Gorham-Middlesex CSD (MWCSD)
Organizational Professional Development Plan
2019 - 2020

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VISION- To foster innovative and diverse life-long learners who positively impact the world community.

MISSION STATEMENT- Whitman Pride: Empowering Learning Growing

PRIORITY STATEMENT - Increase learner engagement and empowerment at school and globally.

The Whitman Wildcat Way 2019-2020 District Targets

<u>**Background**</u>
Faculty at the four school buildings self-identified three instructional elements making the greatest difference in student learning. Of all of the instructional elements identified across the District, <u>student engagement</u> was the one element that resonated at each building. According to research, Dr. Michael Schmoker explains, "The ultimate engagement is to put the learner in charge of learning. Create a rich learning environment and a motivation to learn." Dr. Anne Davies also claims, "Research indicates that closing in on a goal triggers a part of the brain linked to motivation."

Engagement has grown over the last four years, a critical and rewarding response to the needs of all learners. We must continue to move forward beyond engagement to empowering all of our learners. A learner who is engaged learns because they are interested; a learner who is empowered learns because they want to. They see value in creating a difference for themselves and others through their education. As individuals and a community of learners, we must move past a growth mindset to an Innovative mindset. George Couros describes an Innovator's Mindset as, "the belief that the abilities, intelligence, and talents are developed so that they lead to the creation of new and better ideas." — [George Couros](#), *[The Innovator's Mindset: Empower Learning, Unleash Talent, and Lead a Culture of Creativity](#)*

__Attributes of Learner Engagement and Empowerment include:__

Behavioral - attention, attendance, time on home learning, preparation for class, participation in class, concentration, participation in school-based activities, effort, persistence, adherence to classroom rules, taking risks and owning their own learning

Emotional - expressing interest and enjoyment, reporting fun and excitement, feeling safe, having supportive or positive relationships with teachers and peers, having family support for learning, expressing feelings of belonging, and valuing school, persevering and having grit

Cognitive - metacognitive (knowledge of your own thoughts), motivational, and behavioral techniques a learner can use to manage and control learning processes, the use of strategies to learn, remembering and understanding material, understanding the importance of schooling, setting goals and connecting learning to future aspirations

Innovative Mindset- learning to be empathetic, problem finders, risk-takers when it comes to learning, networked, observant, creators, resilient and reflective
Adapted from: (National Center for Student Engagement and the Institute of Education Services) & (George Couros)

Targets
- Increase learner engagement, empowerment and innovation
- Support school wide connections that foster positive relationships
- Provide authentic and timely feedback, including teacher to student, student to student and colleague to colleague
- Prepare students to be college, career and civics ready
- Foster independence, voice, choice, innovative mindset and to be goal oriented

Professional Development Committee Membership [REQUIRED ELEMENT FROM PART 100]

Membership must include
- Superintendent or designee
- School administrators designated by Association
- Teachers designated by Association
- Parent (at least 1) representative of parent groups
- Curriculum Specialists (at least 1)
- Higher education (if there is an available candidate after reasonable search)
- May include other individuals as identified by the District
    *** *PD Committee Membership must include majority of teachers.*

Name	Title
Jeramy Clingerman	Superintendent
Jenn Taft	HS Principal
Susan Wissick	Gorham Principal
Clayton Cole	MS Principal
Bonnie Cazer	Valley Principal
Erica Hasselstrom	Director of Curriculum
Brian Ayers	Union President
Erin Vanderpool	Teacher -UPK-2 Math AIS
Beth Sloth	Teacher - 2nd Grade
Corrine DeRue	Teacher -3-5 Music

Ali Schenk	Teacher -3-5 AIS Reading
Kristin Hare	Teacher -6-8 ELA AIS
Sean Horan	Teacher -6-8 Math AIS
Mark Rowe	Teacher - 9- 12 Art
Beth Mineo	Parent Representative
Lisa Carey	Teacher -9-12 Social Studies

New York State Department Regulations and Requirements

This professional development plan is in compliance with Commissioner's Regulations 100.2 (dd) that requires each district and BOCES to collaboratively create professional development plans that are reviewed annually. Additionally, professional development activities outlined in this plan provide teachers with the opportunities needed to meet and maintain the Continuing Teacher Leader Education (CTLE) requirements as defined by The Board of Regents in Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders.

