PINE VALLEY CENTRAL SCHOOL

Professional Development Plan



Board of Education Adoption Date: August 9, 2007 Revised and BOE Approved: August 11, 2011 Revised and BOE Approved: August 18, 2016

Introduction

The contents of the Pine Valley Central School District Professional Development Plan include two main components. The first component, "A Plan for Professional Growth and Participation" has as its goal the improvement of the quality of teaching and learning by ensuring that teachers participate in substantial professional development. This plan prescribes an emphasis for collaboration and reflection with colleagues, site-determined experiences responding to expressed needs, and individually designed activities to further one's competence and expertise.

The second component of the Pine Valley Professional Development Plan is the "Mentoring Program". The goal of the mentoring program in the district is to improve the quality of education through the collegial interaction of the entire staff – administrators, instructional leaders, classroom teachers, counselors, and support staff. Mentoring in our school district encourages excellence in the instructional program through good teaching, effective administrative leadership and supervision and support of students through school related personnel.

Pine Valley Central School District

A Plan for Professional Growth and Participation

July 27, 2016
PVCSD Curriculum District Improvement Forum
NYSED CR100.2

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Pine Valley Central School District

MISSION: To prepare all students to be college and career ready as lifelong learners, instilled with the intrinsic values of:

- · Integrity
- Perseverance
- Responsibility
 - Curiosity

VISION: To provide an education that grows tomorrow's leaders who are fully aware of and able to act upon any and all opportunities.

BOARD OF EDUCATION GOALS:

College and Career Ready

Pine Valley will develop a college and career minded educational plan (for grades 7-12 by April 2016 and K-6 grade students by April 2017) which is monitored and adjusted on an annual basis.

Engagement with School & Community

Increase attendance, parent involvement, and communication with all members of the school community through informational programs, extracurricular activities and programs of recognition by June 2016.

Student Achievement

To develop a comprehensive and scaffolded curriculum that supports achieving a 35% progressive proficiency rate and a 30% graduation with Advanced Regents Diploma by 2018.

Fiscal Responsibility

Align resources to educational goals by following established practices and policies in a fiscally responsible and transparent manner during the 2016 budget process that offers the opportunity for community input.

Feedback

A feedback loop is established by June 2016 with and between the Board, Superintendent, Administrators, Teachers, Students, Parents and Community that effectively provides comment and constructive support on the progress and performance toward achieving district goals.

PURPOSE

The purpose of this plan shall be to improve the quality of teaching and learning. By ensuring that teachers participate in substantial professional development, they will remain current with their profession and meet the learning needs of their students.

The principles upon which this plan is based are to:

- Improve learning and achievement for all students, teachers and staff
- Provide a safe environment for all students, teachers and staff
- Improve teacher and staff effectiveness
- Maintain high standards for all students, teachers and staff
- Enhance the intellectual stimulation of all students, teachers and staff
- Promote continuous, relevant teacher and staff learning

The PVCSD Curriculum District Improvement Forum has designed the following plan to ensure that each staff member is provided with job-embedded opportunities. This shall result in the growth and participation of all staff leading to improved quality job performance.

The plan prescribes an emphasis for collaboration and reflection with colleagues, sitedetermined experiences responding to expressed needs, and individually designed activities to further one's competence and expertise.

By implementing and maintaining teacher standards, students will achieve and master the NYS Common Core Learning Standards to meet our mission of creating lifelong learners. To implement and maintain these teacher standards, the individual will be held accountable through his/her professional growth and participation in the educational issues of our day.

PROFESSIONAL DEVELOPMENT PLANNING TEAM

(Curriculum District Improvement Forum)

Representatives from the district-wide Curriculum District Improvement Forum are involved in the ongoing planning, delivery and evaluation of staff development throughout the school year. This committee includes district staff, teachers and administrative representation. The representatives act as liaisons to the faculty members in each building. The Professional Development Plan recognizes and targets both district-wide and building-based initiatives.

As prescribed by the planning requirements, the authors of this plan include:

Dawn Andrews, Special Education Teacher (Jr./Sr. High)
Lisa Gallivan, Special Education Teacher (Elementary)
Andrea Garrison, Teacher (Second Grade)
Rose Park, Teacher (Fourth Grade)
Kelly Wetzler, Director of Curriculum and Instructional Technology
Kelly Zimmerman, Principal and Director of Special Education

NEW YORK STATE TEACHING STANDARDS

(revised by the Board of Regents, September 2011)

The New York State Board of Regents has endorsed the following seven (7) teaching standards:

Standard I: Knowledge of Students and Student Learning

Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.

