

St. Lawrence-Lewis BOCES Professional Development Plan

By Division for 2015-2016

Career and Technical Education
Instructional Services
Special Education



Professional Development Plan

St. Lawrence-Lewis BOCES Comprehensive Professional Development Plan 2015-16

Career and Technical Education, Instructional Services, and Special Education

Purpose:

- To provide professional development that is continuous, sustained, and effective
- To identify the impact on and evaluation of student achievement and teacher practice
- To address the broad nature of professional staff needs

Development, Modification, and Adoption:

- The plan will be developed by teams from each division responding to emerging needs of educators based on a variance between expectation and practice, and students based on their achievement.
- Team membership will be reviewed each spring with modifications made, as necessary.
- The plan will be taken to the BOCES Board of Education by the District Superintendent each fall for their consideration for adoption.

Professional Development Plan Team will include:

- District Superintendent or designee
- Three subcommittees, Career and Technical Education, Instructional Services, and Special Education teachers, and administrators
- If possible, a curriculum specialist, parent, and representative from a higher education institution

Tracking Professional Development Hours:

- Recording: Each division will be responsible for tracking the professional development hours of each educator
- Required Hours: Activities for professional development outlined in the PDP will be acceptable for those employees holding;
 - Professional Certificate - 175 hours each five years
 - Level II Assistants - 75 hours each five years

Mentoring: The Mentoring Program Guidelines, updated in January 2007, will be followed.

Professional Development Plan Division Team Members		
Career and Technical Education	Instructional Services	Special Education
Nanci Collins Vicky Garrabrant Jeanette Perry Stanley Young Larry Jenne Timothy Richards Kristen Zender Rachelle Romoda Jane Akins	Stephanie Allen Rachelle Amo Patricia Fisher Jennifer French Craig Lalonde Katherine Lynch Cassidy Mattimore Roberta Stillin-Dowman Kelly Wilson	Carolyn McPherson Sharon Miller Suzanne Raffel Nancy Avery Sue Bouchey Reggie McDonald Lori Montpetit Renee' Langtry-Green

Professional Development Goals

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St. Lawrence-Lewis BOCES

Integrated Professional Development Goals

Technology Application
Career and Technical Education Goal 1: Teachers and administrators will visit career and technical education centers to explore new programming and improve upon existing CTE offerings through more rigorous and technologically advanced programs
Special Education Goal 2: Special Education staff will utilize data collection systems to monitor student instructional and behavioral progress to ensure data driven instruction.
Safe Learning Environment
Special Education Goal 1: Special education staff will increase collaboration and communication with component districts.
Curriculum, Instruction, Assessment
Career and Technical Education Goal 2: CTE staff will be provided opportunities to identify and explore areas of individual professional development interest and need
Career and Technical Education Goal 3: CTE staff will develop a strategic planning framework that presents CTE as a quality, viable pathway for education of students in St. Lawrence-Lewis Counties
Instructional Services Goal 1: Instructional Services professional developers will support component district and BOCES teachers in their implementation of the NYS Common Core Learning Standards.
Instructional Services Goal 2: Instructional Services staff will be prepared to implement strategies from the NYS Teaching Standards and assist component district and BOCES teachers in their integration of the standards
Instructional Services Goal 3: Instructional Services professional developers will assist component district and BOCES teachers to implement RTI/AIS and Data Driven Instruction.
Special Education Goal 3: Special Education will align instruction with best practice, research based, NYSED regulations and Common Core Standards.
Mentoring New Teachers
Instructional Services Goal 4: Instructional Services professional development staff will implement effective coaching/facilitation strategies.

**St. Lawrence-Lewis BOCES
PROFESSIONAL DEVELOPMENT PLAN
2015-16**

Career and Technical Education

CTE Goal # 1: Teachers and administrators will visit career and technical education centers to explore new programming and improve upon existing CTE offerings through more rigorous and technologically advanced programs

Strategy CTE Goal 1	Action Tasks	Persons Responsible	Timeframe	Performance Data Source	Evaluation
Staff from five programs will utilize software and training to update CTE program curriculums	Webinar, and face –to-face trainings with Atlas training division	Supervisor of Instruction	2014-2015	Software access archives	Electronic curriculum, standards, alignment
Increase use of effective assessment and authentic opportunities for staff and students to access technology for instructional purposes	Peer in-service training on instructional technology provided to staff at all three centers	CTE Administrative Team	2014-2015	Documented evidence of technology use in lesson planning, teacher observations, mid-year and end of year evaluations	Enhanced staff technology skills integrated into instructional activities and lesson plans
	CTE Staff training on Assignments and Assessments that impact student success.	Supervisor of Instruction SREB Staff	2014-2015	Documented Staff Training	CTE Assignments & Assessments
	CTE Staff and Industry Partners implement design framework for authentic and rigorous workplace projects using industry needs and technology	Supervisor of Instruction SREB Staff	November 10, 2014 2014-2015	Documented Staff Training / Coaching and Meeting Outcomes	CTE Projects
	Staff will utilize ESC conference space, PolyCom units for program development, training, and instructional purposes	CTE Administrative Team	2014-2015	Conference Schedule PolyCom Contact Tracking form	Increased use of program meetings and cross-center activities within programs

