

Hermon-DeKalb Central School District



*Professional Development Plan
2023-2024*

Hermon-DeKalb Central School District Professional Development Plan

District Name: Hermon-DeKalb CSD

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Hermon-DeKalb Central School District Mission Statement:

The Hermon-DeKalb community strives to instill in all students the knowledge and skills necessary to become caring, conscientious, and creative citizens.

The Professional Development Plan focuses on the skills, attitudes, and growth of the professional staff necessary to make the mission of Hermon-DeKalb Central School a reality.

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I. Professional Development/Schoolwide Planning Team

Name	Title
Mark White	Superintendent
Megan Foster	Principal
Rebecca Hocking	Assistant Principal
Mike Hammond	Teacher
Sheila Conklin	Teaching Assistant
Christine LaMere	Teacher
Alyssa Bigelow	Speech Teacher

A district team reviews and develops the Professional Development Plan (PDP). 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

This professional development plan is in compliance with Commissioner Regulations 100.2 (dd) that requires each district 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.

The Hermon-DeKalb Central School District will provide Professional Certificate holders with certificates acknowledging completion of workshops, training, and professional development opportunities qualifying for CTLE credits. Such certificates will include: participant's name, date of workshop, number of hours, topic, and type of activity or program.

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 district 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 school district 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.

The purpose of this plan is to improve student learning by providing meaningful, focused, professional development opportunities that are aligned with the Learning Standards of New York State.

A list of annual required trainings for the school year are listed below.

Annual Required Training

Required Training	Applicable to...	Description	Training Method/Type
Asbestos Awareness	Buildings and Grounds	Under OSHA and PESH, all members of the custodial and maintenance staff who may work in a building that contains asbestos-containing building material must receive asbestos awareness training. Each employee who is exposed to airborne concentrations of asbestos at or above certain specified limits must receive training at the time of initial assignment and at least annually thereafter.	Safe Schools (2 hours) The annual 2-hour refresher may also be provided at the regional trade show. Electronic acknowledgment of all asbestos locations in the district.
Bloodborne Pathogens (Refresher)	All Staff	Employees must be provided with training at the time of initial assignment to duties where exposure on the job may take place, and at least annually after that.	Digital Video (8 minutes)

Child Abuse in an Educational Setting	All staff who hold a NYS license	There must be ongoing training for all current and new teachers, school nurses, school counselors, school psychologists, school social workers, school administrators, other personnel required to hold a teaching or administrative certificate or license, and Board of Education members. Each school must annually provide to each teacher and all other school officials a written explanation concerning the reporting of pupil drug abuse, child abuse, and child abuse in an educational setting.	Principals and supervisors will provide annual training for all employees. All staff will complete updated mandated reporter training by September 1, 2023.
Data Privacy and Security	All staff with access to student information in School Tool.	§ 121.7 Training for Educational Agency Employees. Educational agencies must provide annual information privacy and security awareness training to their officers and employees with access to personally identifiable information. Such training may be delivered using online training tools and may be included as part of training the educational agency already offers to its workforce.	Training will be provided by BOCES during a staff meeting. Ongoing training with staff throughout the school year as needs arise.

Dignity for all Students Act	All staff	All school employees must receive refresher training each school year. The purposes are to promote a positive school environment that is free from harassment, bullying and discrimination, and to discourage and respond to all incidents of harassment, bullying, and discrimination on school property, at school functions, and off school property if they affect the school environment.	Yearly refresher training during staff development days. DASA training video for all staff prior to the start of school (4 minutes)
Emergency Management Plan	All staff	All staff must be trained on multi-hazard school safety, including the emergency response plan. The training must include violence prevention and mental health. New employees must be trained within 30 days of hire, and there must be annual training before September 15 each year.	Principals and supervisors will provide annual training for all employees on the Emergency Management Plan, including Violence Prevention and Mental Health.
Hazard Communication (Right to Understand)	All staff	Required by OSHA and PESH, employers must provide employees who are routinely exposed to toxic substances in the workplace with training at the time of their initial assignment, at least annually, and when a new chemical hazard the employees have not previously been trained about is introduced into their work area.	Digital Video (12 minutes)

