St. Lawrence-Lewis BOCES
Professional Development Plan
2017-2018

Approved on September 14, 2017 by the
SLL BOCES Board of Education

August 17, 2017

INTRODUCTION

The St. Lawrence-Lewis BOCES' Mission Statement is the impetus to the long-range Professional Development Plan 2017-2018.

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.

August 17, 2017

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.

August 17, 2017

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

August 17, 2017

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.

August 17, 2017

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

August 17, 2017

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

August 17, 2017

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	Dr. Jennifer French
Parent	Erin Woods
Administrator	Patti Fisher
Administrator	Katherine Lynch
Administrator	Jane Akins
Administrator	Caralee Kardash
Higher Education Representative	Dr. William Collins
Teacher	Markie Hooper
Teacher	Nicole Charleson
Teacher	Carrie Lake
Speech Therapist	Carolyn McPherson

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.

August 17, 2017

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
- 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

August 17, 2017

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, 2018, 75% of districts will have an aligned and prioritized curriculum in at least one curricular area 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 2017-June 2018
Provide districts with training to identify curricular gaps as evidenced by NYS and local assessments.	Senior Supervisor of School Improvement and Instructional Coaches	July 2017-June 2018
Continue teacher to teacher work focused on reviewing assessment results and update prioritized curriculum.	Senior Supervisor of School Improvement	July 2017-June 2018
Provide professional development to leaders on curriculum work - standards prioritization and pacing.	Senior Supervisor of School Improvement	July 2017-June 2018
Provide support to all staff for literacy across all content areas.	Supervisor of Instruction (literacy)	July 2017-June 2018
Provide subject area specific content and pedagogy workshops.	Senior Supervisor of School Improvement	July 2017-June 2018
Provide districts with professional development on the curriculum mapping process.	Senior Supervisor of School Improvement	July 2017-June 2018
Common core curriculum will continue to be specially designed to meet the individualized needs of student population served.	Director of Special Education, Special Education Supervisors and Instructional Coach	July 2017-June 2018
Provide opportunities for teachers to deepen their understanding of subject specific content.	Senior Supervisor of School Improvement	July 2017-June 2018
Common core curriculum will continue to be specially designed to meet the needs of ELL students.	Senior Supervisor of School Improvement	July 2017-June 2018

August 17, 2017

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 2018, 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 and Supervisor of Instructional Technology	July 2017-June 2018
Provide Professional Development for individual curricular areas	SSSI, LS, SLSLRC, and SIT	July 2017-June 2018
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 2017-June 2018
Provide continued Professional Development to support Project Based Learning.	Director of CTE/Adult Education, CTE Supervisor of Curriculum and Instruction	July 2017-June 2018
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 Special Education, Supervisors of Special Education, SESIS, Senior Supervisor of School Improvement	July 2017-June 2018
Provide Professional Development for meeting NYS Teaching Standards	Senior Supervisor of School Improvement	July 2017-June 2018
Action/Tasks	Person(s) Responsible	Specific Time Frame

August 17, 2017

Provide Professional Development on AIS/RTI programs, assessments and interventions	Title I Services Supervisor of Instruction and Title I Coordinator	September 2017 - June 2018
Professional Development to support coaching of literacy, math and instructional technology	Supervisors of Instruction and Supervisor of Instructional Technology	September 2017 - June 2018

