



Greater Southern Tier BOCES
Organizational Professional Development Plan
2016-2017

GST BOCES Organizational Professional Development Plan 2016-2017

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Vision

Excellence is the ultimate goal of the Greater Southern Tier BOCES. This excellence needs to be initially measured in three areas:

1. Student Success – (regionally and on BOCES campuses) in meeting the learning standards and graduation requirements with no gap in achievement for students of different genders, ethnicity or social economic status.
2. Customer, Client and Employee Satisfaction – that a culture be maintained that is dedicated to service and meeting the needs of each client school in each service area every time.
3. Quality and Cost Effectiveness – that each service provided to each client school be continually measured in terms of quality (results) and cost efficiency (feasibility and effectiveness).

Mission

GST BOCES is an education service organization driven by customer need and a commitment to excellence, whose mission is to ensure the success of our diverse learners, parents, community members, schools and businesses by providing collaboratively inspired, cost-effective, quality programs in an atmosphere that is safe and supportive.

Introduction

The Greater Southern Tier Board of Cooperative Educational Services provides educational leadership, services and support to meet the needs of our students and school districts. We are called GST BOCES, but our full legal name is Schuyler-Steuben-Chemung-Tioga-Allegany BOCES. GST BOCES serve 21 school districts in the Southern Tier of New York, which includes approximately 30,000 students. These school districts depend on BOCES to meet their educational and financial goals by developing shared programs that serve children from all districts regardless of enrollment, income or size of tax base. BOCES help to relieve some of the financial burdens increasingly placed on local taxpayers.

GST BOCES provides dozens of services, from adult education to special education to food service management. Visit our website to access our current Services Guide, <http://www.gstboces.org>

Professional Development Committee Membership

Name	Title
Sarah Vakkas	Assistant Superintendent for Instruction
Doug Johnson	Director of Human Resources, Parent
Tammy Lotocky	CTE Teacher, Association President
Maureen Liberto	Curriculum Mentor
Courtney Perez	Special Education Teacher
Jennifer McGrain	Itinerant Teacher

New York State Department Regulations and Requirements

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

GST BOCES will provide Professional Certificate holders with certificates acknowledging completion of workshops, trainings, 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.

Philosophy

Professional development at GST BOCES is a vital component of our commitment to serving our component school districts as their Essential Partner. We are committed to high-quality, research-based professional development to provide ongoing growth for practitioners within our organization, as well as to the assessment of ongoing professional development initiatives. Professional development provided to internal employees is tailored to the needs of the individual programs, progresses across all three campuses and host sites and when appropriate, is continuous and sustained.

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

1. **Designing Professional Development:** Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
2. **Content Knowledge and Quality Teaching:** Professional development expands 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 skills to meet the diverse learning needs of all students.
6. **Student Learning Environments:** Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.

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

Organizational Professional Development Goals

Special Education & Itinerant Services

1. 2016-2017 Curriculum Meetings:

- All meetings will be focused around the GST BOCES Special Education goals
- We have two curriculum days per week, instead of one.
- All teaching staff will receive training on the GST BOCES Special Education goals, lesson plan template, weekly focus sheet, SDI document, and the writing process.
- Classroom visits will follow curriculum trainings as a support and follow-up for teachers
- Monthly curriculum updates will be shared with all GST BOCES staff members in the form of a newsletter.

2. All lessons are standard-based and SDI template will be used:

- Teachers will be introduced to the modified NYS recommended Specially Designed Instruction (SDI) Lesson Plan.
- Teachers will use this template during all formal observations.
- Teachers will also use this template when completing curriculum work with the curriculum coordinator.
- Teachers have the option this school year of using this format for all planning.
- Training will be provided to all teachers on how to complete this lesson plan template.
- SDI Confidential Document:
 - Each Teacher will receive a SDI document.
 - This will be filled out by each teacher at the start of the school year. It is a confidential document and should be kept in a safe location.
 - It will help in lesson planning for the 2016-2017 school year.

3. Weekly Focus Sheets:

- Teachers will no longer be required to submit monthly unit plan trackers.
- Each teacher will receive and complete a weekly focus sheet which outlines an agenda for the week.
- The weekly focus sheet will be posted in all classrooms at the start of each week.
- We have two versions of this document. There is one for those that teach multiple grade levels of the same subject; another for those that teach all core subjects.
- Training will be provided to all teachers on how to complete this document.

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4. Students will write or complete activities daily using text-based evidence.
5. All teachers will use one new technology strategy a month.

Career and Technical Education & Alternative Education:

1. New teachers and teaching assistants in CTE and Alternative Education will receive high quality professional development around the initiatives GST BOCES values.
2. Teachers will have a better understanding of our students, engage community members, promoting leadership, creating relationships, incorporate community service and outreach.
3. CTE/Alternative Ed teachers will identify and administer an approved 3012D state assessment, in accordance with APPR legislation.
4. CTE will develop a comprehensive plan for the development and distribution of the 2017-18 CTE course guide.
5. Faculty will integrate a classroom technology into a new or existing Inquiry Based Lesson.
6. Teachers will teach using an Inquiry Based model and reflect on the successes and gaps revealed as a result of the process.
7. Every student leaving the CTE program will have an Electronic Portfolio.
8. All students will have the 54 hours of customer work documented over the course of their two years of study.
9. All students will be eligible to take a state approved assessment and use a passing score as an acceptable means to a Regents diploma.
10. ALT will meet bi-weekly to discuss issues, stay informed and consistent on all campuses.
11. CTE will delivery of 6 high-quality conference days for the CTE and ALT ED Teachers.

Action Plans:

Please see Appendix A for a list of all anticipated workshop topics, trainings, and consultants to be utilized by the district during the 2016-2017 school year.

