

Sullivan BOCES

Professional Development Plan

July 1, 2020 - June 30, 2023

Board Adopted: August 18, 2020

Administration

Robert Dufour, Ed.D.
District Superintendent

Susan A. Schmidt
Deputy Superintendent

Natasha Shea
Assistant Superintendent for Instructional Programs

Board of Education

Linda Berkowicz, **President**
Fallsburg Central School District

Linda Fisk, **Vice President**
Livingston Manor Central School District

Carol Bliefernich
Eldred Central School District

Kenneth Hilton
Sullivan West Central School District

Susan Horton
Monticello Central School District

Cathy Russo
Tri-Valley Central School District

Anthony Sinacore
Liberty Central School District

Carol Park
Roscoe Central School District

Simmie Williams, III
At -Large Member

Professional Development Committee Members

Natasha Shea

Bruce Gettel

Jill Holland

Colleen Lynch

Kathleen Garlick

Debra Charlton

Maria Sommer

Laura Gettel

Sabrina Burton

Samuel Rogers

Theresa Panny

Preface:

For New York State to accomplish its goal of higher standards for all students, teachers must be provided with a variety of professional development opportunities to expand their background and improve their skills.

As required by the Commissioner's Regulations CR 100.2(dd), Sullivan BOCES established its Professional Development Team (PDT) to construct the original Professional Development Plan (PDP) and review it annually. The PDT is responsible for monitoring the implementation of the PDP. Evaluation of the implementation and the review of pertinent data serve as the basis for ongoing development of the plan.

Sullivan BOCES Professional Development Plan meets the following New York State requirements:

- Shall be constructed in a format to include: a needs analysis, goals, objectives, strategies, activities, and evaluation standards for professional development.
- Shall include a description of how the BOCES will provide all teachers with substantial professional development opportunities directly related to student learning needs.
- Will be continuous and sustainable; the methods and approaches have been shown to be effective through qualitative and quantitative data.
- Reporting requirements include that annually the district superintendent of the BOCES shall be required to certify to the Commissioner, in a form and on a timetable prescribed by the Commissioner, that the requirements for the professional development plan have been met and that the BOCES has complied with the professional development plan applicable to the current school year.

The committee consists of 11 members to include:

3 members appointed by the District Superintendent

8 members appointed by the SCBTA (these members will be representative of Special Education, Career and Technical Education, Alternative Education, and Instructional Support Staff [Related Services])

I. Introduction:

The purpose of this plan is to implement a variety of professional development strategies that will improve student achievement. This plan is a working document that will be evaluated and reviewed on an annual basis. Student outcomes and the State standards are the foundation of the planning process.

Professional development will consistently be an ongoing process that involves sustainable improvement in student learning and instructional practices. This requires evaluation of student performance and teacher self-assessment, identifying possible courses of action, testing new approaches, assessing results and then beginning the process anew. We believe that continuing education for educators should be collaborative, continuous, and embedded in daily practice while focused on student success.

Mission:

The mission of Sullivan BOCES is to improve student success by providing quality educational experiences, helping students achieve their goals, learn skills, increase knowledge and develop a work ethic for the 21st century.

The Sullivan BOCES Professional Development Team will accomplish this mission by providing professional learning experiences through leadership, cooperative services and collaborative efforts in an economic and efficient manner.

II. New York State Professional Development Requirements and Standards

Continuing Teacher and Leader Education (CTLE)

Chapter 56 of the Laws of 2015 added a new section 3006-a to the Education Law to require, commencing with the 2016-2017 school year, holders of a professional certificate in the classroom teaching service or educational leadership service (i.e., school building leader, school district leader, school district business leader) and holders of a Level III Teaching Assistant certificate who are practicing in a New York public school, or Board of Cooperative educational Services (BOCES) to complete 100 hours of Continuing Teacher and Leader Education (CTLE) during each five year registration period.