August 17, 2017

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 staff trained in crisis intervention techniques.	Senior Supervisor for School Improvement	July 2017-June 2018
McKinney-Vento District Support Leaders provided the following trainings to turnkey to district staff: *From Trauma to Healing: Building Trauma Sensitive Schools to Support Resiliency* and *Mental Health for Youth*.	McKinney Vento Grant Director and Project Coordinator	July 2017-August 2017
McKinney-Vento turnkey trainers provided with strategies and suggestions for working with students from poverty.	McKinney Vento Grant Director and Project Coordinator	July 2017-August 2018
McKinney-Vento turnkey trainers provided with strategies and suggestions for working with students experiencing trauma, including Mindfulness.	McKinney Vento Grant Director and Project Coordinator	July 2017-August 2018
McKinney-Vento trainings on education of homeless children and youth.	McKinney Vento Grant Director and Project Coordinator	July 2017-June 2018
Poverty Simulation training	McKinney Vento Grant Director and Project Coordinator	August 2017-June 2018
Refine student programs to more meaningfully engage students with a career counseling component; Multi-Occupations, Agricultural Studies and PACE	Director of CTE/Adult Education, CTE Supervisor of Curriculum and Instruction, P-TECH Assistant Coordinator, CTE Principals and Work-Based Learning Coordinator	July 2017-June 2018
Continue to enhance established behavior management special class programs that include mental health support	Director of Special Education, Supervisors of Special Education	July 2017-June 2018
Provide professional development in the area of self regulation, stress management, and impulse control.	Senior Supervisor of School Improvement	July 2017-June 2018
Provide professional development for behavior management.	Senior Supervisor of	July 2017-

August 17, 2017

	School Improvement	June 2018
Provide districts and BOCES with training in the areas of Digital Citizenship and Online Safety.	Supervisor of Instructional Technology	July 2017- June 2018

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 2018.

Action/Tasks	Person(s) Responsible	Specific Time Frame
Continued calibration and training of administrators for teacher evaluations.	Senior Supervisor for School Improvement	July 2017- June 2018
Continued recruitment of future administrators through the Principals' Academy	District Superintendent, Assistant Superintendent Instruction and Senior Supervisor for School Improvement	July 2017 - June 2018
Ongoing recruitment of out of area teachers and related service professionals through advertising and recruitment fairs.	Director of Special Education and Special Education Supervisors	July 2017- June 2018
Professional development will be provided for supporting the change process.	Senior Supervisor for School Improvement	July 2017- June 2018
Professional development will be provided for increasing and leveraging Professional Capital.	Senior Supervisor for School Improvement	July 2017- June 2018
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 2017- June 2018

August 17, 2017

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 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.

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.

August 17, 2017

ST. LAWRENCE-LEWIS BOCES
-MENTORING MODEL, 2017-2018

The St. Lawrence-Lewis BOCES Mentoring Model will offer support and guidance to all new instructional staff in the BOCES in order to retain quality staff, to improve their ability to meet the needs of all our students, and to assist them in achieving the high standards set by our New York State Board of Regents and State Education Department.

MENTORING COMMITTEE:
The Assistant Superintendent for Instruction and the St. Lawrence-Lewis BOCES Teachers Association president will collaborate on the creation of a Mentoring Committee, which will be comprised of at least one administrator from each division and one teacher from each division. A letter to solicit interest in serving on the Mentoring Committee will be authored jointly by the Assistant Superintendent for Instruction and the St. Lawrence-Lewis BOCES Teachers Association, and decisions regarding the final makeup of the Mentoring Committee will be made jointly.

Role of the Mentoring Committee:
The primary role of the Mentoring Committee is to monitor and evaluate the St. Lawrence-Lewis BOCES Mentoring Model on an ongoing basis, including such activities as
- *Updating and maintaining the Mentoring Plan annually.*
- *Ensuring training opportunities for both Mentors and Mentees.*
- *Reporting on the status of the Mentoring Model to both the TEACHERS' ASSOCIATION and the St. Lawrence-Lewis BOCES Board of Education.*
- *Monitoring financial implications that impact the Mentoring Model.*

The Mentoring Committee will give any recommendations for change connected to finances by March 1 each year to the Assistant Superintendent for Instruction; recommendations for modifying non-financial elements of the Mentoring Model will be given by May 1 each year to the Assistant Superintendent for Instruction. The Superintendent for Instruction will then share these recommendations with the District Superintendent and the Board of Education.