**GST BOCES Special Education Curriculum Groups
2016-2017**

October 21st- Conference Day (Alternative Assessment Workshop)

CURRICULUM TOPIC/ GROUP	DATE / LOCATION / TIME
Special Education Goals 9 Step writing process Standards Shifts CDOS WFS Lesson Plan Template and Guidance Document SDI Resource Guide Walk Through Form	Date: 9/22/2016, 9/28/16 & 9/29/16, 10/5/16 & 10/6/16, 10/12/16 & 10/13/16, 10/19/16 & 10/20/16, 10/26/16 & 10/27/16, 11/2/2016 & 11/3/16, Location: Dormann Time: 8-4pm
ELA Group Implement Writing Process with Lesson Plan Template	Date: 11/9/16 & 11/10/16, 11/16/16 & 11/17/16, 11/30/16 & 12/1/16

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CURRICULUM TOPIC/ GROUP	DATE / LOCATION / TIME
Standards	Location: Bush 1, DL room Time: 8:00 – 4:00
9 Step Writing Process Time for ELA and Alternative Assessment	Date: 12/7/16 & 12/8/16, 12/14/16 & 12/15/16 Location: N/A Time:
Social Studies (with lesson plan template) Standards Implement Writing Process	Date: 1/4/17 & 1/5/17, 1/11/17 & 1/12/17, 1/18/17 & 1/19/17, Location: Coopers 8, DL room Time: 8:00 – 3:00

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CURRICULUM TOPIC/ GROUP	DATE / LOCATION / TIME
<p>9 Step Writing Process Time for Social Studies and Alternative Assessment</p>	<p>Date: 1/25/17 & 1/26/ 17, 2/1/17 & 2/2/17</p> <p>Location: N/A</p> <p>Time:</p>
<p>Science (Non-Stem)</p> <p>Writing Process with Lesson Plan Template</p>	<p>Date: 2/8/17 & 2/9/17, 2/15/17 & 2/16/17</p> <p>Location: Bush, 1 DL room</p> <p>Time: 8:00 – 4:00</p>
<p>9 Step Writing Process Time for Science</p>	<p>Date: 3/1/17 & 3/2/17</p> <p>Location: N/A</p> <p>Time:</p>

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CURRICULUM TOPIC/ GROUP	DATE / LOCATION / TIME
Math Writing Process PBL with Lesson Plan Template	Date: 3/8/17 & 3/9/17, 3/15/17 & 3/16/17 Location: Coopers, 8 DL room Time: 8:00 – 4:00
9 Step Writing Process Time for Math (also Science and SS make-up)	Date: 3/22/17 & 3/23/17, 3/29/17 & 3/30/17 Location: N/A Time:
Art and Music Writing Process with Lesson Plan Template	Date: 4/19/17 & 4/20/17 Location: Coopers, 8 DL room Time: 8:00 – 4:00

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CURRICULUM TOPIC/ GROUP	DATE / LOCATION / TIME
ESOL Writing Process with Lesson Plan Template	Date: 4/26/17 & 4/27/17 Location: Bush, 1 DL room Time: 8:00 – 4:00
9 Step Writing Process Time for ESOL and Art and Music	Date: 5/3/17 & 5/4/17 Location: Bush, 1 DL room Time: 8:00 – 3:00
PE and Health	Date: 5/10/17 & 5/11/17 Location: Bush, 1 DL room Time: 8:00 – 2:30

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CURRICULUM TOPIC/ GROUP	DATE / LOCATION / TIME
9 Step Writing Process Time for PE and Health	Date: 5/17/17 & 5/18/17, 5/24/17, 5/25/17 5/31/17, 6/1/17, 6/7/17 , 6/8/17, 6/14/17, 6/15/ 17 Location TBD Time: 8-4pm

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	Additions, Human Resources, O & M, GSTEA, Special Education, Instructional Technology Specialists, Purchasing				
4	Compile a list of topics for new teachers and assistants to learn during the course of their first year of employment	Molly, Kasi, ILT, ALT	April 2016	July 1, 2016	August 1, 2016
5	Gather resources for new teachers and assistants to be given at orientation and during the academic year.	Molly, Kasi, Rick, Ann	April 2016	August 5, 2016	August 5, 2016
6	Develop a plan for each of the days of orientation and who will deliver the content being shared.	Molly, Kasi	April 2016	July 23, 2016	August 5, 2016
7	Deliver 3 days of new teacher/assistant orientation on the following topics: <ul style="list-style-type: none"> • GST BOCES Calendar • Professional Learning Communities • Professional Organizations and Membership 	Molly, Kasi, Rick, John, Rob, Valerie, Lisa Stacey, Leslie, Colleen, Rene, Matt, Chris, Gary, Tammy,	August 8, 2016	August 10, 2016	August 10, 2016

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	<ul style="list-style-type: none"> • Curriculum, Unit, and Lesson Planning • Campus tours • Technology resources • Verbal de-escalation • Classroom management • Reading IEPs • Into to SDI • Drug Awareness • Student Internships • CTE Technical Endorsements • CDOS and 4 + 1 Pathways to graduation • Employability profiles • Transporting students • CPR/AED training opportunities • Human Resources & their role • Purchase Ordering • Student Club Accounts • Campus Safety • Planning semesters • GSTE A 	Chris, Michelle			
8	Establish months, dates and times for DL sessions.	Molly, Kasi, Ann	August 4, 2016	August 30, 2016	June 23, 2017

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9	Establish months, dates and locations for in-person trainings for new teachers.	Molly, Kasi, Ann	August 30, 2016	August 30, 2016	June 23, 2017
10	Determine the content of each session and who will be delivering the content.	Molly, Kasi, Ann	September 8, 2016	Ongoing	June 23, 2017
11	Establish days and times for teachers to meet and work with Instructional Technology Specialist and Curriculum Mentor.	Molly, John, ALT	September 6, 2016	Ongoing	June 23, 2017
12	Determine the Mentor Teacher for each new teacher.	ALT	August 2017	Ongoing	June 23, 2017

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ACTION PLAN

STRATEGY: Initiate a variety of strategies which will support the GST BOCES Culture/Values.