CTE Goal # 2: CTE staff will be provided opportunities to identify and explore areas of individual professional development interest and need

Strategy CTE Goal 2	Action Tasks	Persons Responsible	Timeframe	Performance Data Source	Evaluation
Staff individually identify areas of need for professional development	Anonymous internal survey for staff to prioritize areas of interest	Supervisor of Instruction	September 3, 2014	Survey Monkey	Prioritized staff development interests
	Targeted internal	Supervisor of	October	Survey Monkey	Detailed staff

Strategy CTE Goal 2	Action Tasks	Persons Responsible	Timeframe	Performance Data Source	Evaluation
	survey for staff to identify areas of need for training, and strengths for peer coaching	Instruction	2014		development needs and interest for professional development
Provide Professional Development for staff based on prioritized needs	Staff training on Classroom Management	Supervisor of Instruction The Education Company	March 20, 2015 2014-2015	Documented staff training	Increased use of positive classroom management strategies

CTE Goal # 3: CTE staff will develop a strategic planning framework that presents CTE as a quality, viable pathway for education of students in St. Lawrence-Lewis Counties

Strategy CTE Goal 3	Action Tasks	Persons Responsible	Timeframe	Performance Data Source	Evaluation
Evaluate existing CTE programming	1. Identify quality CTE curriculum and programs 2. Review curriculum and program/career statistics with team	Director Staff Supervisor	2014-2015	"Evaluating the Quality of Career/Technical Programs" SREB Rubric	Planning documentation and rubric
Research new CTE programming	Establish a timeline for CTE Program Review and Development	Director CTE Administration	2014-2015	Planning, and research resources and documents	Five-Year Plan of Review and Development
	Identify sites to visit for program improvement and development based on program specific rubrics	Supervisor	2014-2019	Planning, and research resources and documents	Five-Year Plan of Review and Development

CTE Goal # 4: BOCES will follow mentor program guidelines with the intent to meet the Commissioners Regulations to provide support for new teachers.

Strategy CTE Goal 4	Action Tasks	Persons Responsible	Timeframe	Performance Data Source	Evaluation
All first and second year teachers will participate in the mentoring program	Eligible teachers will be identified by administration. Mentors will be selected by administration with agreement of teachers' association Mentors will meet regularly with mentee and log their time	Assistant Superintendent for Instruction Director Mentors	2014-2015	Mentors will mentor untenured teachers	Mentee will increase teaching skills with successful student achievement and remain in the teacher profession

	A mid-year review will be held in January to assess current mentoring Mentoring records will be kept 7 years				
All new teachers will receive support in lesson planning and instructional strategies	1. New teachers attend APL Effective Teaching 2. Work with Instructional Coach	Director Supervisor Effective Teaching	2014-2015	Documentation of meetings, and workshop attendance	Lesson plans

Instructional Services

ISD Goal # 1: Instructional Services professional developers will support component district and BOCES teachers in their implementation of the NYS Common Core Learning Standards.

Strategy	Action Tasks	Persons Responsible	Time-frame	Performance Data Source	Evaluation
Instructional Services professional developers will continue to engage in the shifts and complexities of the NYS Common Core Learning Standards for Literacy and Mathematics as well as become versed in the curriculum materials provided by NYSED.	Instructional Services professional developers will attend conferences and BOCES professional development opportunities relevant to the implementation of CCLS.	ISD administrators	9/15-6/16	Training completed	Teacher evaluation conferences will include discussion of professional development needs
	ISD coaches will meet monthly and engage in professional development.	Patti Fisher, Roberta Stillin-Dowman, Rachelle Amo	9/15-6/16	Meetings held and minutes shared	
	Librarians will attend CCLS sessions at the NYLA/SSL Conference.	Kelly Wilson	Spring 2016	Training completed	

ISD Goal # 2: Instructional Services staff will be prepared to implement elements from the NYS Teaching Standards and assist component district and BOCES teachers in their integration of the standards.

