

**2016-2017**

# **Professional Development Plan for all ONC BOCES Staff**



## **Professional Development Plan Table of Contents**

Plan Reporting Cover Page/District Contact Organization	2
Mission & Goals	3
Standards, Guiding Principals, Evaluation	4
Goals/Objectives	7
Professional Development Resources; Approved Sponsors	8
Mentoring	9
BOCES Responsibilities & Approval of PD	10
Continuing Teacher Leader Education for Certificate Holders	11
CTLE Resources	Appendix A



**ONC BOCES  
Professional Development Plan**

BEDS Code: 199000000000

Mr. Nicholas J. Savin  
District Superintendent

ONC BOCES District Superintendent Office @ OAOC  
1914 County Highway 35  
Milford, NY 13807

Telephone: (607) 286-7715 ext 223

Fax: (607) 286 9603

Email: nsavin@mail.oncboces.org

Year Plan is to be effective: 2016-2017 school year

## **Introduction:**

The ONC BOCES school district is comprised of two career and technical educational centers and several classrooms located throughout the ONC BOCES region. The BOCES offers 12 career and technical education programs, including two STEM New Visions Medical programs housed at Bassett and Fox Hospitals and two STEM New Visions Engineering programs. The BOCES offers an alternative education program, Adult Education and GED program, and several innovative programs classrooms. Approximately 115 professional staff members provide services to the students of the nineteen component school districts in the ONC BOCES region.

## **Mission Statement**

To provide leadership and support systems through teamwork with component districts to enhance students' opportunities for a world class education.

## **Organizational Goals**

1. Provide high quality instructional programs that will prepare all students to be responsible, productive, and informed contributors to their community.
2. Provide effective leadership and support to assist districts in meeting the needs of all students.
3. Develop and enhance partnerships to provide high quality, cost effective collaboration services
4. Develop and enhance communication within ONC BOCES and the region.

## **Composition of Professional Development Team**

NAME	ROLE	SITE
Nicholas Savin	Superintendent	OAOC
Joe Boonan	Assistant Superintendent of Student Programs	OAOC
Anne Pallischeck	Instructional Support Services Director	OAOC
Diane Matteson	Human Resources Director	NCOC
Ryan DeMars	Principal	OAOC
Kevin Stevens	Assistant Principal	OAOC
Christopher Fatta	Principal	NCOC
Larry Miller	NYSUT President/ CTE Teacher	OAOC
Jim Calhoun	Innovative Program Teacher/Mentor	OAOC
Muga Katoke	Parent/Innovative Program Teacher	OAOC
Cyndi Kropp	Core Academics Teacher-SS	OAOC
Elva Manee	New Visions STEM Teacher-Medical	OAOC

## **Standards, Guiding Principals, & Evaluation**

At ONC BOCES, it is an expectation of all of our employees to be continuous learners crafting expertise in whatever role they serve. The Professional Development Planning Team for ONC BOCES references the The New York State Professional Development, Teaching, and ISLLC Standards to inform decisions and direct the formation of the Professional Development Plan (PDP).

### **NYS 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 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.

## Guiding Principals

### **Additional Aspects to consider based on recent Professional Development (PD) research:**

(adopted from Project Learning Tree, March 2013 PEER Research Study and Literature Review)

#### **Guiding Principle #1 – *More is Better***

Long-term sustainable and intensive PD, rather than a one-shot workshop, is needed to change student performance, which is an agreed upon outcome of “effective” PD.

#### **Guiding Principle #2 – *Clarify & Prioritize Outcomes***

Clarity about outcomes is necessary to help define the appropriate PD program model and features.

#### **Guiding Principle #3 – *Create Collaborative, Reflective Learning Communities (PLCs)***

When communities of teachers from the same grade, subject, school, or organization can interact and collaborate over time, PD is more effective.

#### **Guiding Principle #4 – *Embrace Online Tools***

Online tools and technology provide powerful PD opportunities that can be used to complement but should not necessarily replace face-to-face activities.

#### **Guiding Principle #5 – *Five Core Features***

PD best practices frequently include these features: integrated content & pedagogy; coherence with standards and policies; active learning opportunities; mentoring/coaching/apprenticing; and individual learning.

#### **Guiding Principles “+” – *Additional Supporting Ideas***

Though not as strongly represented in the body of research evidence, attending to the following PD dimensions can help increase the effectiveness of PD: Standardization Versus Flexibility; Importance of the Facilitator; Pilot Testing; Evaluation; Context; and Caveats\*.