Gorham Middlesex (Marcus Whitman) CSD, Wayne-Finger Lakes (W-FL) BOCES, The Whitman Resource Center (Gorham-Middlesex Teacher Center) and other approved professional development providers will provide Professional Certificate holders with certificates, physical or electronic, acknowledging completion of workshops, trainings, and professional development opportunities qualifying for CTLE credits. Such certificates will include: participant's name, title of the program attended, date and location of program, number of hours completed, and providing sponsor's name.

The content of the Gorham-Middlesex (Marcus Whitman) CSD's professional development plan is being supported in part by BOCES, RBERN, RSE-TASC, Teacher Centers, Regional Information Centers and other approved school districts and vendors.

Philosophy
The purpose of the plan shall be to improve the quality of teaching and learning by ensuring that all administrators, teachers, teaching assistants, and other instructional staff participate in substantial professional development in order that they remain current with their profession and meet the learning needs of their students. We are committed to high-quality professional development to provide ongoing growth for practitioners within our organization, as well as to the assessment of ongoing professional development initiatives. Professional development provided to internal employees is tailored to the needs of the individual, district and building. It is continuous, recursive and sustained.

We strive to provide professional development in alignment with the New York State Professional Development Standards (http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf):

1. **Designing Professional Development:** Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.

2. **Content Knowledge and Quality Teaching:** Professional development expands educator's' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

3. **Research-based Professional Learning:** Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.

4. **Collaboration:** Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate in a respectful and trusting environment.

5. **Diverse Learning:** Professional development ensures that educators have the knowledge and skills to meet the diverse learning needs of all students.

6. **Student Learning Environments:** Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.

7. **Parent, Family, and Community Engagement:** Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in their children's education.

8. **Data-Informed Professional Practice:** Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.

9. **Technology:** Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.

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

Organizational Professional Development Goals:

Mentoring -
- MWCSD will provide high-quality mentoring experiences to newly hired and initially certified staff at MWCSD.

English Language Learners -
- MWCSD will provide high-quality professional development, per the NYS requirements of CR-154, to develop pedagogy for language acquisition of English Language Learners.

School Violence Prevention and Intervention -
- MWCSD will provide awareness, knowledge and skills related to school violence prevention and intervention to 100% of faculty and staff.

Instructional Capacity - Student Engagement, Personalized Learning, Curriculum -
- MWCSD faculty will develop high-quality, rigorously aligned curriculum.
- MWCSD will provide opportunities for teachers to grow, personalize learning, and empower all students.

Action Plans

Goal 1: New Staff Induction - MWCSD will provide high-quality mentoring experiences to newly hired and initially certified staff at MWCSD.

Objective:

The objective of the mentoring program is to induct teachers, administrators and related service providers, new to the district and with initial certification into the MWCSD community. The focus of the mentoring program includes research based instructional and behavioral strategies, as well as relevant policies and procedures. This is to support new teachers in meeting the needs of all students and encourage teacher retention at MWCSD.

Essential Questions:

How do mentors assess the needs of individual mentees prior to and throughout the school year, to support and retain new teachers?
How do mentors assist new teachers in developing instructional skills, behavioral interventions, and content knowledge?
What strategies and interventions are in place to support the needs of a grow the academics/resiliency of students, supporting culturally and trauma responsive classrooms?

Activities and Strategies:

Mentors and mentees will engage in regularly scheduled meetings to address mentee identified needs and district-determined topics/targets. These meetings will begin in August and continue throughout the school year. Mentors will provide collegial support and guidance for teachers in classroom management, curriculum, communication, stress management, and instructional best practices. At the end of Year One, mentors, mentees, and the mentoring coordinator will meet to evaluate the year's progress and to set goals for Year Two.

