School Improvement	July 2019-June 2020

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IV.   Description of the Plan

All professional development is aligned with New York standards and assessments and meets the NYS Professional Development Standards. Future professional development will emphasize improved student outcomes with an emphasis on literacy and math. 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 and department planning time
● Faculty meetings
● Staff Development Days
● Technology/Standards support
● Mentoring program
● Teacher Center or BOCES workshops/trainings
● 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)

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

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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

Data from ELL enrollment, assessments and identified needs will drive professional development specific to the needs of ELLs, co-teaching strategies, and integrating language and content instruction: 15% total hours ELL-specific Professional Development for all teachers and 50% total hours ELL-specific Professional Development for ENL/ESL teachers.

The BOCES will utilize the expertise and trainings provided by the Regional Bilingual Education- Resource Network to fulfill these requirements.

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.

V.   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. To help monitor the staff development program the BOCES will work with the Regional Education Lab of the Northeast and Islands to This training series will provide a basic introduction in using data and evidence to evaluate professional learning activities and understanding the role of fidelity of implementation in interpreting outcomes. Professional development around the evaluation of professional development is intended to build the capacity of BOCES staff and participating districts by helping them gain introductory knowledge in evaluation and practitioner-friendly tools and templates. District teams will learn about connecting program objectives with measurable outcomes, monitoring implementation fidelity, gathering and analyzing preliminary data, and utilizing data for program improvement.
The objectives of the proposed training series are:

•   To provide a basic overview of planning for evaluations of professional development.
•   To enhance participants' knowledge of why it is important to assess the fidelity of professional development program implementation.
•   To support participants' use of high-quality data related to their professional development initiatives.

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 BOCES District Professional Development Plan is created by a committee for the purpose of improving the quality of teaching and learning both within the BOCES and its component districts. This plan ensures that teachers participate in substantial professional development to remain current and meet the learning needs of their students.

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St. Lawrence-Lewis BOCES Mentoring Model 2019-2020

PURPOSE: The Mentor Program is a joint effort of the St. Lawrence-Lewis BOCES Teachers' Association and the St. Lawrence-Lewis BOCES to meet the professional needs of teachers entering the teaching field. Both the SLLBOCES Teachers' Association and the SLL BOCES believe that the students and community will benefit from a program that provides support to teachers new to the teaching field.

OBJECTIVES:
1.   Assist mentees in developing and refining their teaching skills.
2.   Help mentees develop skills necessary to work effectively in the education field.
3.   Encourage mentees to develop positive, collegial relationships.

ROLES:
MENTOR COMMITTEE: Consists of a SLLBOCES Teachers' Association members and the CTE and Special Education Director
- ·   Will govern the program and selection of mentors

MENTOR: A tenured and experienced teacher who:
- Establishes a trustful relationship with an assigned mentee
- Develops a safe and confidential environment necessary for honest exchanges with the assigned mentee
- Provides an "open door policy" for the mentee to witness/discuss teaching
- Provides support and encouragement through a coaching philosophy
- Helps with curriculum needs, in-house procedures, classroom procedures and district policy

MENTEE: All first year teachers. At the discretion of administration second and/or third year teachers may repeat the program.

PRINCIPALS: Will support the mentor program by providing time, resources and opportunities for the mentor and mentee to meet together in a professional setting of trust, learning and sharing. The principal will communicate with mentor committee as needed. In the event that a mentor assignment needs to be changed, a new mentor will be chosen.