\*Caveats, as in concerns, warnings, and/or stipulations to the knowing both the content and audience to which the PD is being delivered

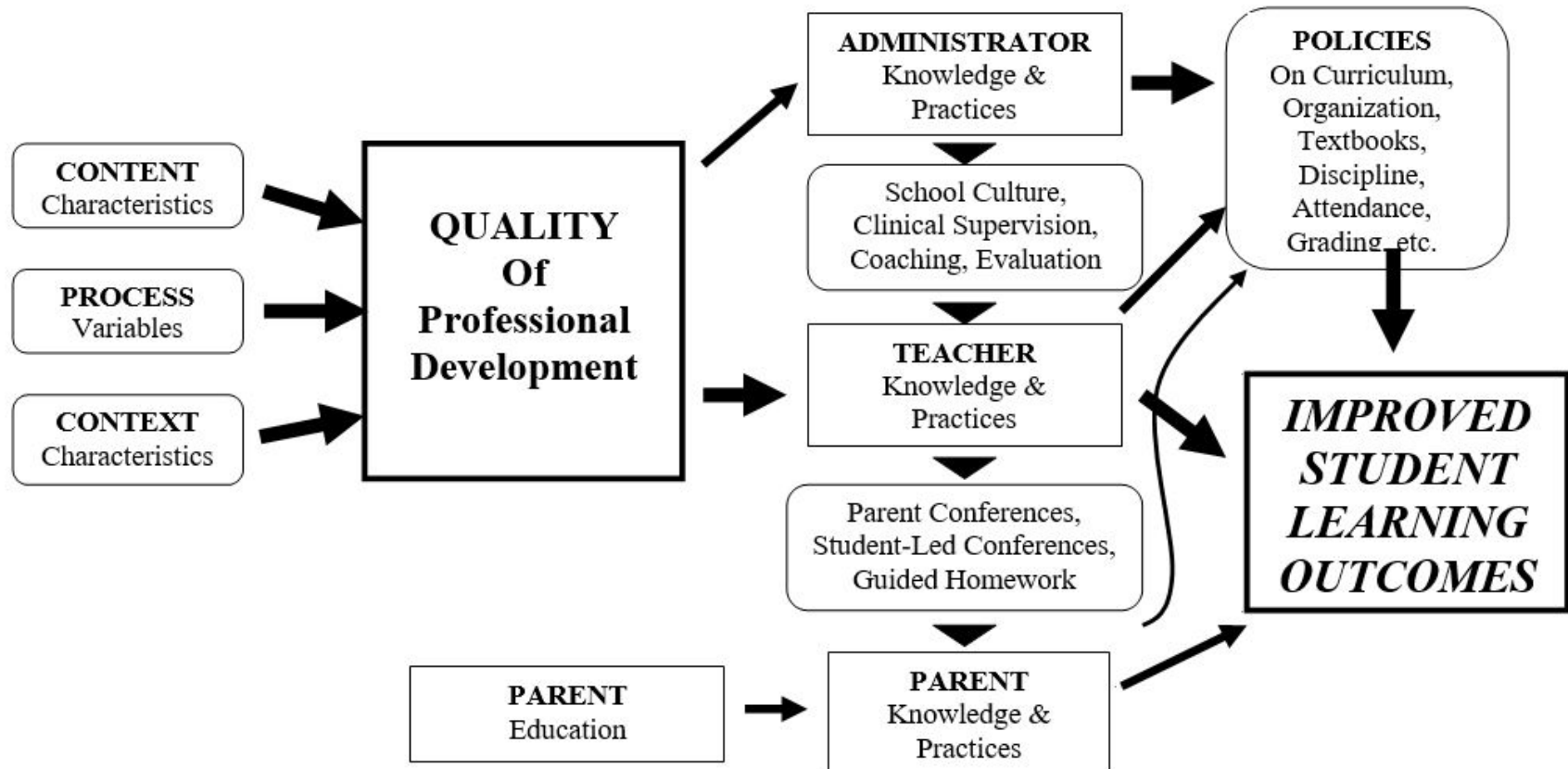
## Needs Assessment/Data Analysis

Data will be collected and reviewed annually and throughout the school year by the Professional Development Planning Team using the sources listed below.

- NYS Standardized Assessments (e.g., RCTs/Regents, 3-8 ELA/Math) and program-specific assessments (e.g., NOCTI, CNA)
- BOCES School Report Card, student performance data (e.g., progress reports/report cards, samples of classroom work, projects/assessments)
- Observations of students, attendance and health records
- APPR data/results, curriculum maps/lesson plans
- Post-graduation placement for all students, completion rates for all students
- Discipline referrals, planning or crisis room use data, PBIS, VADIR, DASA data
- Teacher needs survey, post PD feedback
- Perkins grant and BEDS data

## Evaluation

The professional development planning team will convene yearly to evaluate the effectiveness of the professional development offered during the year. Resources to help the team evaluate will be used, such as Thomas Guskey's book *Evaluating Professional Development* (1999). A survey will be written and distributed to staff on a yearly basis to gather data regarding effectiveness and to determine new needs. If necessary, goals/objectives will be revised accordingly.