Inputs	Evidence	Responsibility	Timeline
Mentors and Mentees paired via application process.	Identification and organization of Mentors	**Superintendent, Principals and Mentor Coordinator**	On-going as teachers are hired

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Needs/assessment for Year 1 teachers, Year 2 teachers, and Mentors.	Develop surveys based on district's resources - including past mentees and mentors.	**Mentor Coordinator**	Summer 2019
Determine professional development needs in coordination with mentors and mentees.	Survey Year 1's and 2's, Mentors, past members of the mentoring program. Compilation of survey results and analysis of data.	**Mentor Coordinator**	Summer 2019
Mentor training sessions examining research-based best practices for Adult Learning.	Meeting agendas/notes/minutes. Attendance	**Mentors and Mentor Coordinator**	Summer 2019 2019-2020
Year 1 New Teacher Induction	Attendance and reflection evaluation	**Mentees, Mentors, Administration, Mentor Coordinator**	Summer 2019
Year 2 New Teacher Induction	Attendance and reflection evaluation	**Mentees, Mentors, Administration, Mentor Coordinator**	Summer 2019
Regularly scheduled mentor-mentee meetings throughout school year.	Weekly meetings for Year 1 and Bi-Weekly for Year 2 teachers	Mentor and Mentors	2019-2020

Peer observations	Guidance forms for observation and recorded notes	**Mentors and Mentees**	2019-2020
WRC/BOCES offered professional development sessions.	Attendance of sessions focused on District targets and feedback of Needs Assessment Surveys	**Mentors and Mentees** WRC Director	2019-2020
Assessment and feedback at end of school year.	Collection and analysis of data/feedback from Mentoring program participants.	**Mentor Coordinator and Mentors**	2019-2020
Artifact Album completion - Year 3 Documenting Professional growth and learning	Completed Artifact Album	**Mentees, Mentors, Mentor Coordinator, Principals**	2019-2020

Goal 2: MWCSD will provide high-quality professional development, per the NYS requirements of CR-154, to develop pedagogy for language acquisition of English Language Learners.

Objective: To develop pedagogy for language acquisition for English Language Learners.
Essential Questions: What strategies and pedagogy support the needs of English Language Learners in the classroom? How do teachers identify strategies to support all diverse learners within the classroom?
Activities and Strategies: Provide professional development and resources for teachers and staff on a wide range of language and communication skill areas.

Goal 3: School Violence Prevention and Intervention: MWCSD will provide awareness, knowledge and skills related to school violence prevention and interventions to educate the whole child to 100% of faculty and staff.

Objective: 100% of staff will meet the State requirement for school violence and intervention training, with an emphasis on educating the whole child.
Essential Questions What are the procedures for maintaining the safety of students, faculty and staff within the district? How can faculty and staff support a multitude of academic, social and emotional needs of students? What resources are available within and outside of the district to support students and families?
Activities and Strategies: Annual training on: • DASA • Right to Know • Sexual Harassment • Trauma Sensitive Practices • School Safety and Violence Prevention • Bloodborne Pathogens • Character Education • Mandated Reporter • Mental Health • MTSS Trainings • PBIS • Navigate Prepared • TIG • TCIS

Inputs	Evidence	Responsibility	Timeline

Online training for: BBP, Right to Know, Mental Health	Successful completion of course and examination	**All faculty and staff** **District Clerk**	By October 2019
Informational sessions annually on: ● DASA ● Sexual Harassment ● Right to Know	Attendance sheets	**All faculty and staff**	September 2019
State Mandated Safety and Evacuation Drills	Per district established reporting	**All faculty and staff** **Administration** **Head custodians** **Director of Buildings and Grounds** **SRO**	Annually
Counselor Training, DITEP, Trauma Informed Instruction, Red Ribbon Week, Valley Rally - kidsmartz	Attendance Sheets	**Building Counselors and Social Workers** **Faculty, Staff and Administration**	Annually
Districtwide offering on MTSS	Attendance Sheets	**Superintendent, Director of CIAPD, Principals** All staff	August 2019
PBIS and MTSS Trainings with Ali Hear	Attendance Sheets	**Instructional Cabinet,** All teachers and related service providers	August 2019 October 2019
Navigate Prepared Training and Practice	Navigate Attendance and Chat	**All Faculty**	By October 2019