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Mentor Program Year 1
(1st Year Teacher)

Timeline	Tasks	Responsibility
August	An Orientation Meeting will be scheduled for new staff that will address the following topics: ● Contractual Items -(sick time, business emergency days, sick bank, death leave, salary..) ● Medical/Health Insurance (health insurance, dental insurance, optical coverage, and medical reimbursement…) ● School issues (personal boundaries, computer use, cell phones, social media, professional expectations) ● Specific building procedures (length of day, substitutes, lesson plans, phones…)	1st Year Teacher Administration Union Representative
Opening Day	Mentors will meet with and attend opening day session with their mentee	Mentor 1st Year Teacher
Monthly	Mentors will meet with 1st year teachers at least once per month.	Mentor 1st Year Teacher
Throughout School Year	1st Year Teachers are expected to attend relevant trainings as suggested by their supervisors and/or mentor Possible training topics: ● Effective Teaching ● Special Education ● Classroom Management ● Database usage ● Certification ● Instructional Strategies ● School Forms ● Lesson Plans ● Union topics	1st Year Teacher Mentor Supervisor Union Representative
October & November	Attend two training sessions sponsored by the SLLBOCES Teachers' Association	1st Year Teacher Mentor Coordinator Union Representative

Mentor Program Year 1
(1st Year Teacher)

Timeline	Tasks	Responsibility
Monthly	Each Mentor and 1st Year Teacher will document meetings on Mylearningplan: ● Date of Meeting ● Topic Discussed	Mentor 1st Year Teacher

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	● Duration of the meeting	
Available upon Request	The Mentor and 1st Year Teacher will have 2 half day release days for observational purposes	Mentor 1st Year Teacher Supervisor
Throughout the School Year	The SLLBOCES Mentoring Program will solicit information from both 1st Year Teachers and Mentors that will be used to improve and plan future mentoring programs.	Mentor Coordinator Union Representative

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Mentor Program Year 2
(2nd Year Teacher)

Timeline	Tasks	Responsibility
Beginning of School Year	The 2nd Year Teacher and mentor will review the Mentee's professional goals that were set by the teacher and the administrator. The Mentor will assist the 2nd Year Teacher in outlining activities/procedures for the school year that will assist the teacher in meeting these goals	Mentor 2nd Year Teacher
6 Times per School Year	The Mentor and 2nd Year Teacher will meet to discuss progress toward goals, success of procedures, classroom effectiveness, monitoring student progress and any other relevant issues. .	Mentor 2nd Year Teacher
6 Times per School Year	Each Mentor and 1st Year Teacher will document meetings on Mylearningplan: ● Date of Meeting ● Topic Discussed ● Duration of the meeting	Mentor 2nd Year Teacher
November	Attend a training sessions sponsored by the SLLBOCES Teachers' Association	2nd Year Teacher Mentor Coordinator Union Representative

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Mentor Program Year 3
(3rd Year Teacher)

Timeline	Tasks	Responsibility
Beginning of School Year	The 3rd Year Teacher and mentor will review the Mentee's professional goals that were set by the teacher and the administrator. The Mentor will assist the 2nd Year Teacher in outlining activities/procedures for the school year that will assist the teacher in meeting these goals	Mentor 3rd Year Teacher
4 Times per School Year	The Mentor and 3rd Year Teacher will meet to discuss progress toward goals, success of procedures, classroom effectiveness, monitoring student progress and any other relevant issues. .	Mentor 2nd Year Teacher
4 Times per School Year	Each Mentor and 3rd Year Teacher will document meetings on Mylearningplan: ● Date of Meeting ● Topic Discussed ● Duration of the meeting	Mentor 3rd Year Teacher

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VII.   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 BOCES for at least eight years from the date of completion of the professional development by the professional certificate holder and shall be available for review.

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

VIII.   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.

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Appendix A

Needs Assessment Sources Used

Indicate the sources you used and include any additional details needed to identify the basis of your needs analysis.

_____	School Report Card
_____	New York: The State of Learning (Chapter 655 Report)
_____	BEDS data
_____	The CAR Report
_____	Special designation schools, Focus, Title I
_____	Student attendance rates
_____	Graduation and drop-out rates
_____	Student performance results disaggregated by ethnicity, gender, SES, and other special needs
_____	State benchmarks for student performance
_____	TIMSS report
_____	Student aspirations
_____	Other student surveys
_____	Longitudinal data
_____	Student teacher ratios
_____	Teacher turnover rate
_____	Number of uncertified teachers
_____	Number of teachers teaching out-of-field
_____	Teacher proficiency data
_____	Teacher surveys
_____	Teacher self-assessment
_____	Curriculum surveys
_____	Community employment opportunities
_____	NSDC Planning Tool Survey
_____	Other (Specify)

