

Sullivan County BOCES

Professional Development Plan

July 1, 2021 - June 30, 2026

Board Adopted: November 15, 2022

Administration

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Simmie Williams, III
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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 the monitoring and 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.

Team:

Assistant Superintendent
 Executive Principal for Administration
 One CTE Teacher
 One CTE Consultant Teacher
 One Elementary Special Education Teacher
 One Secondary Special Education Teacher
 One Related Service Provider
 One Adult Education Teacher
 One Alternative Education Teacher
 One CSEA Representative

**Teachers appointed by SCBTA*

**CSEA Staff appointed by CSEA*

I. Introduction:

The purpose of this plan is to implement a variety of professional development strategies that will address the mission, vision and instructional goals of the Sullivan BOCES Strategic plan. This plan is a working document that will be evaluated and revised on an annual basis.

Professional development will consistently be an ongoing process focused on building equity and a foundation for the lifelong success of all students. This requires a continuous improvement mindset and is best done with colleagues and not alone; each of us is limited by our own perception of the problem and knowledge of possible solutions.

Mission:

Sullivan BOCES is an innovative, county-wide educational service agency, providing leadership, cooperative services and collaborative opportunities for students, school districts and community organizations. We promote student success, equity and inclusion for all, while meeting the diverse needs of our students and rural communities.

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 requirements in language acquisition, to the extent required.

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 adaptation 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. 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 ensure 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.

Alignment with Standards

Our professional development goals and objectives will be evaluated by the evidence described in the strategic plan and the professional development plan, combined with student performance on formative and summative assessments tied to NYS Standards. All instruction is based on NYS Standards. Our plan is designed to help teachers maintain awareness of student progress toward the standards as well as to update curricula and teaching practice to improve student learning outcomes.

Our goal is to increase capacity in instruction that enhances student outcomes which include attainment of diplomas, meeting standards, becoming college and/or career ready and having post-secondary opportunities.

Cultural Responsiveness, Equity, Inclusion, Belonging

Equity, Inclusion and Belonging are fundamental to all of the work we do at Sullivan BOCES. These values are integrated into, and indeed are, the driving force behind all of our professional learning endeavors. They are clearly stated goals in our mission statement, strategic plan and this Professional Development Plan.

Best Practices in Teaching English Language Learners

Sullivan BOCES acknowledges that all educators are teachers of English Language Learners. Sullivan BOCES works in collaboration with the Hudson Valley RBERN and other professional development entities to provide staff with guidance on best practices in co-teaching, integrating language and content instruction for English Language Learners.

Planning Process

Professional development goals are developed to improve academic and social-emotional learning outcomes identified through planning committee meetings, staff, parent and student surveys, administrative walkthroughs, and attendance, discipline and APPR data.

Professional Development Planning Committee

The BOCES will have a Professional Development Committee consisting of administrators and staff from each instructional division. The staff members are appointed by their respective bargaining associations. Teachers maintain a 51% majority on all committees.

Needs Assessment and Success Criteria Sources:

- Professional Development Needs Assessment Surveys
- School Report Card
- NYS and BOCES Assessments
- Disaggregated Student Achievement Data
- Report Cards
- SECC/DASA Reports
- Counseling and Social Work Records
- Student Attendance Reports
- Student Discipline Reports
- Graduation and Completion Rates
- NYS Learning Standards
- MTSS Records
- BEDS Data
- Professional Performance Reviews and Observations/Evaluations

- Mentor Program Evaluations and Surveys
- Curriculum Surveys
- Instructional and Behavioral Data

Expectations for participation in Professional Learning

BOCES provides 5 Superintendent Conference Days each school year. The expectation is that everyone will participate in a minimum of 24 CTLE hours of professional learning mandated on these days. Additional opportunities for professional learning on multiple topics and for all stakeholder groups are offered throughout the year, via the Instructional Support Services division.