Tier 1 Core Curriculum Training	Attendance Sheets and Intervention Documentation through BIT	**Faculty and Staff UPK - 12 Instructional Cabinet**	Annually
De-escalation techniques for working with students in crisis	Attendance Sheets	**All Faculty and Staff**	2019-2020

Goal 4: Instructional Capacity - Curriculum and Instruction - MWCSD faculty will develop high-quality, rigorously aligned curriculum.

Objective: To provide continuing opportunities for all teachers and staff to: ● Shift instructional methods within curriculum to blend learning. ● Create a cohesive and aligned curriculum across all grade levels. ● Align assessment with instruction. ● Increase completion rate.	

Essential Questions:

How do teachers make decisions regarding use of best practices within their classrooms aligned to common standards-based assessments?

How can teachers shift their instructional practice(s) to personalize learning for students?

How can teachers use curriculum to support the instructional needs of all students?

Activities and Strategies:

Time will be provided by the district, as well as teachers individual planning time, to develop, analyze and synthesize information related to curriculum review and development. Work may occur during the day, after school or during summer in specially designated groups based on needs within the curriculum review cycle. Administrators, Director of Curriculum, Instruction, Assessment, and PD and teachers will work collectively to plan each session to meet specific designated goals and review after each session the next steps necessary. Agendas for each session will be sent out to each group so they are prepared to walk in and begin working.

Inputs	Evidence	Responsibility	Timeline
Curriculum Review Cycle	Departmental and grade level review of content on a rotation	**Administrators, Department Chairs, Director of**	2019-2020

		Curriculum, Instruction, Assessment, and PD and Teachers in the content area	
Curriculum Mapping	Departmental and grade level work based on review cycle	**Administrators, Department Chairs, Director of Curriculum, Instruction, Assessment, and PD** and Teachers in the content area	2019-2020
Initial analysis of Next Gen State Standards	Departmental, grade level and course specific	**Administrators, Department Chairs, Director of Curriculum, Instruction, Assessment, and PD** and Teachers in the content area	2019-2020
Best practices of standards based curriculum	Teachers use professional development as a tool to support standards-based curriculum, as evidenced in observations and peer reflections	**Teachers, Administrators, Director of Curriculum, Instruction, Assessment, and PD**, Department Chairs	2019-2020
Blended Learning	Teachers use professional development as a tool to devise student-centered classrooms with technology integrated.	**Administrators, Department Chairs, Director of Curriculum, Instruction, Assessment, and PD**, Educating4Tomorrow Teachers and Teachers in the content area	2019-2020

Goal 5: Instructional Capacity - Technology Integration - MWCSD will provide opportunities for teachers to grow, personalize learning, and empower all students.

Objective:	

Objective:
Faculty and staff will have multiple opportunities to learn how technology can be integrated into curriculum through the TPACK and SAMR models.
Faculty and staff will have multiple opportunities to learn about blended and personalized learning.

Essential Questions:
What is blended learning and how do teachers shift pedagogy to reach a student-centered model of instruction?
How do teachers make informed decisions regarding the best technology programs/devices to use to support curriculum and instruction?
What opportunities are provided for teachers to learn about blended learning models?
How do teachers move from engaging students to empowering students with an innovative mindset?

Activities and Strategies:
Professional development on the integration of personalized learning into all grade levels and content areas.
Professional development on the integration of technology into all grade levels and content areas.