Standard II: Knowledge of Content and Instructional Planning

Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.

Standard III: Instructional Practice

Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.

Standard IV: Learning Environment

Teachers work with all students to create a dynamic learning environment that supports achievement and growth.

Standard V: Assessment and Student Learning

Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

Standard VI: Professional Responsibilities and Collaboration

Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

Standard VII: Professional Growth

Teachers set informed goals and strive for continuous professional growth.

NEW YORK STATE PROFESSIONAL DEVELOPMENT STANDARDS

(approved by the Board of Regents, February 2009)

Standard 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

Standard 2: Content Knowledge and Quality Teaching

Professional development expands all educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

Standard 3: Research-based Professional Learning

Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.

Standard 4: Collaboration

Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment

Standard 5: Diverse Learning

Professional development ensures that educators have the knowledge and skill to meet the diverse needs of all students

Standard 6: Student Learning Environments

Professional development ensures that educators have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students.

Standard 7: Parent, Family and Community Engagement

Professional development ensures that educators have the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.

Standard 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.

Standard 9: Technology

Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.

Standard 10: Evaluation

Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Continuing Teacher and Leader Education (CTLE) Requirements

The follow information is from the June 1, 2016 memorandum of State law and regulation regarding registration, Continuing Teacher and Leader Education (CTLE) and the approval of those providing CTLE.

In March 2016, the Board of Regents advanced for public comment regulations to implement the new State Law (Section 3006 of the Education Law) related to registration, CTLE and the approval of sponsors providing CTLE.

Registration:

The new law requires, commencing with the 2016-2017 school year, that any holder of a:

- permanent or professional teaching certificate in the classroom teaching service,
- permanent or professional leader certificate in the educational leadership service (i.e., school building leader, school district leader, school district business leader), or
- a Level III Teaching Assistant certificate

to register with the Department every five years. These certificate holders must be registered in order to practice in a New York public school district or BOCES. As defined in the regulations, "practicing" means employed 90 days or more during a school year by a single applicable school in New York in a position requiring certification. A single day of employment shall include a day actually worked in whole or in part, or a day not actually worked but a day paid.

Registration will be completed through the TEACH system. The initial registration process will be staggered in the 2016-2017 school year to allow for future re-registrations to be distributed as equally as possible during the course of the year. The Regulations provide for the following registration periods:

- For teachers and school leaders with a permanent or professional certificate or a Level III Teaching Assistant certificate **issued prior to July 1, 2016**, they shall register during the 2016-2017 school year during his/her month of birth, beginning on July 1, 2016 and shall renew his/her registration in the last year of each subsequent five-year period thereafter.
- For teachers and school leaders with a permanent or professional certificate or a Level III
 Teaching Assistant certificate issued on or after July 1, 2016, they shall be
 automatically registered, and the certificate holder shall re-register during the fifth
 succeeding birthday month thereafter and during each birthday month in the last year of
 each subsequent five-year period.

If a certificate holder is **not practicing**, or for any reason ceases to practice in New York, the certificate holder must notify the Department through the TEACH system that he/she is not practicing in a New York State school district or BOCES.

The law also states that a willful failure to register, or provide notice within 180 days of such change, *may* constitute grounds for moral character review. Since the law allows for discretion, and the Department recognizes that this is a transition period, we have no plans to pursue Part 83 moral character review for anyone who may fail to register or update their name and/or address.

In the event that a certificate holder who must register fails to do so, the Department will contact the individual several times to make them aware of their responsibility under the law. In addition, the Department has interpreted a "willful failure to register" to mean a failure to register after being notified of the need to register by the Department at least several times.

Continuing Teacher and Leader Education (CTLE):

The new law also requires, commencing with the 2016-2017 school year, that holders of a professional certificate in the classroom teaching service or educational leadership service and holders of a Level III Teaching Assistant certificate (but not holders of permanent certificates) who are practicing (see definition of practicing above) in a New York public school or board of cooperative educational services (BOCES) to complete 100 hours of Continuing Teacher and Leader Education (CTLE) during each five year registration period. This is a change from the current requirement of 175 hours for those who hold professional certificates and from 75 to 100 hours for those who hold a Level III Teaching Assistant certificate.

Consistent with the previously established professional development requirements, the proposed amendment also requires that certificate holders complete the following CTLE requirements in language acquisition to address the needs of English language learner students:

- For those holding 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, shall be required to complete a minimum of 50 percent of the required CTLE clock hours 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; and
- For all other certificate holders a minimum of 15 percent of the required CTLE clock hours shall be dedicated to language acquisition addressing the needs of English language learners, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for such English language learners; and
- For those holding a Level III Teaching Assistant certificate, a minimum of 15 percent of the required CTLE clock hours shall be dedicated to language acquisition addressing the needs of English language learners and integrating language and content instruction for such English language learners.