BOCES wide 2021-2026 Goals, Outcomes and Objectives

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

Goal 1: Curriculum/Instruction

Goal 2: Safe, Equitable and Inclusive Learning Environment

Goal 3: Technology Integration

Goal 4: APPR

Goal 5: Family and Community Engagement

Goal 6: Mentoring

Goal 1

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

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 updates aligned with National/State Standards
- Tier 1 and 2 Classroom Expectations, Interventions and Progress Monitoring
- Effective assessment development
- Data driven assessment/instruction
- Effective lesson planning
- Instructional strategies to promote student learning outcomes

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 updates aligned with Next Generation Learning Standards
- Effective assessment development to measure outcomes and growth in standards and in IEPs
- Differentiated instruction
- Literacy instruction
- Applied Behavior Analysis
- Functional Behavior Analysis

- Behavior Improvement Plans
- Tier 1 and 2 Classroom Expectations, Interventions and Progress Monitoring
- Data driven assessment/instruction
- Effective lesson planning
- Instructional strategies to promote student learning 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 updates aligned with Next Generation Learning Standards
- Tier 1 and 2 Classroom Expectations, Interventions and Progress Monitoring
- Effective assessment development
- Differentiated instruction
- Literacy instruction
- Data driven assessment/instruction
- Effective lesson planning
- Instructional strategies to promote student learning outcomes

Goal 2:

Ensure safe, inclusive and equitable learning environments

Career and Technical Education

In order to continue to support an effective, culturally responsive and inclusive learning environment for all students, professional development will be provided in:

- Student engagement/management strategies
- MTSS
- Classroom and Behavior Management
- Trauma informed care
- Culturally Responsive Practices

Special Education

In order to continue to support an effective, culturally responsive and inclusive learning environment for all students, professional development will be provided in:

- MTSS
- Functional Behavior Assessment
- Behavioral Intervention Plan training
- Applied behavior analysis
- Handle with Care
- Tier 1 and 2 classroom expectations and progress monitoring
- Student engagement/management strategies
- Trauma informed care

- Culturally Responsive Practices

Alternative Education

In order to continue to support an effective, culturally responsive and inclusive learning environment for all students, professional development will be provided in:

- MTSS
- Classroom and Behavior Management
- Handle with Care
- Tier 1 and 2 classroom expectations and progress monitoring
- Student engagement/management strategies
- Trauma informed care
- Culturally Responsive Practices

Goal 3: Technology Integration

Continue to support the integration of advanced technology applications to improve production, enhance student engagement, and maximize learning for all students.

Career and Technical Education

In order to increase integration of technology into CTE programming to maximize student-centered learning in the content areas and in the 4Cs—collaboration, creativity, critical thinking and communication—professional development will be provided in:

- Engagement Strategies
- Google Classroom
- Google Suite for Education
- Web-based applications and tools
- Program-specific software and hardware
- Online curriculum/blended learning models
- Researching new technology to address changing industry needs

Special Education

In order to increase integration of technology into Special Education programming to maximize student-centered learning in the content areas and in the 4Cs—collaboration, creativity, critical thinking and communication—professional development will be provided in:

- Engagement Strategies
- Google Classroom
- Google Suite for Education
- Web-based applications and tools
- Online curriculum/blended learning models

Alternative Education

In order to increase integration of technology into Alternative Education programming to maximize learning in the content areas and in the 4Cs—collaboration, creativity, critical thinking and communication—professional development will be provided in:

- Engagement Strategies
- Google Classroom
- Google Suite for Education
- Web-based applications and tools
- Online curriculum/blended learning models

Goal 4: Annual Professional Performance Review: Support instructional leaders and faculty with the ongoing implementation of performance evaluations.

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 training in observation and evaluation tool

Goal 5: Family and Community Engagement

Increase communication and collaboration with families and community partners

Career and Technical Education

In order to increase family and community understanding of instructional programs and learning, professional development will be provided in:

- incorporating family cultures into classroom learning
- increasing connections of family and community partners to the classroom
- elevating and strengthening partnerships with industry and community members
- strategies for including families and community partners in decision making processes

Special Education

In order to increase family and community understanding of instructional programs and learning, professional development will be provided in:

- incorporating family cultures into classroom learning
- increasing connections of family and community partners to the classroom
- elevating and strengthening partnerships with industry and community members, especially in regard to transitioning from school to adult life
- strategies for including families and community partners in decision making processes

Alternative Education

In order to increase family and community understanding of instructional programs and learning, professional development will be provided in:

- incorporating family cultures into classroom learning
- increasing connections of family and community partners to the classroom
- elevating and strengthening partnerships with industry and community members, especially in regard to transitioning from school to adult life

- strategies for including families and community partners in decision making processes

Goal 6: 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 and provide unique professional development needs of experienced mentors. Differentiated training for experienced mentors.
- Survey all new teachers and therapists to determine areas of need that can be addressed/supported by mentors, through meetings, professional development, or via digital tools
- Survey mentors and mentees to determine benefits, what worked, what didn't, and recommended changes to the program
- Develop a process for measuring, over time, the impact of the mentoring program on teacher recruitment, retention, teacher practice, and student achievement
- 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.