SPECIFIC RESULT: Better understanding of our students, engage community members, promoting leadership, creating relationships, incorporate community service and outreach. Sam, Molly, Ann, Colleen

#	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
1	Poverty Training <ul style="list-style-type: none"> - All staff completes Frameworks training - Future story 	Molly & Sam ALT/ILT/PLC	September 2016	June 2017	June 2017
2	Parent/Community Involvement <ul style="list-style-type: none"> - Parent on craft committee/advisory board - Newsletter or Facebook 	ALT/ILT/PLC Carla, Erin, Gary	September 2016	June 2017	June 2017
3	Student Organizations/Involvement (SkillsUSA, HOSA, FFA, ProStart) <ul style="list-style-type: none"> - Increasing student participation - Professional Membership for Teachers 	ALT/ILT/PLC Ann, Kasi, Sam	September 2016	June 2017	June 2017
4	Team Building for faculty and staff: <ul style="list-style-type: none"> - Monthly faculty breakfast - Celebrations - Ongoing activities 	ALT/ILT/PLC Kasi, Carolyn Sam, Campus committees/ALT	September 2016	June 2017	June 2017

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	<ul style="list-style-type: none"> - Sunshine clubs - BOCES values appreciation cards for employees and students - Student of the Month - Student of the Year <p>Team Building Students:</p> <ul style="list-style-type: none"> - Celebrations - Ongoing activities - BOCES values appreciation Cards for students - Student of the Month - Student of the Year - Adventure Based Learning - Alt Ed Senior Trip, Washington, DC - Alt Ed Senior Picnic 	Teachers			
5	<p>Community Service/Outreach</p> <ul style="list-style-type: none"> - Increasing student participation in community service and outreach opportunities - Utilization of Community Information Service (Erin Edger) - Internships/Work-based Experience (CDOS) - Blood Drives - Heavy Equipment Rodeo - Car Show 	<p>ALT/ILT/PLC Erin Teachers</p> <p>Work-based learning coordinators, CDC</p>	September 2016	June 2017	June 2017

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	<ul style="list-style-type: none"> - DEC Fish-stocking - Camp O trip - Food Drives 				
6	Student Support Networks Social Programs Student Support Team Core Teams (prevention) School Counselor's Association	Social Workers, Guidance Counselors, School Psychologists, Administrators, Teachers	September 2016	Ongoing	June 2017

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ACTION PLAN

TOPIC: APPR 2016-17

SPECIFIC RESULT: CTE/Alternative Ed teachers will identify and administer an approved 3012D state assessment, in accordance with APPR legislation.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1	Teachers will be educated to learn about the changes in the APPR process for the 2016-17 school year	Sarah V Matt	September 6, 2016	September 6, 2016	September 6, 2016
2	Teachers will learn of the Oaysis software via demonstration and practice	Sarah V and ALT	September 6, 2016	September 6, 2016	September 6, 2016
3	A list of the state approved assessments will be shared with the programs which are impacted by those assessments	ALT	September 6, 2016	September 6, 2016	September 6, 2016
4	Courses with state approved assessments for the 4 +1 Pathway will have their students take the assessments according to need.	ALT	September 2016	October 2016	October 2016
5	Pre-tests for 2016-2017 must be: <ul style="list-style-type: none"> • Identified 	ALT, Faculty, Terri, Molly	August 2016		October 2016

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	<ul style="list-style-type: none"> • Purchased • Printed, gathered • Administered • Scored 			August 2016	
6	Creation of test list	Chris, Terri	August 2016	August 2016	August 2016
7	Pre-Testing timeline Post-Testing timeline	ALT	September 19, 2016 May 2-26, 2017	October 5, 2016 May 2-26, 2017	October 5, 2016 May 2-26, 2017
8	Identification of class rosters	OFFICE		October 5, 2017 (BEDS DAY)	October 5, 2017 (BEDS DAY)
9	Determine which class needs to be assessed	OFFICE	September 19, 2016	October 5, 2017 (BEDS DAY)	October 5, 2017 (BEDS DAY)
10	Students will be assessed and scored, as appropriate by test and course	Faculty/Administration	September 19, 2016		October 5, 2017

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				October 5, 2017 (BEDS DAY)	(BEDS DAY)
11	Data Analysis from pre-tests/post-tests	Sam and Molly	October 5, 2016, May 30 - 23, 2017	October 19, 2016, May 30- June 23	October 19, 2016, May 30- June 23, 2017
12	Independent teacher evaluations will be done by BOCES campus administrators	ALT	September 2016	Ongoing	June 2017
13	Define evaluation plan for each campus Creation of independent evaluation tool. Establish total number of teachers and assistants to be evaluated on each campus and determine how to distribute them on each campus.	ALT (Matt, Kasi, Sam)	August 2016	August 31, 2016	August 31, 2016

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ACTION PLAN

TOPIC: CTE Course Guide

SPECIFIC RESULT: To develop a comprehensive plan for the development and distribution of the 2017-18 CTE course guide

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1	Deadline October 31, 2016. Identification of quantity for each campus.	Rick		October 31, 2016	
2	Distribution of CTE program pages from the Course Guide to CTE instructors, to be returned by Sept. 30 th (with facilitators). Principals will meet to review November 10, 2016	Facilitators		Sept. 30	
3	ALT to review other CTE course guides from other BOCES to determine potential adaptations to our materials	ALT	September, 2016		November, 2016
4	Cover Design - Contact DMA for student designed cover submitted by October 31, 2016. ALT and Erin will determine the cover of choice. Deadline to have changes to program and cover to Erin is Thanksgiving 11/25/16.	Erin Edger		11/25/16	November 25, 2016

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5	Distribution of Course Guides: <ul style="list-style-type: none"> • Provide Terri W with number needed for each campus • Counselor meetings • SAC group • Principal group 	ALT		January 2016	January 2016
6	GST BOCES CTE Videos/thumb drives Review and use with road shows and guidance counselors.	ALT		November 2016	November 2016

ACTION PLAN

TOPIC: Classroom Technology

SPECIFIC RESULT:

- *Faculty will integrate a classroom technology into a new or existing Inquiry Based Lesson. [see John Farr's Website](#) or Technology Smackdown Powerpoint*
- *Faculty will use technology tools to model a flipped classroom component into a new or existing lesson*
- *Students will have an opportunity to create an instructional audio or video podcast presentation.*
- *Faculty will receive an orientation on the use of Windows 10.*
- *Tech User Groups will be established and meet monthly on each campus.*

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1	<ul style="list-style-type: none"> • Create and administer a survey of staff for professional development needs/wants around the subject of technology. 	Rick Rob	September 2016	September 21, 2106	October 1, 2016
2	<ul style="list-style-type: none"> • John F will create a flipped lesson on the use of Windows 10 with supplemental after-school training (in September) 	John	September 6, 2016	Ongoing	June 23, 2017