Commissioner's Regulation 80-3.6 (b)(1) requires that Professional certificate holders and Teaching Assistant III certificate holders complete professional development every five years (100 hours for teachers and school leaders and TA IIIs, effective July 1, 2016) in order to maintain their certification.

Commissioner's Regulation 100.2(dd) Professional Development requires each district and BOCES to collaboratively develop a plan for professional development that is annually revised and approved by its board of education.

Commissioner's Regulation 100.2(o) Annual Professional Performance Review (APPR) focuses on the process of teacher evaluation and improving professional practice in the context of local needs and resources. This regulation requires that those with unsatisfactory performance receive a teacher improvement plan with appropriate professional development.

Commissioner's Regulation 80-3.6(b) School districts are required to ensure that a prescribed percentage of the required 100 Professional Development hours be specific to the needs of ELLs, co-teaching strategies, and integrating language and content instruction:

- 15% total hours ELL – specific PD for all those with professional certificate in classroom teaching and educational leadership service
- 15% total hours – specific PD for all those with a Level III Teaching Assistant certificate
- 50% total hours ELL – specific PD for Bilingual Education and ENL/ESL Teachers

The statute also contains a provision, which allows adjustments to the 100-hour CTLE requirement to be made by the Department for health reasons, military service or good cause acceptable to the Department, which may prevent compliance. The proposed amendment also provides an adjustment to the CTLE requirement for a holder of a teaching certificate who achieves certification from the National Board for Professional Teaching Standards for the registration period in which such certification is achieved, provided that the candidate meets the CTLE requirements in language acquisition, to the extent required.

Continuing Education Requirements for Other Certification Areas

Licensed Master Social Worker (LMSW) and Licensed Clinical Social Worker (LCSW) - must complete 36 hours of approved continuing education courses for each triennial registration period. No more than 12 hours of continuing education activities in any 36 month period, or one-third of the total hours in periods of other length, may consist of self-study educational activities from New York State Education Department approved providers.

Orange-Ulster BOCES is an approved provider for continuing education course work for licensed master social workers and licensed clinical social workers. Courses and trainings are provided throughout the year and are listed in My Learning Plan and our quarterly course Catalog. Staff may also upon approval, attend courses offered by the Orange County Trauma Institute which is another approved vendor in our region.

Occupational Therapists and Occupational Therapy Assistants - must complete 36 hours of continuing competency learning activities during every 3-year registration cycle.

- At least 24 hours of the continuing competency learning activities must focus on professional subjects (subjects that contribute to competent occupational therapy practice.)
- The remaining 12 hours can focus on one or more related subjects (legal, ethical, regulatory, health care, reimbursement, supervision, business practices, professional conduct and other topics that relate to the occupational therapy professions or contribute to the health and welfare of the public.)

Professional Development Standards: (<http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>)

New York State's Professional Development Standards provide a blueprint for high-quality professional development for all educators to improve instruction and student achievement. These standards promote and sustain continuous development, growth, and examination of practice. They also provide clearly defined expectations and commitment to change. They are aligned with New York State Learning Standards and are based on an analysis and adaption of the National Staff Development Council's Standards for Staff Development as well as other national, state, and fundamental knowledge about contextual factors from converging research about effective professional development and its ultimate impact on student learning.

The New York State Professional Learning Standards are based on an analysis and adaptation of the New York State Professional Development Standards (2009), Learning Forward Standards (2011), as well as other national, state, and professional standards. The standards reference the importance of all stakeholders, including P-12 staff, parents, social workers, counselors, community members, teacher educators, higher education representatives and students.