There is an exemption for teachers and school leaders employed in districts who possess a waiver from such CTLE requirements pursuant to Part 154 of the Commissioner's Regulations if they have less than 5 percent (or 30) ELL students enrolled in the district. In those districts, teachers and school leaders will not have to meet this requirement.

For credit-bearing university or college courses, each semester-hour of credit shall equal 15 clock hours of CTLE credit, and each quarter-hour of credit shall equal 10 clock hours of CTLE credit for purposes of this section. For all other approved continuing teacher and leader education courses, one CTLE credit hour shall constitute a minimum of 60 minutes of instruction/education. (John L. D'Agati, June 1, 2016, www.highered.nysed.gov/tcert/

TEACHERS EXPECTED PARTICIPATION IN PROFESSIONAL DEVELOPMENT

Professional growth and participation hours per year is the standard set by, but not limited to, Superintendent's Conference Days, the annual school calendar, and school site activities determined by each building.

Teachers are encouraged to participate in a minimum of 20 hours per year (100 hours in five years).

As referenced in section 412.48 of the Pine Valley Teachers' Association and Pine Valley Central School District 2014 – 2017 Contract,

"Effective July 1, 2015, during each school year (i.e., July 1 – June 30). \$25.00 per hour will be paid to a teacher who completes a minimum of 15 to a maximum of 30 hours of coursework approved by a principal, the In-service Committee and the Superintendent. Such credit-bearing coursework must be related to the teacher's curriculum, modules and the common core. All such earned credit must be undertaken after school hours during the July 1 – June 30 time period. Payment for such earned credit will fall on a day in September (for credits earned from July 1 until September 30) and a day in June (for credits earned from October 1 until June 30). Payment shall be made in a check separate from the normal paycheck."

Continuing Teacher and Leader Education (CTLE) Sponsors

Sponsor Approval:

The law requires the Department to approve all CTLE sponsors. In order to become an approved sponsor, NYS school districts and BOCES will be required to submit their professional development plan and attest that their plan is consistent with 100.2(dd) of the Commissioner's Regulations and that they meet the requirements of Subpart 80-6 for approved CTLE. Professional development plans should include a list of contracted entities or individuals that will provide CTLE on behalf of the school district or BOCES as well.

Other entities that may become sponsors include:
Teacher centers
NYS institutions of higher education
Professional organizations and unions
Any other entity approved by the Department

Teacher centers, IHEs, professional organizations and unions will be required to submit an attestation that the CTLE programs/coursework they provide will meet the rigorous CTLE requirements in the regulations. For all other entities, they will be required to apply to the Department on an application form prescribed by the Department, with an application fee of \$600, and they will have to demonstrate how they meet each of the CTLE requirements outlined in the regulation. Each sponsor will be approved for a five year period and will then be required to submit a renewal application. Entities will be included on a list of approved sponsors on the Office of Teaching website as they are approved. If a CTLE certificate holder is contemplating taking CTLE from an organization that is not already incorporated into a school district or BOCES CTLE plan, the CTLE certificate holder will need to check the Office of Teaching website to confirm that the organization providing the CTLE has been approved by the Department.

(John L. D'Agati, June 1, 2016)

PVCSD List of Contracted Entities or Individuals that will Provide CTLE

- Pine Valley School District Administration (Superintendent, Director of Curriculum & Instructional Technology, Building Principals, Teacher Leaders)
- Erie 2 BOCES, Integrated Education Services
- Erie 2 BOCES, Distance Learning Department
- Erie 2 BOCES, Science Resources Department
- Erie 2 BOCES, Regional Special Education Technical Assistance Support Center
- Erie 2 BOCES, Comprehensive Health and Wellness Department
- Erie 2 BOCES, Technology and Instructional Technology Resources
- Erie 2 BOCES, School Library System
- All contracted entities or individuals included in the Erie 2 BOCES Professional Development Plan , <u>link here</u>
- Erie 1 BOCES, Instructional Resources Team
- Erie 1 BOCES, CSLO/Model Schools Technology Services
- Erie 1 BOCES, Distance Learning Department