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3	<ul style="list-style-type: none"> Ask staff to consider technology needs for their classroom, submit them to campus administrators, and set a time to discuss needs with administrators 	ALT	September 6, 2016	October 3, 2016	November 10, 2016
4	<ul style="list-style-type: none"> Faculty will integrate a classroom technology into a new or existing Inquiry Based Lesson. 	CTE and Alt Ed teachers	September 6, 2016	Ongoing	November 2016 May 2017
5	<ul style="list-style-type: none"> Faculty will use technology tools to model a flipped classroom component into a new or existing lesson 	CTE and Alt Ed teachers	September 6, 2016	Ongoing	June 23, 2017
6	<ul style="list-style-type: none"> Students will have an opportunity to create an instructional audio or video podcast presentation. 	CTE and Alt Ed teachers Students	September 6, 2016	Ongoing	June 23, 2017
7	<p>Tech User Groups will be established and meet monthly on each campus</p> <ul style="list-style-type: none"> Bush Tuesday Coopers Wednesday Wildwood Thursday 	Farr, Rick, Rob, Sam	September 6, 2016	Ongoing	June 23, 2017
8	<p>Conference Day workshops to teach a variety of classroom technology, led by John. Invite admin or Molly or John to observe their use of technology in their classroom</p>	ALT/ILT John Molly	January and March 2017 Conference Days	Ongoing	June 23, 2017

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9	Consult with John, PLC, and/or Molly for assistance in technology incorporation into classroom lessons.	John Molly PLC's	September 6, 2016	Ongoing	June 23, 2017
10	ID a CTE Tech Team	ALT/ ILT/TUG	September 6, 2016	Ongoing	June 23, 2017

ACTION PLAN

STRATEGY: Inquiry-Based Units for Assessment

SPECIFIC RESULT: Teachers will teach using an Inquiry Based model and reflect on the successes and gaps revealed as a result of the process.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1	Inquiry-Based Units: 1. Creation of IBL in CTE Plan for 16-17 2. Creation of the IBL in CTE Checklist 3. Teachers will teach 4 units over the course of the 2016-17 school year 4. 2 of the 4 units will be reviewed by the teacher, curriculum mentor and /or administrator prior to teaching and adjusted according to the needs ascertained through the review, as stated below. 5. Teachers will embed technology into IBL units.	Rob S ILT/ALT John Molly	August 2016	August 20, 2016	June, 2017

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	<p>6. Teachers will submit work, including Unit plan, 7 E Framework, Lesson Plans and Student Notebook and Rubrics for review by curriculum mentor, PRIOR to teaching the unit.</p> <p>7. Meeting times and dates will be set for the teacher and curriculum mentor.</p> <p>8. Teacher and curriculum mentor will meet to discuss the IBL unit, including 7E Framework, Lesson Plans and Student Notebook.</p> <p>9. Teacher will adjust units according to review.</p> <p>10. Create a calendar indicating when teachers will be teaching their IBI units for each campus and program.</p> <p>11. Teacher will teach unit, collect and analyze student work, reflect upon needs and successes, adjust accordingly, then finalize changes.</p> <p>12. Teacher will submit packaged units, with student</p>			<p>Semester 1:</p> <p>November 18, 2016</p> <p>Semester 2:</p> <p>March 2, 2017</p>	
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	samples, electronically via teacher O: drive.				
2	Introduction of Plan to Staff (Rollout) 1. Opening Day: Administrative Message: "The 7 Steps for IBL Reflection" 2. Plan will be discussed during the first PLC Meeting for 2016-2017	CTE Admin/ILT	September 6, 2016 PLC Meeting TBA	September 6, 2016	September 6, 2016
3	1. Teachers will incorporate technology into their Inquiry Based units of study. 2. Teachers will work with Instructional Technology Specialist and/or Curriculum Mentor to gain support in technology integration.	CTE Teachers John Molly	September 6, 2016	Ongoing	January 16, 2017 June 2, 2017
4	1. Make this a part of PLC. Utilize PLC's for support in this process. 2. Topic for ILT/ALT Training Days	ILT ALT/ILT/Curriculum Mentor/Instructional Technology Specialist	September 6, 2016	Ongoing	June 2017
5	Teachers will follow the 7 Steps for IBL Reflection and be able to address where they are on the continuum in conversations throughout the year with Administration, Mentors and peers.	Teachers, Curriculum Mentor, Administration	September 6, 2016	Ongoing	January 16, 2017

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	The 7 Steps: <ol style="list-style-type: none"> 1. Review your IBL Unit (using CTE 7E Framework Reflection) 2. Pre-view UBL Unit with Mentor 3. Adjust according to suggestions 4. Teach Unit 5. Reflect on Unit (using CTE 7E Framework Reflection) 6. Re-Adjust IBL Unit according to reflection 7. Submit readjusted IBL Unit electronically to the appropriate unit folder on the teacher share drive, including Unit plan, 7 E Framework, Lesson Plans and Student Notebook, Rubrics and Student Work Samples 				
6	Teachers will review/create the IBL unit of choice	Teachers	September 6, 2016	November 2016 March 2017	June 2017
7	Preview with Molly	Teachers Molly	September 6, 2016	Fall	December 20, 2016
8	Teachers will adjust their IBL units	Teachers	September 6, 2016	November 2016 March 2017	June 2017
9	Teach units	Teachers	September 6, 2016	First Semester	January 16, 2016

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10	<p>Semester 1: CTE Teachers implements inquiry-based unit in classroom and completes the "7 Steps for IBL Reflection" Document</p> <ol style="list-style-type: none"> 1. Collect and evaluate student work 2. I.D. success areas/areas of improvement and why. 3. Modifications to unit (re-teaching, changes in notebooks, teaching strategy, etc.) 4. Submit updated IBL Unit to teacher O: Drive and inform Principal of submission To Include: copies of student work (include workbooks w/comments, reflection tool, self-reflection, Original IBL unit w/notes and reflection) 5. Collection of all CTE IBL revised units for packaging (Electronically) 	CTE Teachers	September 6, 2016 (Semester 1)	November 18, 2016 January 16, 2017 Date: January 27, 2017	January 27, 2017
11	<p>Semester 2 will be a repeat of semester 1.</p>	CTE Teachers	January 20, 2017	Semester 2: March 2, 2017 Teach by May 19, 2017 Submit by June 2, 2017	