Inputs	Evidence	Responsibility	Timeline
Presentation of curriculum based technology plan to ALL staff.	Faculty Meeting Presentation	**Superintendent, Director of Technology Administrators**	Commenting period of Technology Plan/Curriculum in Fall of 2019; follow-up within buildings
Identify and understand technology infused standards through all curricular areas	Curriculum Review Cycle Meetings	**Grade Level and Department Chairs** All Teachers	Continuing through mapping cycle as new state standards are implemented

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during curriculum mapping and review cycles.		**Administrators** **Director of Curriculum, Instruction, Assessment, and PD** WFL BOCES GRTCN Discovery Education	
Gather Professional Learning needs from teachers to support new curriculum.	Annual Needs Assessment and Curriculum Review Cycle Meetings	**Director of Curriculum, Instruction, Assessment, and PD** **Administrators** Department Chairs and Grade Level Chairs WRC Director Tech Coaches WFL BOCES GRTCN Discovery Education	Ongoing through mapping cycle WRC needs survey Feedback from PD offerings eDoctrina PD needs area
Teachers select a minimum of one lesson and modify for **21st Century learning skills** and digital learning and share with peers.	Curriculum Review Process	**Technology Coaches** **Director of Curriculum, Instruction, Assessment, and PD** **Administrators** Educating4Tomorrow Teachers Department Chairs and Grade Level Chairs WRC Director	Summer 2019 Conference Days 2019-2020

		Tech Coaches WFL BOCES GRTCN Discovery Education	
Teachers will identify different models of PL/BL and trial models in their classrooms.	Professional Workshops Curriculum Review Cycle	**Director of Curriculum, Instruction, Assessment, and PD** **Administrators** Educating4Tomorrow Teachers Department Chairs and Grade Level Chairs WRC Director Tech Coaches WFL BOCES GRTCN Discovery Education	Spring 2020
Teachers will identify pedagogy that shifts students from engagement to empowerment, then implement in their classroom.	Professional Workshops Curriculum Review Cycle	**Director of Curriculum, Instruction, Assessment, and PD** **Administrators** Educating4Tomorrow Teachers Department Chairs and Grade Level Chairs WRC Director Tech Coaches WFL BOCES GRTCN	Spring 2020

		Discovery Education	

Provisions for Mentoring Program

The Gorham-Middlesex (Marcus Whitman CSD) Mentoring Program is defined by Board of Education policy, as outlined below:

All new teachers, related service providers, and administrators at Gorham-Middlesex (Marcus Whitman) CSD holding an initial certificate or who are new to the District, will complete a mentor experience within their first year of employment.. The purpose of the mentoring program is to provide support for new certified staff, retain teachers, and to increase the skills of new certified faculty.

The mentoring program shall be developed and implemented consistent with any collective bargaining obligation required by Article 14 of the Civil Service Law (i.e., the Taylor Law); however, Commissioner's Regulation does not impose a collective bargaining obligation that is not required by the Taylor Law.

In accordance with Commissioner's Regulations, the elements of the mentoring program include:

Procedure for Selecting Mentors	Annually, teachers and related service providers can self-identify to become mentors. The Building Principal and Mentor Coordinator will work collaboratively to pair mentors based on background experiences, content, grade level and people styles to newly hired teachers and related service providers.
Role of the Mentors	Mentors will meet regularly with new faculty in the first three years of their pre-tenure track. During this time, the mentor will support the new employee with: ● Familiarity with the building and district ● Student management ● Curriculum and pedagogy ● Parent Communication ● Technology ● Others as applicable The mentor-mentee relationship is confidential.
Preparation of Mentors	Mentors will receive ½ a day of training during the summer. This training focuses on supporting the new teacher and adult learning theory. Additionally, the mentor will be

	required to attend 4 annual meetings as a mentoring group or with their mentee to enhance their growth.
Types of Mentoring Activities	Weekly/Bi-Weekly/As-needed check-ins with the mentee Pre and post planning of lessons Non-evaluative Observations
Time Allotted for Mentoring	Varied based on needs

Provisions for School Violence Prevention and Intervention Training [REQUIRED ELEMENT FROM PART 100]

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

Upon request or determination of necessity, Gorham-Middlesex (Marcus Whitman) CSD will provide refreshers on school violence prevention and intervention.