PROCEDURE FOR SELECTING MENTORS:
- *The **Mentor Application** closely resembles a resume with relevant data on the teacher's professional experience, education and credentials. The **Recommendation Form** asks the reference to rate the teacher on organizational ability, leadership, commitment, communication and interpersonal skills, attitude towards professional growth and teaching skills in area of specialization. Prospective mentors submit **three** recommendations, one of which is by the individual's immediate BOCES supervisor.*
- *References made by the BOCES supervisor will reflect the teacher's **Annual Professional Performance Review**. The **APPR** addresses skills in the following areas: content knowledge, instructional preparation and delivery, student assessment, knowledge of student development, classroom management, collaboration and reflective practices.*
- *Completed **Mentor Applications** and **Recommendation Forms** will be forwarded to the Assistant Superintendent for Instruction, who will coordinate the assignation of Mentors to new teachers.*

- *The Assistant Superintendent for Instruction will forward the names of the Mentors to the District Superintendent, who makes a recommendation to the Board of Education for approval.*

August 17, 2017

Upon approval by the Board of Education, the Personnel Department notifies the mentors of their acceptance. Every effort will be made to assign mentors as soon as possible.

CRITERIA FOR MENTOR SELECTION:
- *Permanent or Professional Certification.*
- *Tenured.*
- *Mastery of Subject Matter.*
- *Excellent Teaching Abilities.*
- *Excellent Communication Skills.*
- *Pedagogical Skills.*
- *Enthusiasm for teaching.*
- *Available for all required training.*
- *Willingness to attend Mentor Training/Mentor Meetings.*
- *Willingness to make a one-year commitment to the program.*

Role of the mentors:
The primary role of the mentor is to provide support and guidance to the new instructional staff member. Confidentiality is of the utmost importance, and mentors are not to provide information which will be used for evaluating or disciplining the mentee, unless there is a danger to students or staff. Mentors are required to observe and conference with their mentees regularly and to keep a log noting meeting times and dates.

Proposed activities of mentors:
- *At the onset of the program, assist the mentee in completing a needs assessment and identifying goals and training activities.*
- *Model teaching techniques and coach the mentee's application of strategies.*
- *Visit the mentee's classroom to observe teaching, classroom management skills, and to become familiar with students. Reciprocate by opening the mentor's classroom to the mentee.*
- *Co-teach, collaborate on lesson plans and assessment strategies.*
- *Provide guidance in identifying professional growth activities.*
- *Facilitate positive networking opportunities by linking mentees with other successful teachers.*
- *Attend professional development activities specific to specialty area with the mentee.*
- *Help the mentee become familiar with school and BOCES procedures, policies and programs.*
- *Assist in the evaluation of the Mentor Teaching Internship Program.*

Confidentiality:
Adherence to confidentiality is essential to the integrity of each mentor–mentee relationship and to the success of Mentor Teacher Internship Program as a whole. To ensure that confidentiality is respected, the following actions are proposed:
- *Confidentiality will be emphasized throughout the program beginning with initial training and reiterated at subsequent program meetings.*
- *Mentor initiated discussions with the Coordinator concerning a mentee should be conducted with the prior knowledge of the mentee.*
- *Supervisors will be advised that activities and materials relating to the mentor-mentee program may not be used for evaluative purposes.*

August 17, 2017

Preparation of the mentors:
First-year mentors are required to attend professional development specific to mentoring, such as Observation Techniques, Coaching, Feedback, Active Listening, Goal Setting, Reflective Questioning Techniques, the eight criteria of the APPR, and BOCES district policies.

Release time:
Any release time needed for meeting, training, observing, conferencing, planning, etc. will be arranged through the cooperative efforts of the appropriate BOCES supervisor/administrator, the mentor, the new teacher and the replacement teacher. If more time is required due to any identified needs, the mentor will discuss the need with the appropriate supervisor/administrator.

Procedures for Team Assignment adjustments:
Any adjustments to a mentor-mentee pairing will be addressed as soon as any concerns arise. The Assistant Superintendent for Instruction, as coordinator of the Mentoring initiative, will work with pairings to facilitate any concerns that may lend to a new assignment. Issues related to the need for a reassignment will be kept confidential.