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12	<p>New teachers will be expected to create 2 units of study, using an inquiry-based framework.</p> <ol style="list-style-type: none"> 1. Introduction to IBL will occur in New Teacher Training sessions throughout the year, both in person and via DL. 2. New teachers will be supported in their unit development by Curriculum Mentor, Instructional Technology Specialist, Mentor, Program Counterparts and PLCs. <p>(See New Teacher Training Action Plan)</p>	<p>CTE Teachers</p> <p>Molly John CTE Teachers ILT ALT</p>	September 6, 2016	Ongoing	June 2, 2017
13	<p>Professional packaging of IBL Units</p>	<p>ALT/Curriculum Mentor/ BOCES Print Shop</p>	September 2016	Ongoing	June 16, 2017

ACTION PLAN

STRATEGY: Staff Support - Student Portfolios/John F & Molly L

SPECIFIC RESULT: Every student leaving the CTE program will have an Electronic Portfolio.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1	Reminder to staff r/e Student Portfolios - Opening Day	ALT		Sept. 2016	
2	Create a Goggle account, record username on a spreadsheet template, have student attach a cell phone to it for recovery purposes; if students have an appropriate Google account, they may use that to manage their materials, but must share the account information.	CTE teachers	September 2016	October 1, 2016	October 1, 2016
3	Minimum Requirements- <ul style="list-style-type: none"> • Resume • Cover Letter • Employability Profile • Samples of Student work • Photos/Videos 	Carry Over from last year.			

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	<ul style="list-style-type: none"> ○ At least two quality examples per student per year. ● Personal Introduction ● Awards 				
4	Research a process for Quality Assurance. Presentation of an Exemplar model with the Instructor, both video/photo and written portions.	John F	9-2016	10-1-2016	
5	Research further methods of moving toward alternatives for the storage of files related to the portfolios.	John F	9-2016	Ongoing	
6	Focus areas for John F: <ul style="list-style-type: none"> ● Student Portfolios ● Promethean Software based on group ability levels. ● ACTIVEexpressions ● Working with videos/formats ● Testing Software (Exam View/ToolBox Pro) ● Flip Charts and Prezi ● Educational websites (toward Alternative Education) ● Google Docs ● “Cloud” options for storage 				

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7	John's Schedule - Determined by campus administration and teacher needs, documented by John and submitted to Chris	John F	Ongoing	Ongoing	Ongoing
8	Molly Schedule - Determined by campus administration and teacher needs, documented by Molly and submitted to Chris	Molly	Ongoing	Ongoing	Ongoing

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ACTION PLAN

TOPIC: CDOS Documentation

SPECIFIC RESULT: All students will have the 54 hours of customer work documented over the course of their two years of study.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1	Inform teachers of the necessity to record the hours of customer for work ALL students.	Kasi ALT	September 2016	Ongoing	June 2017
2	Teachers will be trained on the new features of the SchoolTool	ALT	September 2016	Ongoing	June 2017
	Teachers will receive a review of the directions for the protocol for CDOS	ALT	September 2016	Ongoing	June 2017
3	Staff will continue the manner of the work they have done with SWD on a quarterly basis.	Faculty	September 2016	Ongoing	June 2017
4	All hours will be communicated via student report cards and quarterly reports to districts, GST BOCES Special Education department.	Guidance counselors and program assistants	September 2016	Ongoing	June 2017

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5	Students will be taught how to record their hours, why they must do this and keep a running list of the hours for the purpose of tracking hours.	Faculty	September 2016	Ongoing	June 2017
6	Customer satisfaction	ALT	June 2017	June 2017	June 2017

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ACTION PLAN

TOPIC: 4 + 1 Pathways

SPECIFIC RESULT: All students will be eligible to take a state approved assessment and use a passing score as an acceptable means to a Regents diploma

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1	Teachers will be educated in order to understand the route of the 4 + 1 Pathway to graduation.	Kasi, Matt ALT	September 6, 2016	September 6, 2016	September 6, 2016
2	A list of the state approved assessments will be shared with the programs which are impacted by those assessments	ALT			
3	Courses with state approved assessments for the 4 +1 Pathway will have their students take the assessments according to need.		September 2016	October 2016	October 2016
4	Pre-tests for 2016-2017 must be: <ul style="list-style-type: none"> • Identified • Purchased • Printed, gathered • Administered • Scored 	ALT, Faculty, Terri, Molly	August 2016	August 2016	October 2016

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5	Creation of test list	Chris, Terri	August 2016	August 2016	August 2016
6	Pre-Testing timeline	ALT	September 19, 2016	October 5, 2016	October 5, 2016
7	Identification of class rosters	OFFICE		October 5, 2017 (BEDS DAY)	October 5, 2017 (BEDS DAY)
8	Determine which class needs to be assessed	OFFICE	September 19, 2016	October 5, 2017 (BEDS DAY)	October 5, 2017 (BEDS DAY)
9	Students will be assessed and scored, as appropriate by test and course	Faculty	September 19, 2016	October 5, 2017 (BEDS DAY)	October 5, 2017 (BEDS DAY)

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10	Data Analysis from pre-tests	Sam and Molly	October 5, 2016	October 19, 2016	October 19, 2016
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ACTION PLAN

TOPIC: CTE Principal's Meetings 2016-17

SPECIFIC RESULT: ALT will meet bi-weekly to discuss issues, stay informed and consistent on all campuses.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1	Develop a schedule for meeting bi-weekly in the 2015-16 school year.	ALT Terri W	8/2016	completed	done
2	Time for the meeting will be 3:00 pm	ALT			
3	Skype for Business will be the technology tool for meetings. ALT members must be trained and practice using Skype for Business prior to the start of the school year	ALT and John	7/31/2016	August 31, 2016	August 31, 2016

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4	John F will work with ALT members to test Skype for Business when he is on their campuses	ALT John	8/10/2016	September 3, 2016	September 3, 2016
5	Inventory Equipment needs for team	Sam and John	September 3, 2016	September 3, 2016	September 3, 2016
6	Make meetings calendar “events” for the ALT meetings	Terri	August 2016	August 2016	August 2016
7	Accept the “event” invitations for meetings	ALT	August 2016	August 2016	August 2016
8	Team Expectations: <ul style="list-style-type: none"> • Mandatory meetings • Technology Etiquette 	ALT	August 2016	ongoing	ongoing