Guskey, T (1999). *Evaluating Professional Development*. Thousand Oaks, CA: Corwin Press.

## Goals and Objectives for 2016-2017

The Guiding Goals by the Professional Development Plan team focus on the needs of students and adults. They include:

1. Improve the quality of instruction for all students while recognizing the diversity of their needs.
2. Provide a safe and nurturing learning environment for all students.
3. Improve the quality of service to students and component districts.
4. Develop the collaborative skills and knowledge base of faculty to enhance effectiveness.

Specific attainable objectives for 2016 - 2017, based on the stated goals, include:

1. Increase knowledge base of faculty regarding the NYS Curriculum Learning Standards and Assessments, NYSED regulations, and graduation requirements.
2. Improve the ability of faculty to increase students' motivation and engagement through increased rigor in lessons and improved behavior management strategies.
3. Educate faculty about impediments to learning; e.g., bullying, drug and alcohol use and abuse, sexual harassment, effects of prescription medication on students and mental health disorders. (Dignity for All Students Act-DASA training)
4. Strengthen the individual skills of teachers, including: the use of instructional technology, the use of assistive technology, time management and organizational skills, and effective inclusive practices.
5. Facilitate collaborative efforts among faculty with achieving all goals established (e.g. peer↔peer shadowing and planning, co-teaching, sharing best practices, etc.).
6. Develop an awareness of the values, practices and attitudes necessary to promote a positive teaching and learning environment. (project-based learning, student engagement strategies, etc.)



## **Professional Development Resources/Approved Providers:**

NYSED Regulations indicate that any entity providing professional learning opportunities must be an approved sponsor under the new CTLE requirements in order for professional certificate holders to count these opportunities toward their required hours.

ONC BOCES utilizes the following professional development providers on a regular basis. See Appendix A for a full list of approved vendors.

- ONC BOCES Instructional Support Services: Professional Development, School Library Systems, and Distance Learning programs
- SESIS/RSE TASC Specialist
- South Central Regional Information Center
- Catskill Regional Teacher Center
- NYSED
- Unions (NYSUT, SAANYS, NYSCOSS)
- Public School Works

## **Expected Participation**

Teachers are expected to participate in ongoing professional development focused on the plans' goals and objectives. The BOCES may require specific training based upon A.P.P.R. (Annual Professional Performance Review) results. Teachers will also be given choices of activities to improve the quality of their teaching and learning to better meet the learning needs of their students. In order for educators to grow professionally and be models of lifelong learning, substantial staff development is essential. Our students depend on it. It is understood that all teachers with professional certificates and Level III Teaching Assistants must complete the required number of hours (100 hours) every five years.

A wide range of activities should be made available, including:

- Use of Technology (laptops, chromebooks, i-Pads, Smartphones) and 21<sup>st</sup> Century literacy and skills
- Webinars
- Distance Learning/Video Conferences
- On-line courses
- Mentoring, shadowing and coaching
- Teacher collaboration
- Conference and Workshops
- Book reviews and article studies of academic works
- Portfolio presentations
- College coursework

## **Mentoring**

Commissioner's Regulation 100.2 (dd) for 2000-2001 requires local school districts and BOCES to develop mentoring plans to ensure high quality mentoring for new teachers.

**Procedure for selecting mentors:** In conjunction with building and district level leadership, mentors will be selected from a pool of teacher candidates and will be selected based on the following criteria: mastery of pedagogical skills, content knowledge, APPR rating, certification, and demonstrates the following: enthusiasm for teaching, effective interpersonal skills, and leadership qualities. Additionally, mentors must be able to participate in mentor training and agree to participate with mentee throughout the school year.

**Mentor's Role and Responsibility:** Mentors will also facilitate and support the mentor program goals as listed below.

- Familiarizing the mentee with the goals and mission of ONC BOCES
- Providing an orientation to climate/culture of ONC BOCES
- Sharing information and ideas about instructional process, including opportunities for peer observation and planning sessions.
- Sharing knowledge, skills and information to include the NY State Learning Standards and Assessments
- Assisting in the understanding of the APPR
- Providing guidance with issues such as instructional planning and delivery, managing student behavior, meeting reporting and communication requirements.
- Promoting growth through self-analysis and self-reflection offering his/her support and acting as a professional resource in a non-judgemental way

**Preparation of Mentors:** mentors receive mentor training on the following: study of theory of adult learning and teacher development, peer coaching techniques, and time management methodology.

**Time allotted for mentoring:** Meeting once per week, during school hours or before or after school as appropriate and/or necessary, for a minimum of 30 minutes with the new teacher

- Peer observation and providing feedback
- Participating in training, attending conferences and/or professional workshops
- Modeling best instructional practices
- Arranging visits for the new teacher to observe other colleagues in the department or grade

## **BOCES Responsibilities**

ONC BOCES will maintain records of all professional development provided to faculty and staff. Individual reporting of hours will be maintained by each teacher as required by new CTLE Regulations.

