



Greater Southern Tier BOCES  
Organizational Professional Development Plan  
2018-2019

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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**

<b>Name</b>	<b>Title</b>
Sarah Vakkas	Assistant Superintendent for Instruction
Doug Johnson	Director of Human Resources, Parent
Matt Talada	Director of CTE & Alternative Education
Tammy Lotocky	CTE Teacher, Association President
Maureen Liberto	Instructional Support Teacher
Courtney Perez	Special Education Teacher
Jennifer McGrain	Itinerant Teacher
Paul Richmond	CTE Teacher
Danielle Headley	Special Education 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 on-going growth for practitioners within our organization, as well as to the assessment of on-going 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.

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. Curriculum 2018-2019**

- All curriculum meetings will be focused around the GST BOCES Goals
  - Students will participate in standards- based lessons.
  - Students will be exposed to new technology regularly
  - Students will write or complete activities using text- based evidence, on a daily basis.
- One curriculum day per week, run by GST BOCES Staff Development Coordinator.
- Weekly meetings will occur with the principal, all teachers, and the Staff Development Coordinator to support the GST BOCES Goals.
- All new teaching staff will receive training on the GST BOCES Special Education goals, lesson plan template, weekly focus sheet, SDI document, the use of data, and the writing process.
- Principals will meet monthly in teams with the Staff Development Coordinator to support Phase One of the NYSNGLS for Math and ELA.
- Rollout of Phase One of the NYSNGLS will occur regionally with all faculty and staff through Principal PD. Reflections from this will then be used to support Phase Two of the Rollout Plan of the NYSNGLS.
- Strong focus on classroom visits, non-evaluative observations, and examining student work in the 18-19 school year.
- Social Studies Framework professional development will be provided to all teachers.
- On-going curriculum updates will be shared monthly to the principals.

#### **2. Instruction 2018-2019**

- Team Teaching Goal sheets will be used by all teachers with TA's and or Teachers with Teacher Aides, and/or Teacher Aides with Teaching Assistants.
- Teachers will continue to update the SharePoint and share resources in regional folders to support classroom instruction.
- Teachers will utilize the modified NYS recommended Specially Designed Instruction (SDI) Lesson Plan.
- Teachers will use a provided lesson plan template during all formal observations.
- Teachers will also use this template when completing curriculum work with the curriculum coordinator.
- Training will be provided to all new teachers on how to complete this lesson plan template.
- Students will write or complete activities daily using text-based evidence.



### **3. Assessment 2018-2019**

- Teachers will examine classroom specific student data three times a year to identify areas of growth and areas of improvement.
- Teachers will use this data during curriculum meetings with the Staff Development Coordinator and Principals to reflect on the classroom and program systems to identify areas of growth and areas of improvement.

### **4. Technology 2018-2019**

- SharePoint will continue to be used by all faculty, staff, and administrators to support stronger regional communication between all programs.
- Technology Instructional Support Services will support on-going technology instructional goals.
- A schedule of support is provided to all sites and training sign-ups can be accessed through the SharePoint.

### **5. Shared Decision Making 2018-2019**

- Committee meeting notes will be available on the SharePoint Drive for all faculty, staff, and Principal Leaders to read.

### **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 teach using an Inquiry-Based model and reflect on the successes and gaps revealed as a result of the process.
3. Every student leaving the CTE program will have an Electronic Portfolio.
4. ALT will meet bi-weekly to discuss issues, stay informed and consistent on all campuses.
5. CTE will deliver six (6) high-quality conference days for the CTE and ALT ED Teachers.

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6. All teachers, teaching assistants, and administrators will be provided with opportunities to increase their use of technology within the classroom.
7. All students will have the 54 hours of customer work documented over the course of their two years of study.
8. Safer campuses consistent with GST BOCES priorities.
9. CTE/Alternative education teachers will identify and administer an approved 3012-d state assessment in accordance with GST BOCES approved APPR plan.
10. Content areas teachers will begin the process of program re-approval for submission in the 2018-2019 school year.
11. All students will be eligible to take a state approved assessment and use a passing score as an acceptable means to a regents diploma, where applicable.

### **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 2018-2019 school year.

## GST BOCES Special Education Curriculum Groups

### 2018-2019 Action Plans

**Conference Days:**

*Friday, October 19<sup>th</sup>, 2018*

*Monday, January 28<sup>th</sup>, 2019*

*Friday March 15<sup>th</sup>, 2019*

**New to BOCES Orientation:**

*September 10<sup>th</sup>, 19<sup>th</sup>, 20<sup>th</sup>, 26<sup>th</sup>, 2018 and October 3<sup>rd</sup>, 16<sup>th</sup>, 17<sup>th</sup>, 2018*

<b>TOPIC:</b> <u>Curriculum</u>					
<b>SPECIFIC RESULT:</b> The GST BOCES Special Education and Itinerant Staff Goals will be shared, implemented, and supported by all stakeholders.					
#	ACTION STEP (number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1	Posters that state the GST BOCES Special Education and Itinerant Staff Goals will be created and posted in all classrooms and offices.	Principals, Staff, and Faculty	9/2018	9/2018	On-going
2	All new GST BOCES Special Education and Itinerant Staff will receive Professional Development on the Goals	Staff Development Coordinator, Principals, New Staff	9/2018	Monthly check-ins through the 2018-2019 School Year	6/2019

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3	<p>A calendar will be created to have curriculum meetings which will be focused around the GST BOCES Goals.</p> <ul style="list-style-type: none"> <li>• Students will participate in standard- based lessons.</li> <li>• Students will be exposed to new technology regularly.</li> <li>• Students will write or complete activities using text-based evidence, on a daily basis.</li> </ul>	Staff Development Coordinator	8/2018	9/2018	9/2018
4	<p>Using the calendar, each principal will schedule three days to meet with their staff at their site. During these meetings the Teacher, Principal, and Staff Development Coordinator will meet together to provide support and to discuss how the GST Goals are being implemented in the classroom.</p>	Principal, Staff Development Coordinator, and all teachers	Weekly Starting 9/2018	6/2019	6/2019
5	<p>Teachers will continue to use, revise, and share resources related to the GST BOCES Special Education Goals on the GST BOCES Special Education SharePoint Drive.</p>	All Faculty and Staff	On- Going	On- Going	On-going
6	<p>All principals will be provided with a beginning of the year faculty meeting PowerPoint to share with their faculty and staff that goes over the GST BOCES Special Education and Itinerant Services Goals. The PowerPoint also lists links for teachers so teachers can locate support for their goals listed on the SharePoint Drive</p>	All Faculty and Staff, Principals, and Staff Development Coordinator	9/2018 – First faculty Meeting	On-going	On-going
7	<p>Principal PD will be provided to discuss how the GST Special Education Goals can best be supported before, during, and after the curriculum support meeting times by the principals</p>	Staff Development Coordinator and the Principals	8/2018	On- Going	On-going