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	<p>Unit Plan Lessons Resources Assessments/Rubrics 7E Document Student Work</p> <ul style="list-style-type: none"> • Teach Unit (Semester 1) • Teach Unit (Semester 2) 				
2	<p>January 30 - Conference Day</p> <ol style="list-style-type: none"> 1. AM - Technology day 2. PM - Inquiry Based Instruction Demonstrations (choice) 3. Program Re-Approvals Group 2 (Where are you now? Group 2 meets with their facilitator) 	<p>Rick, Sam, Rob</p> <p>Rob, Colleen, Molly</p>			
3	<p>March 10 - Conference Day</p> <ol style="list-style-type: none"> 1. Technology focus day 2. Student Support Staff <ul style="list-style-type: none"> • CTE Graduate Training Program • Managing Senioritis • Heading into the homestretch year 1, year 2 Student Support Network Teams • Introduction to CTE Graduate Career Training Initiative (Adult Ed connections), industry specific • Team Building Strategies (Rob) 	<p>Rick, Sam, Rob</p> <p>Colleen, Ann</p>			

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	<ul style="list-style-type: none"> • Learning Styles? 				
4	<u>June Conference Days – June 15, 16, 19 Bush ABC</u> <ul style="list-style-type: none"> - TBD - Inquiry Based Instruction classes, focus, future – long range plan - Adventure Based Learning - Business and Industry visitation day (working worlds) June 15, reflections on 16 or 19 - Campus picnic - BOCES Values - Blueprints for Assessments and Curriculum 	ALT, ILT, STEM team	July 29, 2014	On-going, Plan done by April 23, 2015	June 18, 19, 22, 2015
5	<u>Share conference day schedule with CTE staff on opening day.</u>	Chris & ALT		September 6, 2016	September 6, 2016

Provisions for Mentoring Program

The GST BOCES Mentoring Program is defined by Board of Education policy, as outlined below:

All new teachers at GST BOCES holding an initial certificate will complete a mentored teaching experience within their first year of employment as a teacher. The purpose of the mentoring program is to provide support for new teachers, retention of teachers, and to increase the skills of new teachers.

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

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

Greater Southern Tier BOCES - Teacher Mentor Program

PURPOSE

- To increase student achievement by improving teacher effectiveness and instruction.
- To maximize the retention of capable new teachers by assuring satisfaction with their teaching experience.
- To meet the requirements of Section 100.2 (dd) and Section 80-3 of the Commissioner's regulations.
- To assist in the orientation of beginning teachers into the teaching profession and the GST BOCES systems.

* Beginning teacher – all new teachers with less than two (2) years of experience that hold a New York State initial or transitional teaching certificate.

PROGRAM OBJECTIVES

- Developing instructional and non-instructional skills.
- Supporting teacher morale, communication and collegiality.
- Improving a beginning teacher's skills and performance.

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- Building a sense of professionalism, positive attitude and teaching abilities.
- Facilitating a seamless transition for the first years of teaching.
- Putting theory into practice.
- Preventing teacher isolation.

ROLE OF THE MENTOR

- The role of the mentor is one of guidance, support and confidentiality.
- Information emerging from mentoring activities and the mentoring relationship is confidential and may not be used to evaluate or discipline a new teacher.

QUALIFICATION OF MENTORS

- **CERTIFICATION**
 - Tenured GST BOCES teacher
- **EVIDENCE**
 - Current research-based effective strategies
 - Instructional effectiveness
- **DEMONSTRATION SKILLS**
 - Professionalism and educational competence
 - Successful communication skills and “people skills”
 - Commitment to individual professionalism growth and continued learning

MENTOR TRAINING

- Training by Staff Development Department and then on-going support, as requested.
 - Adult learning theory
 - Teacher development theory
 - Elements of a mentoring relationship

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- Peer coaching techniques
- Time management methodology
- Data/item analysis
- Overview of available resources (SIP, Teacher Centers, Model Schools...)

SELECTION PROCESS

- A Mentor Panel, composed of administrators selected by the Assistant Superintendent for Instruction, and teachers, selected by the Association President(s), will review each application to the Mentor Pool if more teachers apply for mentoring positions than positions available.
- Teachers may submit a letter of intent to the Assistant Superintendent for Instruction to become a member of the Mentor Pool.
- Teachers may also be nominated by others using the same process.

SELECTION PROCESS *(Continued)*

- A Mentor Pool is established, comprised of individuals appointed by the Mentor Panel, who by virtue of their qualifications have been designated as eligible to be mentor teachers. An appointment to the Mentor Pool is effective for five (5) years.
- Teachers must complete the mentor training requirement once entered into the Mentor Pool.
- Mentoring assignments will be the responsibility of the Assistant Superintendent for Instruction.

MENTOR ACTIVITIES

- Familiarize the new teacher with the district and building resources, guidelines and expectations.
- Familiarize teacher with essential curriculum.
- Assist with long-term and daily planning.
- Visit classrooms to focus on instruction.
- Guide teachers – pre- and post-discussion/reflections on their lessons.
- Team planning and team teaching lessons.
- Introduce teaching strategies and techniques.

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- Suggest strategies for classroom management and discipline.
- Assist with obtaining resources.
- Arrange for teacher visits to other classrooms.
- Act as a sounding board for ideas, views/issues.
- Explain school policies and procedures.
- Help the teacher become a reflective practitioner.
- Maintain confidentiality and professionalism.
- Complete the mentor-mentee log including time, date, and topic covered (utilize mentoring program checklist as a guide). Must meet for a minimum of 3 hours monthly.

TIME FOR MENTOR ACTIVITIES

- Release time is available to mentors and mentees on both a half-day and a full-day basis.
- Mentor pairs may request substitute coverage for activities such as visiting each other's classrooms, planning and conferencing, attending workshops or other mentoring activities that they have designed.
- Mentor pairs are expected to meet at least the equivalent of a half-day per month for the first year.
- Ongoing mentor support on a bi-monthly basis for the remainder of the probationary period. Contact may be face-to-face, phone, email, etc.
- Release time for year two (2) and three (3) need administration prior approval.
- Additional meeting time may be requested through administration.