Strategy	Action Tasks	Persons Responsible	Time-frame	Performance Data Source	Evaluation
ISD staff will learn and practice instructional elements to effectively implement the NYS Teaching Standards.	ISD Administrative Team will identify key instructional elements for focus during the 2015-2016 school year.	ISD Administrative Team	November Division Mtg. 2015	Key instructional elements identified	Identified elements are evident in observations of coaches
	ISD teachers will	ISD	December 2015 -	Training	

	participate in professional development training to incorporate identified elements.	Administrative Team	June 2016	completed	
School library system librarian will support component district librarians to integrate 21 st century skills into their lessons.	Attend state-provided professional development on 21 st century skills. Plan and provide professional development at SLS Regional Librarian Meetings.	Kelly Wilson	9/15-6/16	Conference attendance records	Report out to regional librarians

ISD Goal #3 – Instructional Services professional developers will assist component district and BOCES teachers to implement RTI/AIS and Data Driven Instruction.

Strategy	Action Tasks	Persons Responsible	Time-frame	Performance Data Source	Evaluation
ISD literacy/math staff will receive professional development on all current RTI/AIS regulations	Staff attend semi-annual meetings focused to help support component districts to <ul style="list-style-type: none"> • update their AIS/RTI plans • implement assessment plans • implement researched based interventions 	Title I Services, Literacy Coordinator	February 2016	Staff have resources needed to assist districts	Districts receive support to write/revise AIS/RTI plans developed Assessment plans developed Intervention implemented
ISD (Data Assessment, Literacy, and Math) staff will be prepared to assist in the continued implementation of DDI	Provide continued training to ISD staff team in the components of DDI. <ul style="list-style-type: none"> • Data collection and storage in eDoctrina • Use of data to guide instruction • Creation of Common Assessments 	Stephanie Allen	7/15 – 6/16	Staff trained	Training evaluations

ISD Goal # 4 – Instructional Services professional development staff will implement effective coaching/facilitation strategies.

Strategy	Action Tasks	Persons Responsible	Timeframe	Performance Data Source	Evaluation
Professional developers receive training on effective coaching facilitation strategies.	ISD coaches will meet monthly and engage in professional development.	ISD Administrators	7/2015 – ongoing	Meeting minutes	Teacher evaluation conferences will include self-reflection.

Special Education

Goal # 1 Increase collaboration and communication with component districts.

Strategy	Action Tasks	Persons Responsible	Time-frame	Performance Data Source	Evaluation
Ensure that there is at least one representative from Special Education on all District visits with Mr. Burns.	Attend all district visits.	Director and Supervisors	2015-16	Calendar	District surveys
Meet with administration of host schools.	Formal and informal visits to host districts and ongoing discussions with administration about what is working and what needed improvement.	Director	2015-16	Calendar of visits	District surveys
Respond to district needs in a timely manner.	Return calls, answer emails and complete reports in a manner in which meets the immediate needs of the districts.	Director Supervisors Teachers Related Service Providers	20`15-16	Feedback from districts	CSE chairperson and District feedback

Goal # 2 Consistently utilize data collection systems to monitor student instructional and behavioral progress to ensure data driven instruction.

Strategy	Action Tasks	Persons Responsible	Timeframe	Performance Data Source	Evaluation
Consistently implement the Student Management Procedure.	Special Education staff will participate in training regarding documenting objective data collection	Director of Special Education Special Education Staff Regional Supervisors	2015-2016	Training and implementation of learning information	Ongoing program review Student outcomes

Staff will participate in ongoing training, program groups and Curriculum Work Sessions regarding data collection systems, assessments, progress monitoring and the use of data in instructional and behavior plan planning	Participate in ongoing training activities	Special Education Staff Regional Supervisors	2015-2016	Student assessments, lesson plans and data collection tools	Ongoing program review Student outcomes
Utilize data collection and progress monitoring to ensure appropriate FBA/BIP for students.	Assess training needs Review and follow the Student Management Procedures document	Director of Special Education Regional Supervisors, teachers and Behavior Consultants	2015-16	Completed FBA & BIP Student Individual Education Plans (IEP)	Progress monitoring data & student outcomes

Goal #3 Instruction will align with best practice, research based, NYSED regulations and Common Core Standards

Strategy	Action Tasks	Persons Responsible	Timeframe	Performance Data Source	Evaluation
Staff will individually identify areas of need for professional development	Staff will attend mini trainings throughout the year	Curriculum supervisor	2015-16	Student scores Teacher evaluations	Progress monitoring data and student outcomes
Increase use of effective teaching strategies and assessments to increase student progress.	Staff will work with instructional coaches on areas of need	Instructional Coaches Supervisors	2015-16	Student scores Teacher evaluations	Progress monitoring data and student outcomes