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<b>TOPIC: <u>Curriculum</u></b>					
<b>SPECIFIC RESULT: New York State Department of Education curriculum updates will be provided to all staff, faculty, and administration.</b>					
#	ACTION STEP (number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1	Activity booklets for Phase One of the Rollout Plan will be created and purchased for all Special Education Classroom Teachers and Teaching Assistants.	Staff Development Coordinator and Director of Special Education and Itinerant Services	8/2018	9/2018	9/2018
2	Principals will meet monthly as a team with the Staff Development Coordinator to receive Professional Development on Phase One of the Rollout Plan for the NYSNGLS for Math and ELA.	Principals and the Staff Development Coordinator	Monthly starting 8/2018	Monthly starting 8/2018	6/2019
3	Rollout of Phase One of the NYSNGLS for Math and ELA will occur regionally each month with all faculty and staff through Principal PD.	Principals and All Faculty and Staff	Monthly Starting 9/2018	6/2019	6/2019
4	Principals will collect all feedback forms from Phase One Rollout of the NYSNGLS so that data can be used to support Phase Two of the Rollout plan for our program.	Principals, All Faculty and Staff	Monthly Starting 9/2018	6/2019	6/2019

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<b>5</b>	On- going NYSED curriculum updates will be shared monthly to the principals and teachers via email and SharePoint.	Staff Development Coordinator, Principals	Monthly Starting 9/2018	On-going	On-going
<b>6</b>	Social Studies Framework professional development will be provided to all Social Studies Teachers.	Staff Development Coordinator and Social Studies Teachers	9/6/2018	On-going	On-going

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TOPIC: <u>Curriculum</u>					
SPECIFIC RESULT: All teachers will identify the curriculum they use to support the standards within their classrooms.					
#	ACTION STEP (number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1	Teachers will identify what curriculum best supports the standards for their classroom.	Classroom Teachers with the Support of Program Principals and Staff Development Coordinator	9/ 2018	On-going	On-going
2	Videos to support the computer- based programs will be linked to our SharePoint Drive so that teachers can identify what programs are available and see if they support the standards in their classroom.	Technology Department		On- Going	On-going
3	Standard support will be provided during curriculum meeting times.	Staff Development Coordinator, Teachers, Program Principal.	9/ 2018	On-going	On-going

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<b>TOPIC: <u>Instruction</u></b>					
<b>SPECIFIC RESULT: All teachers will use Specially Designed Instruction when planning for Instruction.</b>					
#	ACTION STEP (number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1	All new teaching staff will receive training on Specially Designed Instruction.	New Teaching Staff	9/2018	On-going	On-going
2	Teachers will utilize the modified NYS recommended Specially Designed Instruction (SDI) Lesson Plan Template that is on the SharePoint Drive.	All Classroom Teachers	On-going	On-going	On-going
3	Teachers will use the SDI provided lesson plan template during all formal observations.	All Classroom Teachers, Principals	On-going	On-going	On-going
4	Teachers will use the SDI lesson plan template during curriculum work with the Staff Development Coordinator	Classroom Teachers and Staff Development Coordinator	Monthly Starting 9/2018	On-going	On-going
5	To support lesson planning a SDI Confidential Document will be provided and filled out by each teacher at the start of the school year. This document is confidential and should be kept in a safe location by the classroom teacher.	Classroom Teacher and Principal	Monthly starting 9/2018	On-going	On-going



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<b>TOPIC: <u>Instruction</u></b>					
<b>SPECIFIC RESULT: All classroom teachers will receive non-evaluative feedback and instructional support from their program principal.</b>					
#	ACTION STEP (number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1	Team Teaching Goal Sheet will be completed by all teachers to set classroom expectations, procedures, best practices, and to set goals within the classroom.	Teacher/ Teaching Assistant; Teacher/ Teacher Aide; Teacher/ Teacher; Program Principal	9/2018	9/2018 with check-ins throughout the year	On-going
2	During the Rollout of Phase One, principals will share out active engagement strategies to their staff and reflect as to how they could be used in the classroom.	Program Principal and Teachers	9/2018	Monthly throughout the year	6/2019
3	Walk-throughs with a focus on the Special Education and Itinerant Services GST BOCES goals will be conducted weekly by program principals.	Program Principals	9/2018	Weekly throughout the year	6/2019
4	During the curriculum meeting times with the Teacher, Program Principal, and Staff Development Coordinator, student work from the goals will be examined and refined. (Program dates are provided on the Curriculum Calendar.)	Teacher, Program Principal, and Staff Development Coordinator	9/2018	On-going	On-going

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<b>TOPIC: <u>Assessment</u></b>					
<b>SPECIFIC RESULT: All classroom teachers will use benchmark assessments three times a year to identify areas of growth and improvements within their classrooms or programs.</b>					
#	ACTION STEP (number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1	Teachers will identify what data they are going to use to identify areas of growth and improvement for student achievement. (Document to support this is on the SharePoint in the Data Folder.)	Classroom Teacher and Program Principal	9/2018	5/2019	6/2019
2	Teachers will use their student data during curriculum meetings to reflect on the classroom and program systems to identify any areas of growth or improvement.	Classroom Teacher, Program Principals, and Staff Development Coordinator	9/2018	6/2019	6/2019
3	Qualitative and quantitative rubric support will be offered to all teachers during the Curriculum Meetings.	Staff Development Coordinator	9/2018	Weekly through 6/2019	6/2019

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<b>TOPIC: <u>Shared Decision Making Structures</u></b>					
<b>SPECIFIC RESULT: All Committees will communicate 100% of the time with all faculty, staff, and administration.</b>					
#	ACTION STEP (number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1	Communication with staff after all meetings will be placed on the SharePoint Drive in the appropriate Folder by committee leader.	Committee Leaders	9/2018 – first day of meeting	After each Committee Meeting	After each committee meeting date
2	Work Plan document will be completed and followed by all participants of the shared decision making committee.	Committee Leaders	9/2018–	First day of meeting	After first day of meeting