- Erie 1 BOCES, Instructional Media Sources and Library Services
- Higher Education Facilities including but not limited to: SUNY Fredonia, SUNY Buffalo, SUNY Brockport, SUNY Buffalo State, Jamestown Community College, Canisius College, St. Bonaventure College, D'Youville College
- New York State United Teachers
- School Administration Association of New York
- EngageNY
- Instructional Resource vendors including but not limited to: Pearson, Houghton Mifflin Harcourt, McGraw-Hill
- Dr. Bill Daggett, 21st Century Learners
- Mr. Dennis Ford, Essential Elements of Education
- Mr. Todd Whitaker, Leadership
- Mr. Myron Dueck, Assessment & Grading
- Dr. Carol Dweck, Growth Mindset
- Mrs. Lucy Caulkins, Literacy
- Mr. Lee Crocket, School Culture
- Mr. Ron Berger, Leadership
- Mr. Richard DuFour, Leadership
- Mrs. Rebecca DuFour, Leadership
- Mr. Robert Marzano, Leadership
- Mrs. Angela Stockman, Writing
- Ms. Jennifer Borgioli, Literacy
- LCI: Learner Center Initiatives, Assessment
- Dr. Timothy Rasinski, Literacy

ASSESSMENT INSTRUMENTS

This professional growth and participation plan is aligned with the NYS Common Core Learning Standards and assessment program. Student learning gaps are identified by individual performance on the English Language Arts and Mathematics assessments (Grades 3-8); the Science assessment (grades 4 and 8); and in Grades 9-12, on the Regents and/or Common Core examination programs.

In addition, universal screening tools (such as AimsWeb PLUS), district-developed assessments, commercially available and teacher prepared assessments, local common assessments, regional common assessments and the quarterly report cards are all measures of benchmark performance used to determine student success and to articulate student needs.

We recognize that public education in New York is a standards-driven process with significant assessment experiences to provide accountability for the student, teacher, school and district. The role of administrators, curriculum coordinators, instructional leaders, grade-, team-, and department-level discussions aimed at analysis, diagnosis, and corrective action is of critical importance to filling learning gaps and providing classroom experiences for students to meet and exceed the standards.

This professional development plan is continuous and aligned with the Comprehensive District Educational Plan (CDEP), reflecting a multi-year approach to improve student performance. The CDEP will help shape future professional development plans.

The Pine Valley Central School District is committed to supporting the development of effective teachers and administrators. To this end, the District engages in an evaluation process of all professional staff. In accordance with the Education Law 3012d, our district's APPR plan and practices were revised and detailed in our APPR plan submitted and approved by NYSED in July 2016.

DISTRICT PROFESSIONAL DEVELOPMENT GOALS ARE FOCUSED TO ACCOMPLISH THE FOLLOWING:

- Teachers will plan, analyze, and evaluate curriculum, assessments, and teaching strategies to better meet student needs and improve the performance of all.
- Teachers will continually gather, process, and apply information for improved instruction by continually updating their skills.
- Teachers will continually improve content knowledge, instructional strategies, use of
 instructional technology, pedagogical knowledge, and awareness of contemporary
 educational research and professional literature.
- Create a positive school culture that inspires students and staff to develop a strong sense of community and personal responsibility.

NEEDS ASSESSMENT SOURCES TO BE USED FOR PLANNING:

- Overview and Accountability Report: Comprehensive Information Report and New York
 State School Report Card
- Basic Educational Data System
- Comprehensive Assessment Report
- Special designation schools, Schools under Registration
- Review, Title I
- Student attendance rates
- Graduation and drop-out rates
- Student performance results disaggregated by ethnicity, gender, social-economic status, and other special needs
- Locally selected assessment tools
- State benchmarks for student performance (Gap Analysis)
- National benchmarks for student performance SAT, PSAT, ACT, AP
- Student aspirations
- Student surveys
- Longitudinal data
- Student/teacher ratios
- Teacher turnover rate
- Teacher proficiency data
- Teacher surveys
- Teacher self-assessment
- Curriculum surveys
- Standards-based Curriculum Maps
- Community employment opportunities
- Local examinations and report cards
- Parent surveys
- Exit Interviews with graduating students
- Exit interviews with retiring staff members
- Long Range Plan for Technology
- CDEP Reports in the Data Warehouse

APPROPRIATE ACTIVITES

Guidelines

- Professional development should be shaped by teacher needs, as evidenced by results of Annual Professional Performance Reviews.
- A demonstrated increase in instructional methodologies and/or content knowledge is an expected outcome of an individual's professional development.
- Teachers must remain current in their knowledge base of content subject matter and instructional strategies.
- Teacher learning opportunities should be clearly constructed and based on research in effective teaching and NYS Professional Development Standards.
- Teachers can minimally meet professional development expectations by completing hours related to contractual obligations and planned activities on designated staff development days.
- Professional development activities/experiences must be assessed on an on-going and continuous basis to determine success of intended impact. Teacher feedback from professional development activities is used in planning and decision making to drive future PD opportunities.
- Professional development activities/experiences are aligned to curriculum rationale and available resources within the district.