Movable Electric Partition Doors	Building & Grounds	Employees who operate the doors must receive training on the safe operation of the doors.	The Director of Buildings and Grounds trains all staff who operate the doors are trained upon hire.
Sexual Abuse Prevention (including Grooming)	All Staff	This is a local requirement.	Contact Renewal House for training once every 3 years. Next training 2023-2024
Sexual Harassment	All staff	New York State now requires annual training in sexual harassment prevention for all employees. It must include an explanation of sexual harassment, examples of conduct that would constitute unlawful sexual harassment, information about federal and state laws and remedies available to victims of sexual harassment, information about employees' rights of redress and all available forums for adjudicating complaints, and information addressing conduct by supervisors and their additional responsibilities.	Sexual Harassment Refresher Video (25 minutes) Annual training informing employees of policy, regulation, and reporting mechanisms.

Student Health Services	All staff	All staff will receive annual training in student health related topics such as anaphylaxis (and Epi-pen administration), diabetes management, seizure care, and concussion management.	School nurses will conduct training for all staff on one of the two Superintendent's Days prior to the opening of school.
Transportation Staff Annual Refresher (2 2-hour sessions)	Bus Drivers and Monitors		The 2-hour refresher courses are offered in the evening during the fall and spring semesters.

III. Introduction

This Professional Development Plan for the Hermon-DeKalb Central School District describes a vision for adult learning that is collaborative, continuous, embedded in daily practice and focused on student achievement. This model builds on and strengthens the successes already evident in the district. We strive to strengthen this culture that supports adult learning by providing a framework that affords every educator an opportunity to enrich his/her practice.

Our approach to professional development is to make certain that all educators have the best possible skills, content knowledge, and preparation for teaching. The needs of learners in the twenty-first century demand innovative, progressive, and cutting-edge instruction.

The purpose of Hermon-DeKalb Central School District's professional development plan is to improve the quality of teaching and learning, and to directly align this plan with our continued commitment to putting students first, professionalism, instructional technology, respect for all, high expectations, learning standards, and shared decision-making.

Our professional development program is intentionally designed to build skills and capacities for improvement through comprehensive and ongoing learning. We believe that sound and practical professional

development programs are positive links to establishing effective instructional practices that will enhance the knowledge of curriculum content, design and delivery.

As such, professional development in the Hermon-DeKalb Central School District will:

- reflect a commitment to ongoing and continuous professional development that is based on the analyses of multiple sources of data.
- include sufficient time and follow up support provided to staff to master new content and strategies.
- ensure that content of professional development focuses on what students need to know and be able to do and is explicitly linked to the effect on student learning.
- make certain that content of professional development will provide opportunities to gain an understanding of the theory underlying the knowledge (context) and skills being learned.
- support the implementation of best practices as evidenced by research.
- provide both a focus on instructional repertoire and content-specific skills.
Instructional improvement requires that teachers possess a deeper understanding of both their academic disciplines and of specific pedagogical approaches.
- impart opportunities to explore, question, and debate in order to integrate new ideas into classroom practice.
- maintain a differentiated and developmental approach to meet individual and district needs relating to the teaching and learning process.
- involve teachers in the identification of what they need to learn and in the development of the learning experiences in which they will be involved.
- include the use of flexible times and models essential for successful implementation of professional development.

Our comprehensive professional development plan promotes student achievement by providing learning opportunities for staff that are aligned with major school and/or district goals. The goals are identified through regular needs assessments and a professional development planning process.