Attributes of effective professional development include the following:

- **Effective professional development fosters a culture of continuous improvement for all engaged in the learning endeavor.** Practices address the needs of professionals throughout their careers and embrace other stakeholders as participants in learning. Activities are evaluated both for effectiveness and impact on student learning.
- **Effective professional development is that which improves the learning of all students, including those with diverse educational needs, learning styles, and incremental abilities, and those from diverse cultural and linguistic backgrounds.**
- **Professional development is most effective when there are clear research-based expectations for what teachers should know and be able to do to support student learning.** These expectations are reflected in the New York State Code of Ethics for Educators, district

Professional Development Plans, Annual Professional Performance Reviews, and Commissioner's Regulations related to teacher preparation and certification. They are also enumerated and reflected in collective bargaining agreements, job descriptions and assignments, performance appraisal systems, systems of rewards and incentives for teachers, and in the design and content of teacher professional development.

- **Professional development is most effective when it takes place in professional learning communities.** These learning communities might take various forms, but they are all characterized by ongoing learning. They encourage individual and collaborative exploration, practice, and reflection. They foster collegiality and problem solving, and they emphasize continuous improvement in classrooms and schools.
- **Professional development is most effective when there is collaborative leadership and shared responsibility for improving teaching and learning.** Collaborative leadership for professional development recognizes that the pursuit of excellence is never-ending and embraces the individual and collective goals and talents of teachers, paraprofessionals, parents, school administrators, school boards, district and state staff, institutions of higher education, unions, and other stakeholders.
- **Professional development is most effective when it is job embedded, directly relevant to classroom practice, provided over time, and when it provides opportunity for practice of new strategies, time to reflect on changes, and time to integrate new learning into the teaching practice.**
- **Professional development is most effective when adequate resources are provided.** Resources include money, people and time. Resources come from a variety of sources, and must be sufficiently sustained over time to insure the full impact of professional development. Resources are adequate when they ensure that all educators can study, practice, reflect, receive feedback on practice, and implement knowledge and skills necessary to be effective with their students and others.

The Ten Standards for High Quality Professional Development

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 educators' 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 and skills to meet the diverse learning needs of all students.
5. **Diverse Learning:** Professional development ensures that educators have the knowledge and skills to meet the diverse learning needs for 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 children’s education.
8. **Data-driven Professional Practices:** 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.

Professional Standards for Educational Leaders

The Standards, formally known as the ISLLC Standards, are foundational to all levels of educational leadership. They apply to principals, assistant principals and district leaders as they engage in similar domains of work as school leaders.

The Standards have been recast with a stronger, clearer emphasis on students and student learning, outlining foundational principles of leadership to help ensure that each child is well educated and prepared for the 21st century. They elevate areas of educational leader work that were once not well understood or deemed less relevant, but have since been shown to contribute to student learning. It is not enough to have the right curriculum and teachers teaching it, although both are crucial. For learning to happen, educational leaders must pursue all realms of their work with an unwavering attention to students.

The Standards embody a research- and practice-based understanding of the relationship between educational leadership and student learning. Improving student learning takes a holistic view of leadership. In all realms of their work, educational leaders must focus on how they are promoting the learning, achievement, development, and well-being of each student. The Standards reflect interdependent domains, qualities and values of leadership work that research and practice suggest are integral to student success:

1. Mission, Vision, and Core Values
2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness
4. Curriculum, Instruction and Assessment
5. Community of Care and Support for Students
6. Professional Capacity of School Personnel
7. Professional Community for Teachers and Staff
8. Meaningful Engagement of Families and Community
9. Operations and Management
11. School Improvement

A more detailed version of The Standards for Educational Leadership can be found at:

http://npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf

Alignment with Standards

The Professional Development Plan is in alignment with New York State Standards and with the stated intention of the Board of Regents to prepare our students to become lifelong learners and thinkers, as well as active participants in civil, community and professional endeavors.

Planning Process

Each division's professional development plan goals are reviewed and updated annually using student-centered data spanning a 3-5 year period. Professional development goals are developed to improve student outcomes. We will review conference and workshop evaluations, as well as conduct and review an annual evaluation of overall professional development, to determine if the professional development goals, strategies and activities accomplished their intended outcome.