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<b>TOPIC: <u>CTLE (Continuing Teacher and Leader Effectiveness)</u></b>					
<b>SPECIFIC RESULT: All Teachers, Teaching Assistants, and Administrators will be provided professional development hours per NYS requirements</b>					
#	ACTION STEP (number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1	CTLE hours will be provided during all Professional Development meetings. (See curriculum document)	Staff Development Coordinator Program Principals	9/2018	After each meeting	6/2019
2	Principal Professional Development will be conducted monthly under the direction of the Staff Development Coordinator	Staff Development Coordinator Program Principals	9/2018	After each meeting	6/2019
3	Principals will set goals to be used with their own MPPR, as well as to guide their program-planning and work with staff to accomplish instructional goals.	Staff Development Coordinator Program Principals	9/2018	After each meeting	6/2019

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<b>TOPIC: <u>Technology Support</u></b>					
<b>SPECIFIC RESULT: All Teachers, Teaching Assistants, and Administrators will be provided with opportunities to increase their use of technology within the classroom.</b>					
<b>#</b>	<b>ACTION STEP (number each one)</b>	<b>Assigned To:</b>	<b>Starting Date:</b>	<b>Due Date:</b>	<b>Completed Date:</b>
<b>1</b>	Technology support will be offered regionally to GST BOCES Special Education and Itinerant Staff.	Instructional Support for Technology	9/2018	Monthly	6/2019
<b>2</b>	All technology programs will be provided to staff on the SharePoint Drive.	Instructional Support for Technology	9/2018	Monthly	6/2019
<b>3</b>	Technology Committee was created to support the technology needs in the classroom.	Principal Leaders	9/2018	Monthly	6/2019

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<b>TOPIC: <u>School Culture and Climate</u></b>					
<b>SPECIFIC RESULT:</b> <b>All programs will create a minimum of one opportunity for celebration to support all of GST BOCES.</b> <b>All programs will create a minimum of one opportunity for the staff to get to know each other each year.</b> <b>All programs will identify a minimum of one way to celebrate teacher successes within the programs.</b>					
#	ACTION STEP (number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1	Staff will be encouraged to use SharePoint to provide "Shout-Outs" to other faculty and staff.	All Staff Principal Leaders Instructional Support for Technology	9/2018	On-going	On-going
2	Each program identify a minimum of one opportunity during school for staff and faculty to get to know each other.	Principal Leaders All Staff and Faculty	9/2018	On-going	6/2019
3	A Celebration to support each program and community will occur a minimum of once during the 2018-2019 school year.	Principal Leaders All Staff and Faculty	9/2018	On-going	6/2019

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<b>TOPIC:</b> <u>Principal Monthly Meetings</u>					
<b>SPECIFIC RESULT:</b> We will grow and unite as instructional leaders.					
#	ACTION STEP (number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1	Principals will organize a calendar within their programs so that all of their faculty and staff are able to receive the PD on the NYSNGLS for ELA and Math each month.	Principals with support from Curriculum Coordinator	8/2018	9/2018	6/2019
2.	Principals will collect the Reflection and Refinement sheets on Phase One of the Rollout Plan and share all feedback each month during Principal Meetings.	Principals	9/2018	On-going	On-going

## Career & Technical Education & Alternative Education

### 2018-2019 Action Plans

<b>TOPIC:</b> <u>New Teacher &amp; Teaching Assistant Training</u>					
<b>SPECIFIC RESULT:</b> New teachers and teaching assistants in CTE and Alternative Education will receive high quality professional development around the initiatives GST BOCES values.					
#	ACTION STEP (number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1	Plan orientation for New Teacher Training.	Molly Liberto, ALT	9/2018	On-going	6/2019
2	Invite new teachers and assistants to attend new teacher training to run during the course of the year for first year teachers and for year 1 and 2 teaching assistants	CTE Principals	9/2018	September 30, 2018	September 30, 2018
3	Ask members of the following departments to meet with new teachers and teaching assistants: Administrative Leadership Team, SESIS, Steuben County Council for Addictions, Human Resources, O & M, GSTE A, Special Education, Instructional Technology Specialists, Purchasing.	Molly Liberto	September 30, 2018	6/2019	6/2019
4	Compile a list of topics for new teachers and assistants to learn during the course of their first year of employment.	Molly Liberto, ILT, ALT	9/2018	On-going	6/2019



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5	Gather resources for new teachers and assistants to be given at orientation and during the academic year.	Molly Liberto, Sally Deane- Moshier, Rick Perkins, Colleen Hurd	9/2018	On-going	6/2019
6	Develop a plan for each of the days of orientation and who will deliver the content being shared.	Molly Liberto, ALT	9/2018	On-going	6/2019
7	<p>Deliver 3 days of new teacher/assistant orientation on the following topics:</p> <ul style="list-style-type: none"> <li>• GST BOCES Calendar</li> <li>• Professional Learning Communities</li> <li>• Professional Organizations and Membership</li> <li>• Curriculum, Unit, and Lesson Planning</li> <li>• Campus tours</li> <li>• Technology resources</li> <li>• Verbal de-escalation</li> <li>• Classroom management</li> <li>• Reading IEPs</li> <li>• Intro to SDI</li> <li>• Drug Awareness</li> <li>• Student Internships</li> <li>• CTE Technical Endorsements</li> <li>• CDOS and 4 + 1 Pathways to graduation</li> <li>• Employability profiles</li> <li>• Transporting students</li> <li>• CPR/AED training opportunities</li> <li>• Human Resources &amp; their role</li> <li>• Purchase Ordering</li> <li>• Student Club Accounts</li> <li>• Campus Safety</li> <li>• Planning semesters</li> <li>• GSTEA</li> </ul>	Molly Liberto, Rick Perkins, John Farr, Valerie Cole, Lisa Connors Stacey O'Dell, Leslie Roof, Colleen Hurd, Matt Talada, Gary Acker, Tammy Lotocky, Chris Mayer, Michelle Chamberlain	9/2018	On-going	6/2019