In instructional settings, Gorham- Middlesex (Marcus Whitman) CSD will also utilize the interpersonal violence prevention education package provided by the State Education Department. These materials will be incorporated as part of the health or other related curricula or programs for students in grades UPK through 12.

Provisions for Teachers Certified in Bilingual and English Language Learner (ELL) Education *(and ELL PD Requirements for other certificate holders)*

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

Districts will also provide other CTLE certificate holder's, Professional and Level III Teaching Assistants, a minimum of 15 percent of the required CTLE clock hours dedicated to language acquisition unless the District meets exemption.

Gorham-Middlesex (Marcus Whitman) CSD teachers may utilize the expertise and trainings provided by the Regional Bilingual Education- Resource Network or other approved sponsors to fulfill these requirements.

Gorham-Middlesex (Marcus Whitman) CSD meets (and will apply for an) exemption from the professional development requirements in language acquisition for ELLs.
There are fewer than 30 English language learner students enrolled or English language learners make up less than five percent of the Gorham-Middlesex (Marcus Whitman) CSD *total student population as of such date as established by the commissioner.*

Recommended PD Provider:
Alicia Van Borssum, EdD
Coordinator, Project CELLS: Western NY Collaboration for English Language Learner Success
Warner Graduate School of Education
University of Rochester
Office: 585-276-4779
Mobile: 585-261-7460

Appendix A

List of anticipated workshop topics, trainings, and consultants to be offered and/or utilized during the 2017-2018 school year which will be available across the Gorham-Middlesex (Marcus Whitman) CSD organization where CTLE credit will be awarded.

Topic	Organization/Consultant Provider
Blended Learning	Educating for Tomorrow Pilot Group, Superintendent - Dr. Chris Brown, Director of Curriculum, Instruction, Assessment, and PD - Erica Hasselstrom, Administrators - Jenn Taft, Clayton Cole, Eric Pasho, Bonnie Cazer, Gil Jackson, Paul Lahue, Andrea Smith, Brenda Lehman Building Team Leaders, Department Chairs, Finger Lakes Community College (FLCC), Canandaigua City School District, Naples CSD, Pal-Mac CSD, Midlakes CSD, Seneca Falls CSD, WFL BOCES, Better Lessons, Discovery Education
Curriculum Review Cycle	Superintendent - Dr. Chris Brown, Director of Curriculum, Instruction, Assessment, and PD - Erica Hasselstrom, Administrators - Jenn Taft, Clayton Cole, Eric Pasho, Bonnie Cazer, Gil Jackson, Paul Lahue, Andrea Smith, Brenda Lehman Building Team Leaders, Department Chairs, Finger Lakes Community College (FLCC), Canandaigua City School District, Naples CSD, Pal-Mac CSD, Midlakes CSD, Seneca Falls CSD, WFL BOCES, Better Lessons, Discovery Education
Integration of Technology	Educating for Tomorrow Pilot Group, Superintendent - Dr. Chris Brown, Director of Curriculum, Instruction, Assessment, and PD - Erica Hasselstrom, Administrators - Jenn Taft, Clayton Cole, Eric Pasho, Bonnie Cazer, Gil Jackson, Paul Lahue, Andrea Smith, Brenda Lehman Building Team Leaders, Department Chairs, Finger Lakes Community College (FLCC), Canandaigua City School District, Naples CSD, Pal-Mac CSD, Midlakes CSD, Seneca Falls CSD, WFL BOCES, Better Lessons, Discovery Education
Co-Teaching in the Classroom	RSE-TASC Donna Brooks, Rebecca Goodman, Alyssa Mayer, Andrea Smith, MWCSD Erica Hasselstrom
Learning Walks	Collaborative Teachers from Naples CSD, Marcus Whitman CSD, Canandaigua CSD, and Midlakes CSD, WFL BOCES