MAINTAIN RECORDS

- Mentor is responsible for completing mentor-mentee log, including time, date, and topic covered (form attached).
- Mentor is responsible for submitting a copy of the log by the last school day of each month to the Assistant Superintendent for Instruction.
- The Assistant Superintendent for Instruction will document and store names and certificate numbers of mentors and mentees.
- Original logs will be sent to Human Resources for filing.

REMUNERATION

- Mentors working with mentees will be compensated according to the teacher's contract.

GST BOCES Mentor-Mentee Log

Name of Beginning Teacher: _____

Certificate Number: _____

Name of Mentor(s): _____

Certificate Number: _____

Type of Activity	Date	Time
	/ /	:
	/ /	:
	/ /	:
	/ /	:
	/ /	:
	/ /	:

Mentor Signature: _____ Mentee Signature: _____

(Complete log once per month and submit to Assistant Superintendent for Instruction, Bush Campus, Building #3)

**** Must meet for a minimum of three (3) hours each month ****

GST BOCES Mentoring Program Checklist

Summer

- Discuss where and how to get supplies
- Ensure classroom is set-up for opening day
- Ensure mentee has a first day plan that sets standards for behavior
- Ensure mentee has the first week of plans
- Discuss student organizations available to students

Fall

Review procedures for:

- Student attendance
- Fire drills and other emergency procedures
- Interim grades
- Required reporting (if any)
- Instructional support
- IEP's and CSE
- Discuss classroom management; add any tips needed

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- Discuss progress made with curriculum review map / Standards
- Discuss any upcoming organizational events
- Discuss mentee's upcoming events and related forms and procedures
- Campus tour
- Complete Mentoring Plan (see attached)

Winter

- Discuss the progress on the required professional portfolio
- Review end of semester assessments and grading
- Discuss program budget (if appropriate)
- Discuss upcoming organizational events
- Discuss mentee's upcoming events and related forms and procedures
- Ask if there are any concerns or questions about IEPs / CSE
- Ask if there are any concerns or questions about instructional support
- Check on progress made in addressing the curriculum

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- Ensure required documentation is being kept for mentoring program

Spring

- Discuss year-end planning
- Discuss upcoming organizational events
- Discuss mentee's upcoming events and related forms and procedures
- Ask if there are any concerns or questions about instructional support
- Ask if there are any concerns or questions about IEPs / CSE
- Check on progress made in addressing the curriculum
- Ensure required documentation is being kept for mentoring program
- Discuss the progress on the required professional portfolio
- Discuss required reporting
- Discuss student recommendations (if appropriate)

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June

- Discuss wrap up of curriculum
- Discuss year-end testing
- Discuss clean-up and preparation of classroom for the summer
- Discuss curriculum cross-over if extended year program
- Discuss graduations / transitions
- Discuss upcoming events

Provisions for School Violence Prevention and Intervention Training

GST BOCES 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.

Upon request or determination of necessity, GST BOCES will provide refreshers on school violence prevention and intervention.

In instructional settings, GST BOCES will also utilize the interpersonal violence prevention education package provided by the State Education Department. These materials will be incorporated as part of the health or other related curricula or programs for students in grades K through 12.

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. GST BOCES teachers will utilize the expertise and trainings provided by the Regional Bilingual Education- Resource Network to fulfill these requirements.

For all other faculty and staff, GST BOCES 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 GST BOCES total student population as of such date as established by the commissioner.*

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Appendix A

List of anticipated workshop topics, trainings, and consultants to be offered and/or utilized during the 2016-2017 school year which will be available across the GST BOCES organization where CTLE credit will be awarded.

GST BOCES Instructional Support Professional Development Offerings 2016-17 7/1/2016 to 6/30/2017

<u>Course Title:</u>	<u>Offered By:</u>	
2016 GST BOCES Administrators' Academy (LIFT) (Karen Bronson, Consultant, SAANYS)	SIP	
2016 Summer Leadership Institute (POVERTY)	SIP	
A Framework for Understanding Poverty	SIP	
Closing the Reading Gap	SIP	
Conducting Instructional Rounds and Use of Protocols	SIP	
EIDEX and Data Analysis (Doug LaFleur, EIDEX)	SIP	
Effective Models of Co-Teaching	SIP	
Engaging Students Living in Poverty	SIP	
Fine Tuning Standards-based Report Cards	SIP	

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Guided Reading for Grades K-6	SIP	
Inquiry in a Social Studies Classroom Grades K-12	SIP	
Lead Evaluator Training: Re-Certification Teacher Evaluation	SIP	
Lead Evaluator Training: New to Teacher Evaluation	SIP	
Leveled Literacy Intervention (LLI) for Grades K-8 (Laurie Baker, Private Consultant)	SIP	
Lead Evaluator Training: Evaluation of Principals	SIP	
Meeting Cognitive Demands of the CCLS through Standards-based IEPs	SIP	
Professional Learning Community for Middle School Mathematics Teachers	SIP	
Professional Learning Community for Mathematics Teachers for Algebra I and II	SIP	
Professional Learning Community for Mathematics Teachers for Geometry and Pre-Calculus	SIP	
Reconciling Standards for ALL Students with the Needs of the Individual Student	SIP	
Response to Intervention in Grades K-12 (Jim Wright, Private Consultant)	SIP	
Rethinking Homework	SIP	
Standards-based IEPs: More Than Just Buzz Words	SIP	
Starting Down the Path of Standards-Based Report Cards	SIP	

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Strategies that Support Inquiry-Based Instruction	SIP	
SunRise Special: PlanBuilder	SIP	
TCIS Training of Trainers (Consultant, Cornell University)	SIP	
Therapeutic Crisis Intervention	SIP	
Therapeutic Crisis Intervention Refresher	SIP	
Using Data Wise and Student Work Protocols to Help Guide Your Improvement Process	SIP	
What is New about the "New" Science Standards Grades K-12	SIP	
What Really Matters: Supporting the Needs of Struggling Students in ELA Grades 3-12	SIP	
Working with Boys in Crisis	SIP	
Writer's Workshop for Grades K-6 (Laurie Baker, Private Consultant)	SIP	
5 Fabulous Formative Assessment Tools	MODEL SCHOOLS	
Adobe Photoshop	MODEL SCHOOLS	
Blooming Student Projects	MODEL SCHOOLS	
Common Core Open Lab	MODEL SCHOOLS	
Creating Classroom Audio Projects with Audacity	MODEL SCHOOLS	
Creating Effective Presentations	MODEL SCHOOLS	