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<b>8</b>	Establish months, dates and times for DL sessions.	Molly Liberto, Colleen Hurd, Rick Perkins	9/2018	9/2018	6/2019
<b>9</b>	Establish months, dates and locations for in-person trainings for new teachers.	Molly Liberto, Colleen Hurd, Rick Perkins	9/2018	9/2018	6/2019
<b>10</b>	Determine the content of each session and who will be delivering the content.	Molly Liberto, Colleen Hurd, Rick Perkins	9/2018	On-going	6/2019
<b>11</b>	Establish days and times for teachers to meet and work with Instructional Technology Specialist and Curriculum Mentor.	Molly Liberto, John Farr, ALT	9/2018	On-going	6/2019
<b>12</b>	Determine the Mentor Teacher for each new teacher.	ALT	8/2018	On-going	6/2019

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<b>TOPIC: <u>Inquiry-Based Units (PBL) for Assessment 2018-19</u></b>					
<b>SPECIFIC RESULT:</b> 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	Utilize the following resources for support in developing high quality Inquiry Based Units/Project Based Learning curricular units: Molly Liberto, GST BOCES Mike Woods, CTE TAC NY Dave Leavitt, SREB  <u>Suggested Structure:</u> Inquiry-Based Units: <ol style="list-style-type: none"> <li>1. Adjustment and/or Creation of IBL in CTE/Alt Ed Plan for 18-19</li> <li>2. Creation of the IBL/ in CTE/Alt Ed Checklist</li> <li>3. Teachers will teach 4 units over the course of the 2018-19 school year</li> <li>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.</li> <li>5. Teachers will embed technology into IBL units.</li> <li>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.</li> <li>7. Meeting times and dates will be set for the teacher and curriculum mentor.</li> </ol>	ILT/ALT John Farr Molly Liberto	8/2018	Semester 1:  November 17, 2018   Semester 2:  March 1, 2019	6/2019

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	<ol style="list-style-type: none"> <li>8. Teacher and curriculum mentor will meet to discuss the IBL unit, including 7E Framework, Lesson Plans and Student Notebook.</li> <li>9. Teacher will adjust units according to review.</li> <li>10. Create a calendar indicating when teachers will be teaching their IBI units for each campus and program.</li> <li>11. Teacher will teach unit, collect and analyze student work, reflect upon needs and successes, adjust accordingly, then finalize changes.</li> <li>12. Teacher will submit packaged units, with student samples, electronically via teacher O: drive.</li> </ol>				
<b>2</b>	<p>Introduction of Plan to Staff (Rollout) Plan will be discussed during the first PLC Meeting for 2018-2019</p>	CTE Admin/ILT	September 4, 2018  PLC Meeting TBA	September 4, 2018	September 4, 2018
<b>3</b>	<ol style="list-style-type: none"> <li>1. Teachers will incorporate technology into their Inquiry Based units of study.</li> <li>2. Teachers will work with Instructional Technology Specialist and/or Curriculum Mentor to gain support in technology integration.</li> </ol>	CTE Teachers  John Farr Molly Liberto	September 4, 2018	On-going	10/2018  3/2019
<b>4</b>	<ol style="list-style-type: none"> <li>1. Make this a part of PLC. Utilize PLC's for support in this process.</li> <li>2. Topic for ILT/ALT Training Days</li> </ol>	ILT  ALT/ILT/ Curriculum Mentor/ Instructional Technology Specialist	September 4, 2018	On-going	6/2019

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<b>5</b>	<p>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.</p> <p>The 7 Steps:</p> <ol style="list-style-type: none"> <li>1. <b>Review</b> your IBL Unit (using CTE 7E Framework Reflection)</li> <li>2. <b>Pre-view</b> UBL Unit with Mentor</li> <li>3. <b>Adjust</b> according to suggestions</li> <li>4. <b>Teach</b> Unit</li> <li>5. <b>Reflect</b> on Unit (using CTE/Alt Ed 7E Framework Reflection)</li> <li>6. <b>Re-Adjust</b> IBL Unit according to reflection</li> <li>7. <b>Submit</b> 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</li> </ol>	CTE and Alt Ed Teachers, Curriculum Mentor, Administration	September 4, 2018	On-going	January 28, 2019
<b>6</b>	Teachers will review/create the IBL unit of choice	CTE and Alt Ed Teachers	September 4, 2018	On-going	6/2019
<b>7</b>	Preview with Molly	CTE and Alt Ed Teachers Molly Liberto	September 4, 2018	On-going	6/2019
<b>8</b>	Teachers will adjust their IBL units	CTE and Alt Ed Teachers	September 4, 2018	On-going	6/2019
<b>9</b>	Teach units	CTE and Alt Ed Teachers	September 4, 2018	First Semester	January 26, 2019
<b>10</b>	<p>Semester 1: CTE and Alt Ed Teachers implement inquiry-based unit in classroom and completes the "7 Steps for IBL Reflection" Document</p> <ol style="list-style-type: none"> <li>1. Collect and evaluate student work</li> </ol>	CTE and Alt Ed Teachers	9/2018 (Semester 1)	On-going	January 27, 2019

GST BOCES Organizational Professional Development Plan 2018-2019

	<p>2. I.D. success areas/areas of improvement and why.</p> <p>3. Modifications to unit (re-teaching, changes in notebooks, teaching strategy, etc.)</p> <p>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)</p> <p>5. Collection of all CTE/Alt Ed IBL revised units for packaging (Electronically)</p>				
<b>11</b>	Semester 2 will be a repeat of semester 1.	CTE and Alt Ed Teachers	1/2019	On-going	6/2019
<b>12</b>	<p>New teachers will be expected to create 2 units of study, using an inquiry-based framework.</p> <p>1. Introduction to IBL will occur in New Teacher Training sessions throughout the year, both in person and via DL.</p> <p>2. New teachers will be supported in their unit development by Curriculum Mentor, Instructional Technology Specialist, Mentor, Program Counterparts and PLCs. (See New Teacher Training Action Plan)</p>	<p>CTE and Alt Ed Teachers</p> <p>Molly Liberto John Farr CTE Teachers ILT ALT</p>	9/2018	On-going	6/2019