Regional Professional Development Day	Collaborative Teachers and Administrators from Naples CSD, Marcus Whitman CSD, Canandaigua CSD, and Midlakes CSD; WFL BOCES; Discovery Education; LGBTQ Alliance of Rochester; Cayuga Onondaga BOCES, Finger Lakes Community College (FLCC), George Couros
ELL education and resources	WFL BOCES, Finger Lakes Community College (FLCC)
Instructional Capacity workshops	MWCSD Teachers, Whitman Resource Center, GRTCN, Finger Lakes Community College (FLCC), Canandaigua City School District, Naples CSD, Pal-Mac CSD, Midlakes CSD, Seneca Falls CSD
WFL Leadership Academy	WFL BOCES; WFL CSO, Canandaigua City School District, Naples CSD, Pal-Mac CSD, Midlakes CSD, Seneca Falls CSD
Instructional Technology Workshops	Educating for Tomorrow Pilot Group, Superintendent - Dr. Chris Brown, Director of Curriculum, Instruction, Assessment, and PD - Erica Hasselstrom, Administrators - Jenn Taft, Clayton Cole, Eric Pasho, Bonnie Cazer, Gil Jackson, Paul Lahue, Andrea Smith, Brenda Lehman Building Team Leaders, Department Chairs, Finger Lakes Community College (FLCC), Canandaigua City School District, Naples CSD, Pal-Mac CSD, Midlakes CSD, Seneca Falls CSD, WFL BOCES, Better Lessons, Discovery Education, NYSCATE
New Teacher Induction	Mentor Coordinator, Mentors, Tech Coaches, WRC Director
Google Certified Educator Trainings	NYSCATE, EDUTech
RtI/MTSS	Jim Wright, Joe Fontegrossi, Seneca Falls CSD, Naples CSD, Canandaigua CSD, Midlakes CSD, Ali Hearn

PROFESSIONAL DEVELOPMENT PLAN STATEMENT OF CERTIFICATION

School District: _____ BEDS Code: _____

The superintendent certifies to the Commissioner that: (1) The planning, implementation and evaluation of the plan were conducted by a professional development team that included a majority of teachers and one or more administrator(s), curriculum specialist(s), parent(s), higher education representative(s), and others identified in the plan. (2) The requirements of CR 100.2 (dd) to have a professional development plan for the succeeding school year have been met. (3) The school District or BOCES has complied with the professional development plan applicable to the current school year. (4) The plan focuses on improving student performance and teacher practice as identified through data analysis. (5) The plan describes professional development that: • is aligned with state content and student performance standards; • is articulated within and across grade levels; • is continuous and sustained; • indicates how classroom instruction and teacher practice will be improved and assessed; • indicates how each teacher in the district will participate; and • reflects congruence between student and teacher needs and district goals and objectives. (6) The plan describes how the effectiveness of the professional development will be evaluated and indicates how activities will be adjusted in response to that evaluation. (7) The plan complies with CR 100.2(dd) to: • describe and implement a mentoring program for new teachers; • provide teachers holding a professional certificate with opportunities for completing 100 hours of professional development (CTLE) every five years; • ensure that level III teaching assistants and long-term substitute teachers participate in professional development activities, • state the average number of hours each teacher is expected to participate in professional in the school year(s) covered by the plan; • describe how all teachers will be provided professional development opportunities directly related to student learning needs as identified in the school report card and other sources; • provide staff with training in school violence prevention and intervention; and • provide professional development to all professional and supplementary school staff who work with students with disabilities. (8) The plan has been reviewed and/or revised in accordance with the most current version of 100.2 (dd). The latest version of CR 100.2 (dd) can be found at: http://www.emsc.nysed.gov/part100/pages/1002h.html. (9)

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

Print Name of Superintendent of Schools _____

Original Signature of Superintendent of Schools _____

Date _____