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Developing a WebQuest with Rigor and Relevance	MODEL SCHOOLS
Digital Age Assessment Tools	MODEL SCHOOLS
Digital Citizenship Skills in the Future-Ready Classroom	MODEL SCHOOLS
Ease on Down the Code Road	MODEL SCHOOLS
Flipchart Fundamentals	MODEL SCHOOLS
Google Classroom	MODEL SCHOOLS
Google Drive for Teachers	MODEL SCHOOLS
Google Forms in the Classroom	MODEL SCHOOLS
Help Your Students Soar: Crack the Code	MODEL SCHOOLS
Infographics: Display Information in Exciting New Ways	MODEL SCHOOLS
Interactive Whiteboards: ActivInspire Basics	MODEL SCHOOLS
Interactive Whiteboards: Intermediate ActivInspire Skills	MODEL SCHOOLS
Intro to OneDrive	MODEL SCHOOLS
Intro to Scratch: Coding Projects for Kids	MODEL SCHOOLS
Introduction to Microsoft Office Mix	MODEL SCHOOLS
Introduction to Sway	MODEL SCHOOLS
Introduction to Windows 10	MODEL SCHOOLS
iPad "Appy" Hour: Integrating iPads in Your Classroom	MODEL SCHOOLS
Learn by Creating with Microsoft Publisher	MODEL SCHOOLS
Microsoft OneNote in the Classroom	MODEL SCHOOLS

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Office 365 Overview	MODEL SCHOOLS
OneNote in the Classroom Extension	MODEL SCHOOLS
Pages: Drag and Drop Webpage Builder	MODEL SCHOOLS
QR Codes: Explore the Common Core (iPad Required)	MODEL SCHOOLS
Screencast-o-matic	MODEL SCHOOLS
Snagit--Creating Great Lessons	MODEL SCHOOLS
Symbaloo	MODEL SCHOOLS
Tech Talk-- Yes You Can Code! (And Your Students Can Too!)	MODEL SCHOOLS
Tech Talk--Google Add-Ons	MODEL SCHOOLS
Tech Talk—NearPod	MODEL SCHOOLS
Tech-Rich Common Core: Search Strategies for Students	MODEL SCHOOLS
Tech-Rich Common Core: Writing Tools	MODEL SCHOOLS
Twitter for Communication and Professional Development	MODEL SCHOOLS
WordPress: Website and Blog Builder	MODEL SCHOOLS
Working with Microsoft Word & Word Online	MODEL SCHOOLS
Inquiry-Based Science (K-6)	STEM
Inquiry-Based Science (Life Science)	STEM
Inquiry-Based Science (Physical Science)	STEM
Inquiry-Based Robotics	STEM
Inquiry-Based Science (Living Environment)	STEM
Inquiry-Based Science (Forensics)	STEM
Inquiry-Based Science (Physics)	STEM
Inquiry-Based Science (Chemistry)	STEM

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Bringing History to the Classroom	TEACHER CENTER
Every Child's An Author	TEACHER CENTER
Get Excited About Writing	TEACHER CENTER
Mark Twain Summer Teachers' Institute	TEACHER CENTER
Sound Detectives	TEACHER CENTER
The Daily 5	TEACHER CENTER
Best New Young Adults Books of 2016 and Common Core Non-Fiction	LIBRARY MEDIA
Technology, Networking and Best Practices in a Library Media Center	LIBRARY MEDIA
Collaborative Teaching in the General Education Classroom:	RSE-TASC
CPSE Parent Member Training	RSE-TASC
Creating Quality IEP Goals	RSE-TASC
CSE/CPSE Chairperson Training	RSE-TASC
CSE/CPSE Secretary	RSE-TASC
Discovering the "Why" Behind Behaviors in Early Education Settings	RSE-TASC
Don't Let Challenging Behaviors Challenge You!	RSE-TASC
Educational Benefit Self-Review	RSE-TASC
Effective Classroom Practices	RSE-TASC
Functional Behavioral Assessments & Behavior Intervention Plans (FBA/BIP) with Progress Monitoring	RSE-TASC
Getting to Work Based Learning	RSE-TASC
IEP Goals - Special session of IEP Goals with Transition, Behavior, and Progress Monitoring Specialists	RSE-TASC
Implementing Multi-Tiered Systems of Support (MTSS) for Behavior - Readiness for Positive Behavior Intervention and Supports (PBIS)	RSE-TASC
Indicator 13 Boot Camp and Scheduled Follow-up	RSE-TASC
Living on the Same Page	RSE-TASC
No More Writer's Block! IEP Work Group	RSE-TASC
Options for Learning: the Continuum of Special Education Services for School Age Students	RSE-TASC
Pathways to Graduation	RSE-TASC

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Planning for Behavior Change in Early Education Settings	RSE-TASC
Progress Monitoring Student Growth: Methods for Evaluating and Defining Instructional Needs	RSE-TASC
Revisiting Testing Accommodations	RSE-TASC
Skills and Achievement Skills and Achievement Commencement Credential: Improving Post-school Opportunities for Students with Severe Disabilities	RSE-TASC
Special Education for Principals: Overview of CSE implementation	RSE-TASC
Standards-based IEP and Gap Analysis	RSE-TASC
Supporting Thinking Skills for Students with Disabilities	RSE-TASC
Teaching Social-Emotional Skills to Young Children	RSE-TASC
Technology: Using tablets and accessible instructional materials to enhance instruction	RSE-TASC
Transition Assessment Makes IEP Writing Easy!	RSE-TASC
Transition for School Leaders: Administrators Need to Know!	RSE-TASC
Transition Work Group	RSE-TASC
Use What You've Got: Structuring Your Environment to Encourage Positive Behaviors in Young Children	RSE-TASC
Veteran CSE/CPSE Chairperson Issues	RSE-TASC
What's Their Plan?	RSE-TASC
Work-Based Learning Roundtable - Conversation to Action	RSE-TASC
Limited English Proficient/English Language Learners (LEP/ELL) training	RBERN
Staff & Curriculum Development Network	BOCES State-wide network
The New York State Council of School Superintendents	NYSCOSS
Association of Career and Technical Education Administrators	ACTEA