GST BOCES Organizational Professional Development Plan 2018-2019

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<b>TOPIC:</b> <u>Staff Support - Student Portfolios/John Farr &amp; Molly Liberto</u>					
<b>SPECIFIC RESULT:</b> 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		9/2018	
2	Create a Microsoft Outlook account, record username on a spreadsheet template, have student attach a cell phone to it for recovery purposes; if students have an appropriate Microsoft Outlook account, they may use that to manage their materials, but must share the account information.	CTE teachers	9/2018	October 1, 2018	October 1, 2018
3	Minimum Requirements: <ul style="list-style-type: none"> <li>• Resume</li> <li>• Cover Letter</li> <li>• Employability Profile</li> <li>• Samples of Student work</li> <li>• Photos/Videos                             <ul style="list-style-type: none"> <li>○ At least two quality examples per student per year.</li> </ul> </li> <li>• Personal Introduction</li> <li>• Awards</li> </ul>	Carry over from last year			
4	Research a process for Quality Assurance. Presentation of an Exemplar model with the Instructor, both video/photo and written portions.	John Farr	9/2018	October 1, 2018	10/2018
5	Research further methods of moving toward alternatives for the storage of files related to the portfolios.	John Farr	9/2018	On-going	

## GST BOCES Organizational Professional Development Plan 2018-2019

6	<p>Focus areas for John Farr:</p> <ul style="list-style-type: none"> <li>• Student Portfolios</li> <li>• Promethean Software based on group ability levels.</li> <li>• ACTIVEexpressions</li> <li>• Working with videos/formats</li> <li>• Testing Software (Exam View/ToolBox Pro)</li> <li>• Flip Charts and Prezi</li> <li>• Educational websites (toward Alternative Education)</li> <li>• “Cloud” options for storage</li> </ul>				
7	<p>John’s Schedule: Determined by campus administration and teacher needs, documented by John and submitted to Matt Talada</p>	John Farr	On-going	On-going	On-going
8	<p>Molly Liberto’s Schedule: Determined by campus administration and teacher needs, documented by Molly and submitted to Matt Talada</p>	Molly Liberto	On-going	On-going	On-going
9	<p>Molly Liberto will:</p> <ul style="list-style-type: none"> <li>• Train teachers in Best Practices</li> <li>• Work with teachers to develop curriculum that is standards based</li> <li>• Support Specially Designed Instruction</li> <li>• Provide non-evaluative feedback</li> <li>• Provide Instructional Support</li> <li>• Train teachers in IBI/PBL</li> <li>• Manage non-computer based pre and post assessments</li> <li>• Provide professional development for ALT Ed and CTE staff</li> </ul>	Molly Liberto	On-going	On-going	On-going



## GST BOCES Organizational Professional Development Plan 2018-2019

<b>TOPIC: <u>CTE Principal's Meetings 2018-19</u></b>					
<b>SPECIFIC RESULT:</b> 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 2018-19 school year.	ALT Terri Walczak	August 1, 2018	Completed	Done
2	Time for the meeting will be 3:15 pm.	ALT			
3	Principal meetings will take place at Coopers, face – to-face September – January, then may utilize DL/Zoom.	ALT	August 1, 2018	On-going	June 30, 2019
4	John Farr will work with ALT to ensure all are up-to-date with technology for DL meetings.	ALT John Farr	September 4, 2018	September 30, 2018	September 30, 2018
5	Inventory Equipment needs for team.	Sam and John Farr	September 4, 2018	September 4, 2018	September 4, 2018
6	Make meetings calendar “events” for the ALT meetings.	Terri	10/2018	10/2018	10/2018
7	Accept the “event” invitations for meetings.	ALT	10/2018	10/2018	10/2018
8	Team Expectations: <ul style="list-style-type: none"> <li>• Mandatory meetings</li> <li>• Technology Etiquette</li> </ul>	ALT	10/2018	On-going	On-going

## GST BOCES Organizational Professional Development Plan 2018-2019

<b>TOPIC:</b> <u>Conference Days 2018-19</u>					
<b>SPECIFIC RESULT:</b> Delivery of six (6) high-quality conference days for the CTE and ALT ED Teachers					
#	ACTION STEP (number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1	October 20 – Conference Day - Whole Staff  Message to include during the day Curriculum Focus Areas: Inquiry Based Instruction/Project Based Learning– Adjustment of two IBI units (See IBI Action Plan) <ol style="list-style-type: none"> <li>1. 1 – Semester 1</li> <li>2. 1 – Semester 2</li> </ol> To include: Notebook Unit Plan Lessons Resources Assessments/Rubrics 7E Document Student Work  <ul style="list-style-type: none"> <li>• Teach Adjusted Unit (Semester 1)</li> <li>• Teach Adjusted Unit (Semester 2)</li> <li>• Teach a total of 4 units over the year at appropriate times according to curriculum</li> </ul> Discuss the plan for increased training around SAFETY & Security  Half-day collaborate with program counterparts	ALT	August 31, 2018	Plans completed by October 19, 2018	October 19, 2018

## GST BOCES Organizational Professional Development Plan 2018-2019

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<b>2</b>	<p>January 28 – Conference Day By Campus</p> <ol style="list-style-type: none"> <li>1. AM – Technology day</li> <li>2. Safety and Security</li> </ol>	ALT, ISS	August 31, 2018	Plans completed by January 11, 2019	January 29, 2019
<b>3</b>	<p>March 15 – Conference Day By Program Facilitator’s Location Program meetings with facilitators Inquiry Based Instruction Business and Industry/Work Based Learning Presentation</p>	ALT, ISS	August 31, 2018	Plans completed by February 28, 2019	March 15, 2018
<b>4</b>	<p>June Conference Days – June 21, 24, 25 On Location and with Program Counterparts</p> <ul style="list-style-type: none"> <li>- Working Worlds Visits</li> <li>- Working Worlds Review</li> <li>- Safety and Security</li> <li>- Technology Day</li> <li>- Inquiry Based Instruction classes, focus, future – long range plan</li> <li>- Campus picnic</li> <li>- BOCES Values</li> </ul>	ALT, ILT, ISS	August 31, 2018	On-going, Plan done by April 30, 2019	June 21, 24, 25, 2019