IV. Needs Assessment

As part of the ongoing professional development planning cycle, the Hermon-DeKalb Central School District reviews multiple sources. The following items are analyzed annually to determine the focus and content of the professional development plan:

- Student Achievement Data
- School Report Card
- BEDS data
- NYS and District Assessments (e.g., 3-8 testing and Regents exams)
- Disaggregated Student Achievement Data

- Student Cohort Data
- Report Cards
- VADIR/DASA Reports
- Supervisor and Department Recommendations
- Counseling Records
- Student Attendance and Discipline reports
- Graduation and Drop-out Rates
- Special Education Identifications and Annual Reviews
- NYS Learning Standards
- College Placement Rates
- Academic Intervention Services and RtI Records
- Elementary Benchmark Reading Assessments
- Professional Development Needs Assessment Surveys
- Professional Development Evaluation/Feedback Surveys
- Additional Data Sources
- Longitudinal Student Performance Data
- Teacher Retention and Turnover Rates
- Professional Performance Reviews and Observations/Evaluations
- Program Evaluations
- SED Regulations and Mandates
- Mentor Program Evaluations

V. Description of the Plan

The New York State Professional Development Standards and the related indicators will guide high quality professional development offered by providers. Use of the standards will increase coordination of effort and consistency in providing professional development to all school personnel ensuring consistent high-quality professional development leading to increased student achievement.

The New York State Professional Development Standards are based on fundamental knowledge about contextual factors from converging research about effective professional development and its ultimate impact on student learning. They are aligned with New York State Learning Standards.

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, skill and opportunity to collaborate in a respectful and trusting environment.
5. Diverse Learning: Professional development ensures that educators have the knowledge and skill 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 children's education.
8. Data-driven 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.

All professional development is aligned with New York standards and assessments. Future professional development will emphasize and focus on improved student outcomes. 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/Interdisciplinary Team/Department Meetings
- Collaborative Problem Solving Cadres
- Examining Student work
- Turn-Key Training
- Faculty meetings
- Staff Development Days
- Technology/Standards Support

- Coaching/Mentoring Program
- Teacher Center or BOCES workshops/trainings
- Workshops (standalone/embedded in meetings)
- Conferences
- Distance Learning/webinars
- Training of Trainers
- 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)
- In-service/Research/Case Studies on specific topics
- Study Groups/Book Studies
- Action Research
- After school collaborative meetings
- District sponsored summer workshops/research programs
- Affiliation with an institute of higher education
- Graduate courses
- Online courses
- Professional Organizations and Networks
- Partnerships with Community, Business Industry, and Universities

The Professional Development Planning Team researched effective practices in professional development and continually 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 improving student performance. As a 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 the general education curriculum for all students.

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.

VI. 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 and will be sent to the Board of Education for review and approval.

The Professional Development Plan is created by a district committee for the purpose of improving the quality of teaching and learning. This plan ensures that teachers participate in substantial professional development to remain current and meet the learning needs of their students.

VII. New Registration and Continuing Teacher and Leader Education (CTLE)

New Statutory Definition of Continuing Teacher and Leader Education is as follows: "Activities designed to

improve the teacher or leader's pedagogical and/or leadership skills, targeted at improving student performance, including but not limited to formal continuing teacher and leader education activities. Such activities shall promote the professionalization of teaching and be closely aligned to district goals for student performance which meet the standards prescribed by regulations of the Commissioner."

Any holder of a teaching certificate in the classroom teaching service, teaching assistant (Level III) certificate or an educational leadership certificate that is valid for life must register with NYSED every 5 years. Individuals who hold a professional certificate must complete 100 hours of continuing teacher and leader education, as defined by the Commissioner.

VIII. Provisions for Teachers Certified in Bilingual and English Language Learner (ELL) Education

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.

The Hermon-DeKalb Central School District's teachers will utilize the expertise and training provided by the Regional Bilingual Education- Resource Network and other approved providers to fulfill these requirements.