Professional Development Planning Committee

The district-wide PD Team will be composed of representatives from the various programs across Sullivan BOCES. The members are appointed by their respective bargaining associations. Teachers maintain a 51% majority on all committees.

Needs Assessment Sources:

- Professional Development Needs Assessment Survey
- School Report Card
- NYS and BOCES Assessments
- Disaggregated Student Achievement Data
- Report Cards
- SSEC Reports
- Student Attendance Reports
- Student Discipline Reports
- Therapeutic Intervention Data
- Graduation and Completion Rates
- NYS and National Learning Standards
- MTSS Data
- BEDS Data
- Professional Performance Reviews and Observations/Evaluations
- Mentor Program Evaluations and Surveys
- Curriculum Surveys
- Instructional and Behavioral Data

BOCES wide 2020-23 Goals, Outcomes and Objectives

The BOCES-wide goals will focus in the following areas:

Goal 1: Curriculum/Instruction

Goal 2: Learning Environment

Goal 3: Integration of Instructional Technology

Goal 4: Teacher-Leader Effectiveness

Goal 5: BOCES Mentoring Program

Goal 1: Curriculum/Instruction

Continue the development of National/State Standards-Based Curriculum and instructional strategies in order to promote student achievement.

Adult Education

- As required by NYS Regulation

Career and Technical Education

In order to support improvement in achievement on Technical Assessments and Technical Endorsement rates, professional development will be provided in:

- Ongoing curriculum planning aligned with National/State Standards
- Effective data driven assessment/instruction
- Effective instructional planning

Special Education

In order to support an increase in program completion rates and improved achievement on NYS assessments, professional development will be provided in:

- Ongoing curriculum planning aligned with Next Generation Learning Standards
- Developing effective assessments to measure outcomes and growth toward standards and IEP goals
- Differentiated instruction
- Literacy across the content areas
- Applied Behavior Analysis
- MTSS
- Utilizing assessment data for effective instruction
- Effective instructional planning
- Instructional strategies to promote student engagement and performance outcomes

Alternative Education

In order to support an increase in program completion rates and improved achievement on NYS assessments, professional development will be provided in:

- Ongoing curriculum planning aligned with Next Generation Learning Standards
- Developing effective assessments to measure outcomes and growth toward standards and 504 goals (if applicable)
- Differentiated instruction
- Literacy across the content areas
- MTSS
- Utilizing assessment data for effective instruction
- Effective instructional planning
- Instructional strategies to promote student engagement and performance outcomes

Goal 2: Learning Environment

Ensure safe, supportive and equitable learning environments

Adult Education

- As required by NYS Regulation

Career and Technical Education

In order to ensure safe, supportive and equitable learning environments, professional development will be provided in:

- PBIS
- Social-Emotional Learning (SEL)
- Multi-Tiered Support System (MTSS)
- Trauma-informed instruction
- Responsive classroom/Restorative practices
- Self-regulation/Mindfulness
- Cultural Responsiveness
- Emergency Intervention Strategies
- IEP/504 Implementation
- School Safety Protocols

Special Education

In order to ensure safe, supportive and equitable learning environments, professional development will be provided in:

- PBIS
- Social-Emotional Learning (SEL)
- Multi-Tiered Support System (MTSS)
- Trauma-informed instruction
- Responsive classroom/Restorative practices
- Self-regulation/Mindfulness
- Cultural Responsiveness
- Emergency Intervention Strategies
- IEP Development and Implementation
- School Safety Protocols
- Applied Behavior Analysis

Alternative Education

In order to ensure safe, supportive and equitable learning environments, professional development will be provided in:

- PBIS
- Social-Emotional Learning (SEL)
- Multi-Tiered Support System (MTSS)
- Trauma-informed instruction

- Responsive classroom/Restorative practices
- Self-regulation/Mindfulness
- Cultural Responsiveness
- Emergency Intervention Strategies
- 504 Implementation
- School Safety Protocols

Goal 3: Technology Integration

Continue to support the integration of advanced technology applications to improve production, enhance student engagement, and maximize learning in a 21st century classroom.