## GST BOCES Organizational Professional Development Plan 2018-2019

<b>TOPIC:</b> <u>Classroom Technology 2018-19</u>					
<b>SPECIFIC RESULT:</b> All Teachers, Teaching Assistants, and Administrators will be provided with opportunities to increase their use of technology within the classroom.					
<ul style="list-style-type: none"> <li>- Faculty will integrate a classroom technology into a new or existing Inquiry Based Lesson. <a href="#">see John Farr's Website</a> or Technology Smackdown Powerpoint</li> <li>- Students will have an opportunity to create an instructional audio or video podcast presentation.</li> <li>- Faculty will receive an orientation on the use of Windows 10.</li> <li>- Tech User Groups will be established and meet monthly on each campus.</li> </ul>					
#	ACTION STEP (number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1	Create and administer a survey of staff for professional development needs/wants around the subject of technology.	Rick Perkins Erin Schiavone Sally Deane-Moshier	9/2018	September 21, 2018	October 1, 2019
2	John Farr will create a flipped lesson on the use of Windows 10 with supplemental after-school training (in September).	John Farr	September 1, 2018	On-going	June 30, 2019
3	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 5, 2018	October 3, 2018	November 10, 2018
4	Faculty will integrate a classroom technology into a new or existing Inquiry Based Lesson.	CTE and Alt Ed teachers	September 5, 2017	On-going	November 2018- May 2019
5	Faculty will use technology tools to model a flipped classroom component into a new or existing lesson.	CTE and Alt Ed teachers	September 4, 2018	On-going	June 30, 2019
6	Students will have an opportunity to create an instructional audio or video podcast presentation.	CTE and Alt Ed teachers Students	September 4, 2018	On-going	June 30, 2019

## GST BOCES Organizational Professional Development Plan 2018-2019

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<b>7</b>	<p>Tech User Groups will be established and meet monthly on each campus</p> <ul style="list-style-type: none"> <li>• Bush Tuesday</li> <li>• Coopers Wednesday</li> <li>• Wildwood Thursday</li> </ul>	<p>Farr, Rick Perkins, Erin Schiavone, Sally Dean-Moshier</p>	<p>September 4, 2018</p>	<p>On-going</p>	<p>June 30, 2019</p>
<b>8</b>	<p>Conference Day workshops to teach a variety of classroom technology, led by John Farr. Invite admin or Molly Liberto or John Farr to observe their use of technology in their classroom</p>	<p>ALT/ILT John Farr Molly Liberto</p>	<p>January and March 2019 Conference Days</p>	<p>On-going</p>	<p>June 30, 2019</p>
<b>9</b>	<p>Consult with John Farr, PLC, and/or Molly Liberto for assistance in technology incorporation into classroom lessons.</p>	<p>John Farr Molly Liberto PLC's</p>	<p>September 4, 2018</p>	<p>On-going</p>	<p>June 30, 2019</p>
<b>10</b>	<p>ID a CTE Tech Team</p>	<p>ALT/ ILT/TUG</p>	<p>September 4, 2018</p>	<p>On-going</p>	<p>June 30, 2019</p>

## GST BOCES Organizational Professional Development Plan 2018-2019

<b>TOPIC:</b> <u>CDOS Documentation</u>					
<b>SPECIFIC RESULT:</b> All students will have the 54 hours of customer work documented over the course of their two years of study.					
<b>#</b>	<b>ACTION STEP (number each one)</b>	<b>Assigned To:</b>	<b>Starting Date:</b>	<b>Due Date:</b>	<b>Completed Date:</b>
1	Inform teachers of the necessity to record the hours of customer for work ALL students.	ALT	9/2018	On-going	6/2019
2	Teachers will be trained on the new features of the SchoolTool.	ALT	9/2018	On-going	6/2019
3	Teachers will receive a review of the directions for the protocol for CDOS.	ALT	9/2018	On-going	6/2019
4	Staff will continue the manner of the work they have done with SWD on a quarterly basis.	Faculty	9/2018	On-going	6/2019
5	All hours will be communicated via student report cards and quarterly reports to districts, GST BOCES Special Education department.	Guidance counselors and program assistants	9/2018	On-going	6/2019
6	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	9/2018	On-going	6/2019
7	Customer satisfaction.	ALT	6/2019	6/2019	6/2019

## GST BOCES Organizational Professional Development Plan 2018-2019

<b>TOPIC: <u>Campus Safety and Security 2018-19</u></b>					
<b>SPECIFIC RESULT:</b> Safer campuses consistent with GST BOCES priorities.					
#	ACTION STEP (number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1	Identify need.	GST BOCES and Administration, O & M	2017-18	On-going	On-going
2	Needs assessment/campus, surveys of employees and physical structures.	GST BOCES and Administration, O & M	2018-18	2018-19	2018-19
3	Navigate Prepared-360-degree campus assessment, recording, electronic blueprints, digital files for training, law enforcement and first responder use. ALL GST BOCES educational sites.	GST BOCES and Administration, O & M	Summer 2018	2018-19	6/2019
4	Assess and address all safety procedures.	GST BOCES and Administration, O & M	2017-18	On-going	6/2019
5	Identify and repair gaps in safety procedures and policies.	GST BOCES and Administration, O & M	Summer 2018	On-going	6/2019
6	CTE and ALT Ed staff will receive education on GST BOCES safety policy, procedures and expectation.	GST BOCES and Administration, O & M	Summer 2018	On-going	6/2019
7	Technology for security has been addressed and will be an on-going part of budgets.	GST BOCES and Administration, O & M	Summer 2018	On-going	6/2019

## GST BOCES Organizational Professional Development Plan 2018-2019

<b>TOPIC:</b> <u>APPR 2018-19</u>					
<b>SPECIFIC RESULT:</b> CTE/Alternative Ed teachers will identify and administer an approved 3012-d state assessment, in accordance with GST BOCES approved APPR plan.					
#	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 2018-19 school year.	Sarah Vakkas Matt Talada	September 5, 2018	September 5, 2018	September 5, 2018
2	Teachers will use the OASYS software for APPR reporting purposes.	Sarah Vakkas and ALT	September 4, 2018	On-going	June 30, 2019
3	A list of the state approved assessments will be shared with the programs which are impacted by those assessments.	ALT	September 4, 2018	September 4, 2018	September 4, 2018
4	Courses with state approved assessments for the 4 +1 Pathway will have their students take the assessments according to need.	ALT	9/2018	10/2018	10/2018
5	Pre-tests for 2018-19 must be: <ul style="list-style-type: none"> <li>• Identified</li> <li>• Purchased</li> <li>• Printed, gathered</li> <li>• Administered</li> <li>• Scored</li> </ul>	ALT, Faculty, Terri, Molly	8/2018	8/2018	10/2018
6	Creation of test list.	ALT	8/2018	8/2018	8/2018