The role of the mentor is to:

- Provide knowledge of state standards, district-wide performance standards and district curriculum guides;
- Provide instructional assistance, support, and general guidance;
- Assist with goal-setting; and
- Assist with integration into the culture

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.

New mentors must complete the 6-hour Sullivan County BOCES Mentor Training designed to:

- Deepen understanding of the mentor role;
- Deepen understanding of the stages a new teacher goes through;
- Provide a repertoire of skills for working non-judgmentally with a colleague;
- Teach how to build trust with a colleague;
- Demonstrate how to set goals with the intern;
- Provide information on coaching, listening and providing feedback;
- Present resources and expectations of the Mentoring Program

Returning mentors must attend at least a 1-hour refresher session.

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).

Interns will record in MLP their time and activities with their mentor. The mentor will record in the mentor/intern google doc folder their time and activities with their intern. The mentor will also complete a payment voucher.

Additional Professional Development activities to address district goals, initiatives, and state mandates will include:

Participation of all instructional faculty and administration in professional development designed to meet the needs that arise from changes in APPR legislation.

Participation of all relevant faculty and staff in professional development to meet State mandates, including but not limited to:

- Bullying, DASA and SAVE legislation
- Bloodborne Pathogens
- Fire Safety and AED Training
- OSHA Requirements

- Right to Know

Participation of all Special Education faculty in professional development events specific to their discipline, including but not limited to:

- IEP Writing
- NYSAA mandated training and work sessions
- Program reviews
- Transition workshops
- Explicit Direct Instruction (EDI)
- Specially Designed Instruction (SDI)

Participation of all faculty and staff in professional development events specific to maintaining their own wellness, including but not limited to:

- Fitness
- Stress management

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. The table below lists the vendors SCBOCES anticipates utilizing for CTLE eligible professional development activities.

Vendor Name	Address
ASCD	1703 North Beauregard Street, Alexandria, VA 22311
Capital Region BOCES	900 Watervliet Shaker Rd, Suite 102, Albany, NY 12205
Dutchess County BOCES	5 BOCES Road, Poughkeepsie, NY 12601
Ferrara Fiorenza Firm, P.C.	5010 Campuswood Drive, East Syracuse, NY 13057
GLSEN Hudson Valley	P.O. Box 14, Milton, NY 12547
Handle with Care Behavior Management System, Inc.	184 McKinstry Road, Gardiner, NY 12525
Herkimer BOCES	352 Gros Blvd., Herkimer, NY 13350
Monroe #1 BOCES	41 O'Connor Rd., Fairport, NY 14450
New York State Association of School Business Officials	453 New Karner Road, Albany, NY 12205
New York State Association of School Personnel Administrators	2230 Bear Creek Dr., Ontario, NY 14519
New York State Council of School Superintendents	7 Elk Street, Albany, NY 12210
New York State School Boards Associations	24 Century Hill Drive, Suite 200, Latham, NY 12110
Northwest Evaluation Assessment (NWEA)	121 NW Everett Street, Portland, OR 97209
Orange Ulster BOCES	53 Gibson Road, Goshen, NY 10924
Putnam Northern Westchester BOCES	200 BOCES Drive, Yorktown Heights, NY 10598
Questar III BOCES	10 Empire State Boulevard, Castleton, NY 12033
Renaissance Learning Inc./STAR	PO Box 8036, Wisconsin Rapids, WI 54495

Ulster BOCES	175 Route 32 North, New Paltz, NY 12561
Tangible Development	4 Century Hill Drive, Latham, NY 12110
Dr. Sean Eversley Bradwell	953 Danby Road, Ithaca, NY 14850
Hue Life	5775 Wayzata Blvd, #700, St. Louis Park, MN 55416
Hope4Education	PO Box 510, Parksville, NY 12768
WhyMaker	PO Box 1072, NY, NY 10150
Emily Antoine Consulting	105 Rose Road, West Nyack, NY 10994
Mid-Hudson Regional Partnership Center	5 Boces Rd, Poughkeepsie, NY 12601
CTE Technical Assistance Center	1585 NY-146, Rexford, NY 12148
NYS Community Schools Technical Assistance Center	355 Harlem Rd, West Seneca, New York, 14224
Hudson Valley RBERN	450 Mamaroneck Avenue Harrison, NY 10528