ONC BOCES will ensure that professionally certified ESOL teachers will participate in a minimum of 50% of the required CTLE hours focused on best practices and content instruction for English Language Learners; provide all other professionally certified teachers and level III teaching assistants with professional certificates with a minimum of 15% of the required CTLE hours with the same focus unless waiver is submitted.

ONC BOCES will provide workshops/trainings for school violence prevention and intervention training as necessary and may utilize the interpersonal violence prevention education package provided by the State Education Department.

## **Steps to Attain Approval of Professional Development Activities by BOCES for Certification Maintenance**

The following pages contain professional development guidelines and activities that may be used for maintaining your professional or certified teaching assistant certification. Regard the list as ideas you may consider implementing and not as pre-approved activities.

All activities, conferences, meetings, coursework, presentations, etc. **must be pre-approved by your BOCES Supervisor prior to attendance.** After gaining approval from your direct supervisor, the ONC BOCES Department of Human Resources will then review and approve or negate proposed activities for use as professional development hours towards certificate maintenance.

Please note that the computation of hours recorded while attending meetings and conferences must be inked to agendas or schedules. For example, travel, lunch and down-time are not acceptable clock hours. Time spent in meetings and workshops are acceptable clock hours. For this reason, please be certain to maintain copies of all agendas and conference schedules for documentation purposes.

The steps to maintain professional development hours are as follows:

- Choose activity to be counted towards maintaining CTLE clock hours
- Have activity approved by direct BOCES Supervisor
- Engage in activity
- Maintain personal records of activities on form provided in this packet
- At the end of each 5 year period, log in to the TEACH system to attest completing requirements

## **Continuing Teacher Leader Education for Certification Holders**

Professional development opportunities are important in assisting teaching professionals integrate new knowledge and state-of-the-art techniques and technologies into their practice; to make new and innovative contributions to the school community; and to positively impact student outcomes. Recognizing this, NYSED's updated certification structure that went into effect in 2016-2017, requires that teachers with Professional certificates and Level III Teaching Assistants complete ongoing professional development. (100 hours).

To help students in New York State achieve high learning standards, it is important that all teaching professionals remain highly qualified throughout their careers. This is consistent with the goals of the Regents 1998 teaching policy. Through ongoing professional development, teaching professionals maintain the knowledge and skills they need to help all students succeed.

### **Certificate Holder Requirements**

#### **I. Professional Certificate/Teaching Assistant Level III Certificate Holders**

- You must complete **100 hours of CTLE every five years.**
- The professional development period begins on July 1 following the effective date of certification

#### **II. Continuing Teaching Assistants**

- You do not have to complete CTLE hours every five years.

### **Certificate Holder Record Keeping Responsibilities**

#### **I. Professional Certificate/Teaching Assistant Level III Certificate Holders**

- You must keep a record of professional development completed during your professional development period, including that provided by BOCES.
- Required documentation includes:
  - Program/event title
  - Accrual of program/event hours
  - Provider name
  - Attendance verification/Certificate of Attendance
  - Date and location of the program/event
- Records should be up-to-date, must be kept for eight years and be made available to NYSED in the event of an audit

## **Appendix A: Additional Providers of Professional Development**

NYSAPERD (NYS Association for Health, Physical Education, Recreation, and Dance)  
NYSED

COSN (Consortium for School Networking)

ASCD/NYASCD (Association for Supervision and Curriculum Development)

NYSCATE (New York State Association for Computers and Technologies in Education)

NYLA (New York Library Association)

NYSCAA (NYS School Counselors Association)

SUNY Oneonta

SUNY Cortland

SUNY Potsdam

SUNY Binghamton

Teachers College (Columbia University)

NYSEC (New York State English Council)

NYSASBO (NYS Association of School Business Officials)

NYSSBA (NYS School Boards Association)

CASSC (Catskill Area School Study Council)

Marzano - Learning Sciences

Learning and the Brain

Educon

ISTE

Solution Tree

American Association of School Librarians

NCTE (National Council of Teachers English)

NCTM (National Council of Teachers of Math)

NYSCSS (NYS Council of Social Studies)

S/CDN (Staff /Curriculum Development Network)

Representatives from NYS BOCES

RSE-TASC Staff

RBERN Staff

Schoolology

Buzz/OHM Learning Network

Model Schools

DATAG (Data and Technical Assistance Group)

BER (Bureau of Education Research)

Leatherstocking Dyslexia Center

Catskill Area Teaching Center

CASDA

TEQ

Renaissance Learning

Productive Struggle