Mentor Compensation
Mentors will be compensated $800.00 per mentee per school year.

St. Lawrence-Lewis BOCES Mentoring Model revised 2016

August 17, 2017

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.

August 17, 2017

Appendix A

Needs Assessment Sources Used

Indicate the sources you used and include any additional detail 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)

August 17, 2017

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

August 17, 2017

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.
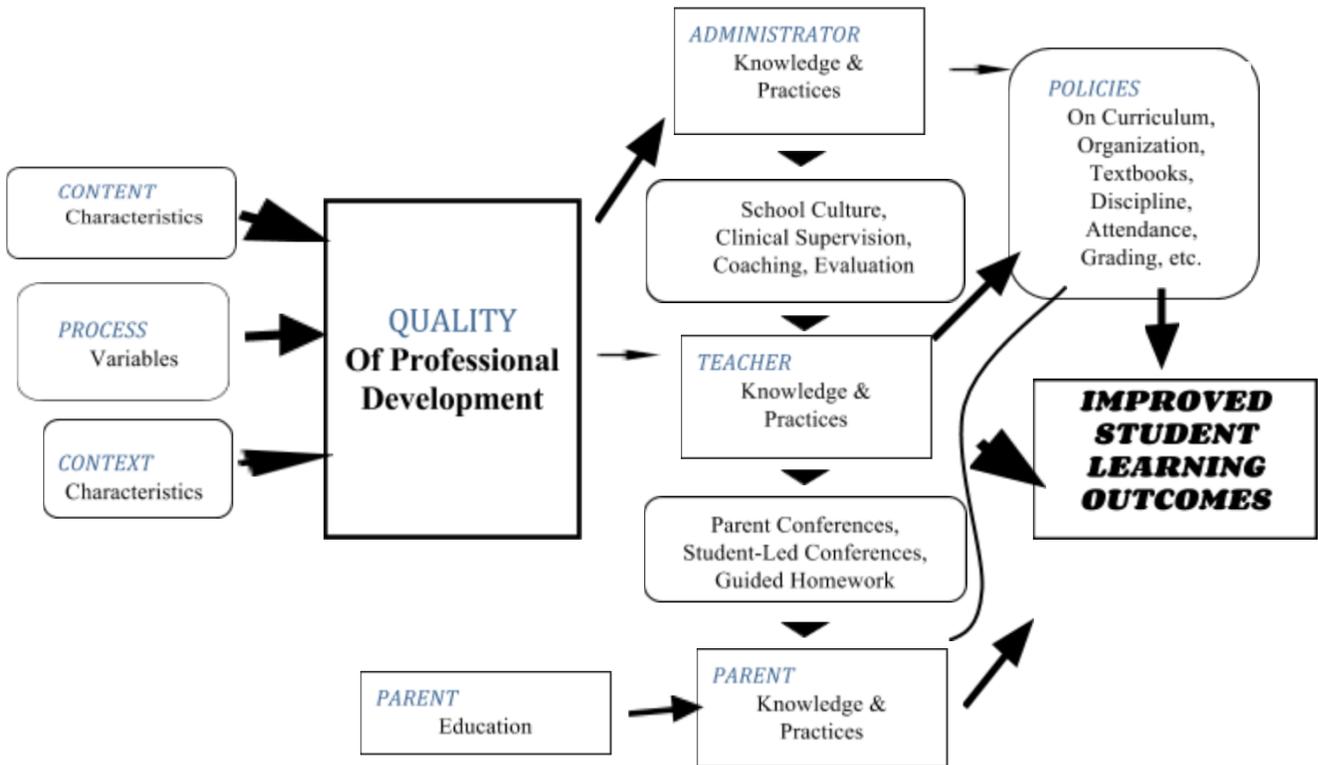
Thomas Guskey
Evaluating Professional Development
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August 17, 2017

Appendix D

Potential Professional Development Providers