Appendix B

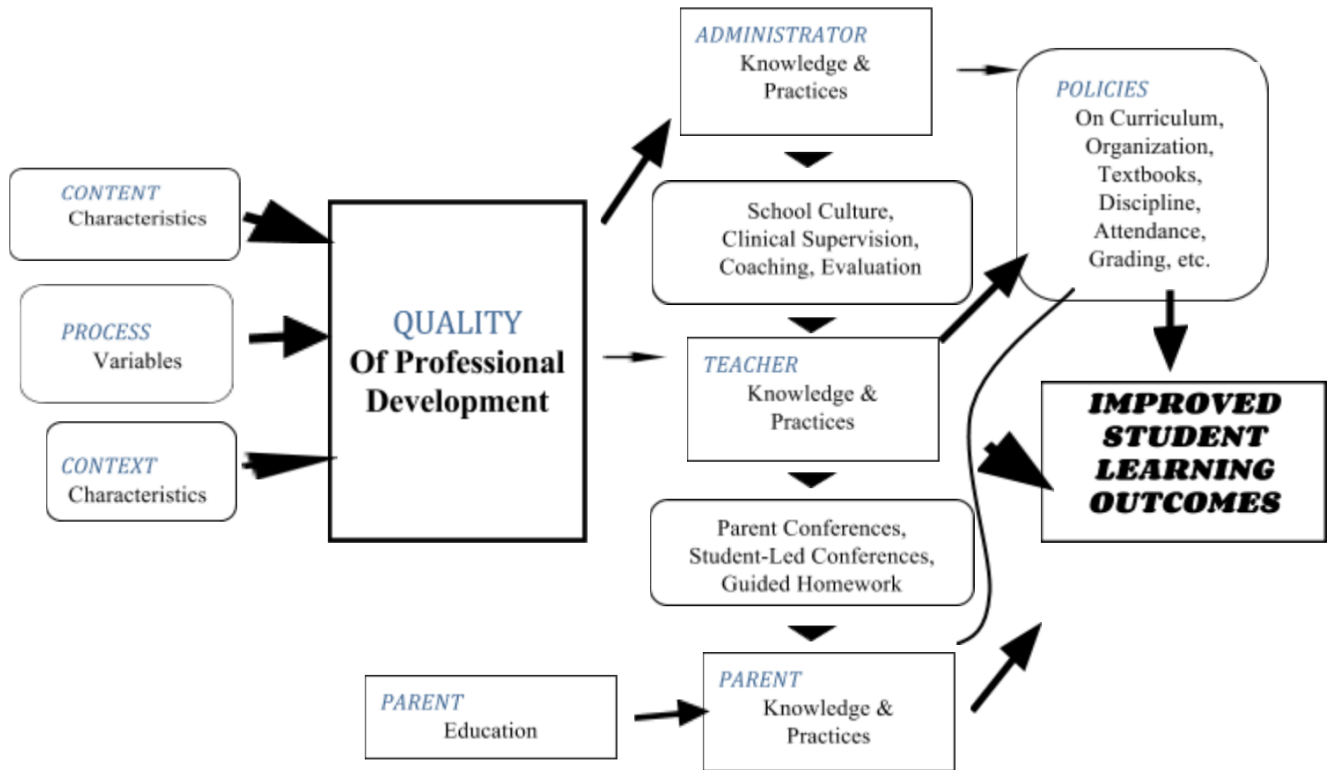# Models for Professional Development Delivery

Professional development is more than conference days and workshops…..

Conference Days
Faculty Meetings
Workshops
Study Groups
Action Research
Collaborative Problem Solving Cadres
Case Studies
Distance Learning/Webinars
Coaching
Curriculum Review and Development
Examining Student Work
Mentoring
Online Courses
Conferences
Training of Trainers

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.

Thomas Guskey
Evaluating Professional Development
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Appendix D

Potential Professional Development Providers

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