Adult Education

- As required by NYS Regulation

Career and Technical Education

In order to increase integration of technology into CTE programming to maximize student learning and engagement, professional development will be provided in:

- Google Suite
- Industry-Based Technology Solutions
- Tablet-Based Applications
- Instructional Technology Applications, Tools and Resources
- Blended Learning Strategies

Special Education

In order to increase integration of technology into Special Education programming to maximize student learning and engagement professional development will be provided in:

- Google Suite
- Tablet-Based Applications
- Instructional Technology Applications, Tools and Resources
- Utilization and Implementation of Assistive Technology (when applicable)
- Blended Learning Strategies

Alternative Education

In order to increase integration of technology into Special Education programming to maximize student learning and engagement professional development will be provided in:

- Google Suite
- Tablet-Based Applications
- Instructional Technology Applications, Tools and Resources
- Blended Learning Strategies

Goal 4: Teacher-Leader Effectiveness:

Support instructional leaders and faculty with the ongoing strategies to implement teacher and leader standards and the APPR Plan.

In order to ensure that faculty and administration have awareness, fluency and common language in our current APPR plan and support for education on necessary revisions to align with changes to NYS Education Law 3012 and the Commissioner's Regulations, professional development will be provided in:

- Evidence-based observations and evaluations
- Ongoing changes to Education Law 3012
- Evaluation rubrics and rater reliability
- New teacher and administrator training in observation and evaluation tools and strategies

Goal 5: Mentor Program

Implement and continually improve the BOCES Mentoring Program.

In order to continue to provide multiple, creative strategies for meeting the requirements for professional development of mentors, we will:

- Identify needs and provide differentiated professional development for mentors.
- Review and revise, as necessary, the Mentor Program on an annual basis to best meet the needs of new teachers and related service personnel.

The purpose of the mentoring experience is to improve the skills and abilities of new teachers as they transition from academic preparation to their first professional appointments. The goal is to provide support and guidance to new teachers that lead to the retention of highly skilled professionals. The Mentor/Intern Program was developed jointly by BOCES Administration and the Teacher's Association. The program is coordinated by a Mentoring Advisory Committee.

Mentors are selected by the Mentoring Advisory Committee based on mastery of pedagogical skills, content knowledge, teaching abilities and interpersonal relationship skills. The committee also considers leadership abilities, organizational skills, experience, self-confidence, positive attitude toward professional growth and enthusiasm for teaching.

Mentoring activities include, but are not limited to:

- Attending the mentor orientation meeting and related trainings;
- Orienting the intern to the district's and building's culture;
- Familiarizing the intern with the Student Management System, MLP, and other software packages;
- Assisting the intern in setting goals;
- Familiarizing the intern with district and building resources, guidelines and expectations;
- Observing the intern and providing feedback;
- Providing coaching and follow-up;
- Being observed by the intern and modeling instructional skills;

- Guiding the intern in classroom management and design, discipline, scheduling, planning, organization, and required paperwork;
- Sharing ideas, teaching strategies, and information about the instructional process;
- Promoting self-reflection and self-analysis;
- Offering non-judgmental, supportive listening;
- Maintaining confidentiality and professionalism;
- Submitting required reports and documentation.

Returning mentors must attend a half-day refresher session every three years.

First year professional staff and their assigned mentors work together the equivalent of 6 hours per month (60 hours for the year). Second year professional staff and their mentors work together an average of 3 ½ hours per month (30 hours for the year).

Additional Professional Development

- Activities to address district goals, initiatives, and state mandates will include health and safety training and training deemed necessary by Human Resources.
- Encourage participation of all faculty and staff in professional development events specific to maintaining their own wellness.
- Coordinate and provide CTLE-approved professional development to Sullivan County BOCES component school districts and non-component school districts through the BOCES Instructional Support Services Division.