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<b>7</b>	Pre-Testing timeline.  Post-Testing timeline.	ALT	September 18, 2018  May 1- June 1, 2019	October 3, 2018  May 1- June 1, 2019	October 3, 2018  May 1 – June 1, 2019
<b>8</b>	Identification of class rosters.	OFFICE		October 3, 2018 (BEDS DAY)	October 3, 2018 (BEDS DAY)
<b>9</b>	Determine which class needs to be assessed.	OFFICE	September 17, 2018	October 3, 2018 (BEDS DAY)	October 3, 2018 (BEDS DAY)
<b>10</b>	Students will be assessed and scored, as appropriate by test and course.	Faculty/ Administration	September 17, 2018	October 3, 2018 (BEDS DAY)	October 3, 2018 (BEDS DAY)
<b>11</b>	Data Analysis from pre-tests/post-tests.	Sam and Molly	October 3, 2018, June 30, 2019	October 30, 2018, May 30-June 30, 2019	October 30, 2018, May 30-June 30, 2019
<b>12</b>	Independent teacher evaluations will be done by BOCES administrators.	Instructional Support Services	9/2018	On-going	6/2019
<b>13</b>	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 (Colleen, Sally, Sam, Rick)	8/2018	8/2018	August 31, 2018

## GST BOCES Organizational Professional Development Plan 2018-2019

<b>TOPIC:</b> <u>CTE Program Re-approval Welding and Machine Trades</u>					
<b>SPECIFIC RESULT:</b> Content area teachers will begin the process of program re-approval for submission in the 2018-2019 school year. Highlighted programs will be completed this year.					
<b>#</b>	<b>ACTION STEP (number each one)</b>	<b>Assigned To:</b>	<b>Starting Date:</b>	<b>Due Date:</b>	<b>Completed Date:</b>
1	Communications plan of 2018-19. <b>New Program for approval EMFT</b>	ALT	August 1, 2018	August 1, 2018	Delivered September 4, 2018 Opening Day
2	Establish times for Internal and External Reviews.	ALT	August 31, 2018	September 20, 2018	Delivered September 30, 2018
3	Course facilitator establish a meeting with program areas to review the re-approval process and plan for year.	ALT	August 31, 2018	September 22, 2018	September 22, 2018
4	Special emphasis on the course expectations for all students: - Complete course - Pass national skills assessment - Complete a culminating project	ALT/Facilitator	September 4, 2018	January 5, 2019	January 5, 2019
5	Submit course package to facilitator.	CTE Teachers	September 4, 2018	March 5, 2019	March 5, 2019
6	All program packaging completed.	ALT	March 4, 2019	April 4, 2019	April 4, 2019
7	Internal Review completed.	ALT/Facilitator	April 5, 2019	May 5, 2019	May 5, 2019
8	External Review completed.	ALT/Facilitator	May 5, 2019	May 29, 2019	May 29, 2019
9	Submit re-approval plans to SED.	Matt and Terri			6/2019

## GST BOCES Organizational Professional Development Plan 2018-2019

<b>TOPIC:</b> <u>4 + 1 Pathways</u>					
<b>SPECIFIC RESULT:</b> All students will be eligible to take a state approved assessment and use a passing score as an acceptable means to a Regents diploma, where applicable.					
<b>#</b>	<b>ACTION STEP (number each one)</b>	<b>Assigned To:</b>	<b>Starting Date:</b>	<b>Due Date:</b>	<b>Completed Date:</b>
1	Teachers will be educated in order to understand the route of the 4 + 1 Pathway to graduation.	Matt Talada ALT	September 4, 2018	September 4, 2018	September 4, 2018
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.		9/2018	10/2018	10/2018
4	Pre-tests for 2018-2019 must be: <ul style="list-style-type: none"> <li>• Identified</li> <li>• Purchased</li> <li>• Printed, gathered</li> <li>• Administered</li> <li>• Scored</li> </ul>	ALT, Faculty, Terri, Molly	8/2018	8/2018	8/2018
5	Creation of test list.	ALT	8/2018	8/2018	8/2018
6	Pre-Testing timeline.	ALT	September 17, 2018	October 3, 2018	October 3, 2018
7	Identification of class rosters.	OFFICE		October 3, 2018 (BEDS DAY)	October 3, 2018 (BEDS DAY)

## GST BOCES Organizational Professional Development Plan 2018-2019

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<b>8</b>	Determine which class needs to be assessed.	OFFICE	September 4, 2018	October 3, 2018 (BEDS DAY)	October 3, 2018 (BEDS DAY)
<b>9</b>	Students will be assessed and scored, as appropriate by test and course.	Faculty	September 17, 2018	October 3, 2018 (BEDS DAY)	October 3, 2018 (BEDS DAY)
<b>10</b>	Data Analysis from pre-tests.	Sam and Molly	October 3, 2018	October 30, 2018	October 30, 2018

## **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.
- 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 GST BOCES and then on-going support, as requested.
  - Adult learning theory
  - Teacher development theory
  - Elements of a mentoring relationship
  - 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 a principal/supervisor using the same process.
- Teachers who receive “highly effective” ratings will have the right of first refusal to mentor comparable, proximate beginning teachers. The BOCES may appoint a teacher who receives an “effective” rating as a mentor under appropriate circumstances.
- 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.

## GST BOCES Organizational Professional Development Plan 2018-2019

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- 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.
- 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-beginning teacher log including time, date, and topic covered (utilize mentoring program checklist as a guide).

### **TIME FOR MENTOR ACTIVITIES**

- Release time is available to mentors and beginning teachers 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 have at least the equivalent of three (3) hours of contact per month for the first year.
- Mentor pairs are expected to have at least the equivalent of two (2) hours of contact per month for the second year.
- Release time for year one (1) and two (2) need administration prior approval.
- Additional meeting time may be requested through administration.

**MAINTAIN RECORDS**

- Mentor is responsible for completing mentor-beginning teacher 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.