For all other faculty and staff, the Hermon-DeKalb Central School District 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 Hermon-DeKalb Central School District's total student population as of such date as established by the commissioner.*

IX. Mentoring Program

The purpose of the Mentoring Program shall be to provide support for new teachers in the classroom teaching service in order to ease the transition from teacher preparation to practice. Mentoring fosters the professional development of new teachers while improving teacher effectiveness and daily instruction. As research shows, quality teachers make all the difference in a child's education. Mentoring develops quality teachers and is crucial to maximizing student achievement. The goal of the program is to enhance the teaching/learning environment in the classroom by assisting new teachers in effective daily instruction.

One of the five essential components of our Professional Development Plan is the Mentoring Program. As of

February 2004, all new teachers in New York State must be mentored for one year to earn their Professional certification. The program offers a team approach to provide ongoing support, semi-monthly informational and support meetings, observational feedback, and in-service training.

The Mentoring Program includes:

- familiarizing new teachers with district policies and procedures
- pairing new teachers with mentors in their buildings
- an in-depth look at NYS Standards and core curriculum
- instructional/classroom management strategies
- coordinating various assessments to match lesson objectives
- becoming aware of the types of resources available
- strategies for preparing students for State tests and District standardized tests

The Mentoring Program has been developed and implemented consistent with the Teachers Association (collective bargaining unit).

New teachers holding a professional certificate will have opportunities to maintain such certificates in good standing based upon successfully completing 100 hours of professional development every five years as prescribed in the Professional Development Plan requirements.

On average, teachers will be involved in a minimum of 20 hours of professional development activities on an annual basis. All teaching assistants and long-term substitute teachers participate in professional development activities. These hours come from Staff Development Days in the fall and spring.

All teachers will be provided professional development opportunities directly related to student learning needs as identified by multiple sources of data, including but not limited to school report cards, assessment data, teacher recommendations, etc.

The district receives teachers that have already gone through professional development on school violence prevention and intervention. This training is now a requirement for teaching certification. On-going training opportunities are available through SLL BOCES workshops and other conferences.

Professional development will be provided to all professional and supplementary school staff who work with students with disabilities.

X. Provisions for School Violence Prevention and Intervention Training

Hermon-DeKalb Central School District is committed to hiring teachers who have fulfilled the requirements of certification, including participation in workshops covering school 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.

The Hermon-DeKalb Central School District will provide refreshers on school violence prevention and intervention yearly.

XI. 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 school district for at least seven years from the date of completion of the professional development by the professional certificate holder and shall be available for review.

The district will maintain documentation of the implementation of the mentoring program described in the professional development plan. This information will be maintained by the school district for at least seven years from the date of completion of the mentoring activity and shall be available for review.

XII. 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.

XIII. Goals and Implementation Plans for Professional Development

The following professional development goals and objectives have been identified for the 2020-2021 school year. The goals are arranged into six areas or tenets taken from New York State Education Department: Comprehensive DTSDE School Framework developed for school and district improvement plans.

Systems and Organizations: Effective schools establish schoolwide systems and structures that promote continuous improvement and success for all students.

School Leadership: Visionary leaders create a school community and culture that lead to success,

well-being and high academic outcomes for all students.

Curriculum: Effective schools provide students with rigorous, coherent, and relevant curricula that prepares students for success.

Instruction: Effective teachers engage with students in a manner that promotes mastery and allows students to stretch their knowledge and deepen their understanding.

Social and Emotional Learning: Effective schools develop a systematic approach to Social-Emotional Learning to ensure that all students can develop social-emotional learning skills necessary for success within and beyond school.

Family and Community Engagement: Effective schools develop a systematic approach to Parent and Community Engagement to empower parents to effectively advocate for their child's learning and for the improvement of the school.

The data collected, generated and analyzed by the District in conjunction with district and school level plans will support the goals, objectives, strategies, activities, and evaluations of this professional development plan.

XIV. Goals and Professional Development Activities

Goal 1: By the end of the 2023-2024 school year, 15% of students identified in the red zone of the BIMAS survey at the beginning of the year will move to the yellow or green section by the end of the year assessments.

Goal 2: By the end of the 2023-2024 school year, students in grades K-3 will increase their reading level (with satisfactory comprehension) by two levels from their beginning of the year assessment based on the Fountas and Pinnell Benchmark assessment.

Goal 3: By the end of the 2023-2024 school year, students in grades 4-8 will show an increase of 20 points on their ELA standard score on the iReady Diagnostic from the beginning of the year to the end of the year benchmark assessment.

Goal 4: By the end of the 2023-2024 school year, students in grades 4-8 will show an increase of 20 points on their Math standard score on the iReady Diagnostic from the beginning of the year to the end of the year benchmark assessment.

Goal 5: By the end of the 2023-2024 school year, 80% of students in grades K-5 will score an 80% on the Summative assessment from Reveal Math.

Goal 6: In June 2024, 75% of students taking an NYS Regents exam will score in the proficient range.

Goal 7: In June 2024, all 6th grade students will present a digital presentation to peers, teachers, staff, and the community to show their digital literacy skills. [Proposed Scaffolded [Digital Literacy Plan](#) 23-24, the DLP is the fifth strand of the [HD CSDE](#) Checklist]

Goal 8: In June 2024, all teachers will score in the applying or innovating category on using effective engagement strategies on their formal and informal walk-through observations.

XV. Appendix A

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

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.

XVI. Appendix B

The Interstate School Leaders Licensure Consortium Standards (ISLLC Standards)

Professional development offerings for administrators will be designed with the ISLLC 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 conducive 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

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

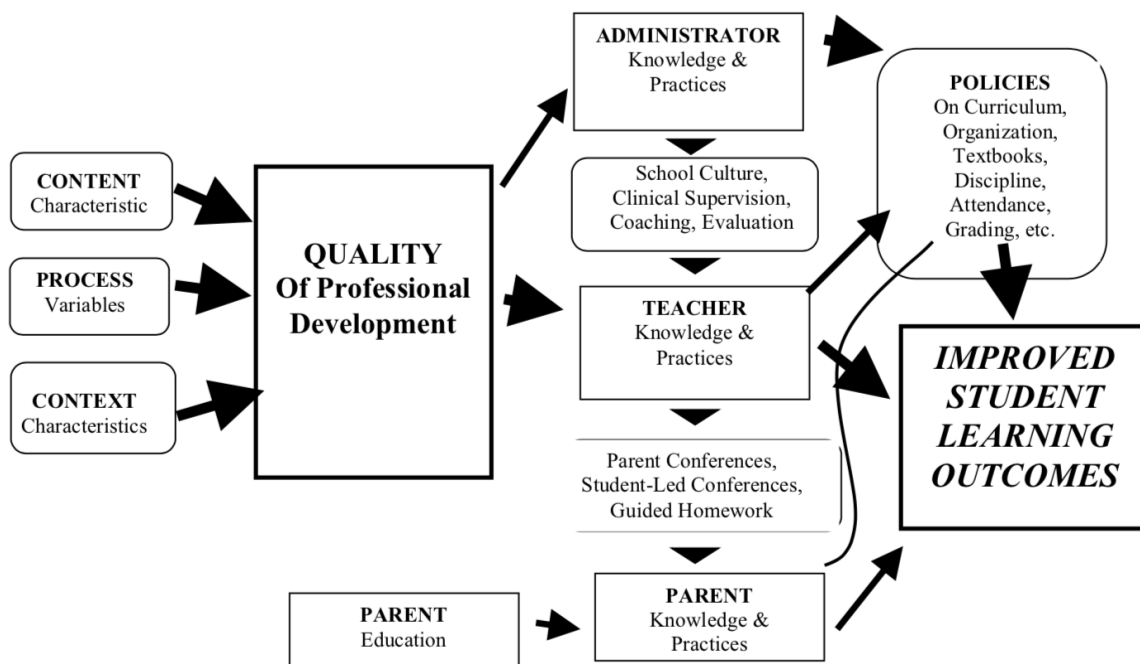
Understanding, responding to, and influencing the political social, economic legal and culture context

- 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

XVII. 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 2000