**REMUNERATION**

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



## GST BOCES Mentor-Beginning Teacher Log

Name of Beginning Teacher: \_\_\_\_\_

Certificate Number: \_\_\_\_\_

Name of Mentor(s): \_\_\_\_\_

Certificate Number: \_\_\_\_\_

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

Mentor Signature: \_\_\_\_\_ Beginning Teacher Signature: \_\_\_\_\_

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

## **GST BOCES Mentoring Program Guideline**

### **Summer**

- Discuss where and how to get supplies
- Ensure classroom is set-up for opening day
- Ensure beginning teacher has a first day plan that sets standards for behavior
- Ensure beginning teacher 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
- Discuss progress made with curriculum review map/New York State Standards

## GST BOCES Organizational Professional Development Plan 2018-2019

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- Discuss any upcoming organizational events
- Discuss beginning teacher'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 beginning teacher'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
- Ensure required documentation is being kept for mentoring program

### **Spring**

- Discuss year-end planning
- Discuss upcoming organizational events

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- Discuss beginning teacher'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)

### **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.*

## Appendix A

List of anticipated workshop topics, trainings, and consultants to be offered and/or utilized during the 2018-2019 school year which will be available across the GST BOCES organization where CTLE credit will be awarded.

### GST BOCES Instructional Support Professional Development Offerings 7/1/2018 to 6/30/2019

<b>Model Schools</b>	
ABC's of Coding Breakout EDU Coding for Cowards: An Experience for the interested Novice Communication and Collaboration Using Microsoft Tools Computer Based Testing Digital Citizenship: Developing Digital Leaders Utilizing common Sense Education Flipping the Classroom with Office 365: Mix /Sway /Forms Google Classroom Google Drive Basics Google Forms	Google Sites Introducing Microsoft Teams Learn to Code with Code Studio Microsoft OneNote and Class Notebook Minecraft: Creating Virtual Learning Environments 2-day class Next Level Google Classroom Worksheets 2-day class Office 365: Tools for the 21st Century Classroom- Introduction Virtual / Augmented Reality: Implementation in the 21st Century Classroom

<b>Teacher Center</b>	
2018 Mark Twain Summer Institute for Teachers "The Writing Strategies" Book Study Brain Compatible Strategies Breathe and Calm: Yoga and Mindfulness Practice Determining Student's Independent Reading Level Kindergarten Network Make and Take Math Games for the Primary Classroom	Old Time Block and Roll Pre-K Network Retirement Planning for Educators Supporting Math at Home The Art of Essay Writing The Balanced Teacher Path--Book Study Whole Brain Teaching Whole Brain Teaching Make and Take

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<b>SIP</b>	
<p>Adaptive Schools 9/18/18 and 9/19/18            ASIST for Social Workers Workshop            Benchmark Assessment System (BAS)            Book Study: "Mathematical Mindset"            Cognitive Coaching (8-day Class)            Content Lesson Planning and SDI            Co-Teaching            Don't Let Challenging Behaviors Challenge You            Educational Leadership Institute            Effective Classroom Practices            ELA PLC            Examining Student Work 3-5 ELA &amp; Math            Examining Student Work 6-8 ELA &amp; Math            Guided Reading K-2 &amp; 3-5            Helping Students at Risk for Suicide            High School Science &amp; Social Studies PLC            Interactive Read Aloud K-5            Lead Evaluator - New Principal            Lead Evaluator Recertification - Evaluation of Principals            Leveled Literacy Intervention (LLI)            Lifeline Postvention            Question Formula Techniques            Recertification as TCIS Trainers            Regional Instructional Leaders            Regional Principal Meetings            RTI - Two Days            Scaffolding and Differentiation to Meet the Needs of ELLs in the Primary Grades</p>	<p>Maker Space            Math Lab K-5, 6-8, 9-12 Make and Take with Math Manipulatives            Math PLC K-5, 6-8, Algebra 1 &amp; 2, Geometry &amp; Pre-Calculus            Navigating ESSA            New Standards Implementation: Music &amp; Visual Arts            Personalized Learning (using data) for Instruction            Poverty            Project Based Learning: An Introduction            School Counselors Summit            Shared Reading in the K-2 Classroom            Special Area Teachers: Art, Music, PE, LOTE and Family &amp; Consumer Science            Speech and Language Therapists            Strengthening Executive Functioning Skills in Young Children (Pre-K - 2)            Suicide Safety for Teachers            Supporting All Students: What's new in the Next Generation Standards            Supporting ELL in the Content Areas – Math, Science, Social Studies            TCI Trainings &amp; Refresher            Units of Study-Writing K-2 with Kristin Beers            Using Technology in Labs            Writing in the Content Areas for 7-12 Content Area Teachers</p>

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<b>STEM</b>	
<p>Air and Weather                      Blue Grade 2 &amp; 3 NYSSLS Changes for New Teachers                      Electromagnetic Force                      Environments                      Grade 2/3/4/5/6 NYSSLS Changes                      GST Regional Summer STEM Academy                      Insects and Plants                      Magnetism and Electricity                      Matter and Energy/Rocket Design                      Middle School Physical Science NYSSLS Changes &amp; Full Curriculum                      Mixtures &amp; Solutions Water Filter/Trebuchet                      MS Life Science-Diversity of Life, Human Body, Populations and Ecosystems                      MS Physical Science-Chemical Interactions, Earth's Resources, Gravity/Kinetic Energy, Waves                      Plants and Animals                      Red Grade 2 &amp; 3 NYSSLS Changes for New Teachers                      Regional Robotics Leadership PLC                      ROV Robotics STEM Competition                      Soils, Rocks and Landforms</p>	<p>Solids and Liquids/Play Dough                      Sound and Light                      Special Ed Earth Science STEM                      Special Ed Earth Science-Earth/Moon System, Earth Chemistry, Rock/Minerals, Solar System, Stars/Galaxies                      Special Ed Living Environment-Adaptation, Environmental Change, Heredity                      Special Ed Living Environment-DNA Ancestry, Natural &amp; Selective Breeding                      Special Ed Living Environment-Gene Expression, Mutations, Engineering                      Special Ed Living Environment-Mitosis, Meiosis, Reproduction, Fertilization                      Special Ed Living Environment-Speciation, Extinction, Invasive, State Lab                      Structures of Life                      Variables/Lifejacket                      VEX Robotics STEM Competition                      Water and Climate                      Weather and Water/Penguin                      Welcome to Inquiry (New Teachers)</p>