The following categories of activities are considered acceptable activities and learning opportunities. Some may not yield CTLE credit.

Academic Course Opportunities

- Courses and other learning opportunities delivered from many providers, such as institutions of higher education, teacher centers, BOCES, school districts and consultants, including independent professional development service providers.
- Coursework may or may not be in pursuit of an advanced degree, but the link to improvement of instructional technique or content knowledge needs to be paramount
- Coursework or other professional development events completed by a teacher to fulfill requirements for annotations to current certification.
- Coursework completed for more advanced certification or certificates in additional areas or completed in accordance with teaching assignment requirement for extension to certification.

Teacher Learning Opportunities

- Groups of teachers coming together for case studies of student work and development
- Participation in regional and local scoring of State assessments
- Mentoring programs
- Action research projects (includes on-line research)
- Study (collegial) group activities, structured guided reflection activities focused on student learning
- Peer coaching
- Planning/developing curriculum

- Reviewing class performance data over time to make decisions about one's own professional development, based on student outcomes
- Collaborating on the development of new programs and instructional methods, including visitation to other classrooms and districts
- Erie 2 BOCES Consortium Groups
- Participation in regional, state, and/or national workshops and learning opportunities
- Faculty or staff meetings
- Pursuing National Board Certification or Re-Certification
- Participating in data analysis

Teacher Leadership Opportunities

- Service as a mentor
- Delivering professional development (e.g., conducting workshops)
- Development of Statewide curriculum, assessment item writing, or scoring activities
- Elected office in professional organizations
- Service on the State Professional Standards and Practices Board
- Participation in Professional Development School activities or other school-college teacher development partnerships
- Service as an instructional leader, coordinator, or building committee member

Other Educational Service

- Publishing in educational journals
- Presenting a major paper
- Developing and presenting a workshop at a district, state, or national conference
- Serving on district or building level shared decision-making (CR 100.11) committees
- Educationally-oriented community service

Recording and Verifying Hours

The new regulations require CTLE <u>certificate holders</u> to <u>maintain a record</u> of completed CTLE hours that includes:

- the title of the program,
- total hours completed,
- number of hours completed to help with ELLs,
- the providing sponsor's name (district, BOCES, teacher center, etc),
- Attendance verification, and
- date/location of program

These records are to be kept for three (3) years after the 5-year cycle in which they were applied.

It is the responsibility of the teacher (teaching assistant) to record his/her professional development hours. A Continuing Teacher and Leader Education (CTLE) Recordkeeping document will be provided by the district and is encouraged to be used. (attached).

ADMINISTRATION

The professional growth and participation for the district administration will honor the same expectations it proposes for teachers. Beyond the staff development goals for teachers, the administration has established an additional goal. That goal states:

The District Administration will develop a common understanding, procedure, and criteria for the evaluation of all personnel.

Administrative staff development activities to achieve this goal include common substantive knowledge about performance standards, role expectations, observation items, student population, evidence of effectiveness, and the recording of information for evaluative purposes consistent with Education Law 3012d. To this end, administrative staff assigned to observe and evaluate teachers will meet the requirements outlined in Education Law 3012d to be deemed by the Superintendent of Schools as lead evaluators. This includes, but is not limited to, evaluation and observation training for all new administrators and on-going inter-rater reliability sessions to ensure consistency and reliability in our observation/evaluation practices.

The time to pursue these goals will be ongoing throughout the year in the format of summer in-service weeks, Superintendent's Conference Days, Administrative Cabinet agendas, in-service training, and the annual school year and day calendar.

SCHOOL-RELATED PROFESSIONAL

Our district believes that all of its employees share in the responsibility for creating an environment conducive to success for all students. We must continually reflect on the experiences provided for these students. Therefore, training and education will be made available to all SRP. This effort will result in an improved total school environment for our students as well as our staff.

The goal, therefore, is:

Each new member of the SRP Unit will be offered a mentor to assist with on the job training and educational opportunities to enhance his/her daily job performance.

Among the priorities here will be training in student behavior management, instructional support, computer technology, emergency medical training, job-specific health and safety training, and legal issues.

EVALUATION

This plan will be evaluated for both individual and programmatic effectiveness. Effectiveness is measured by a resultant change in teacher/staff practice and behavior as well as attainment of our goals. The district staff will enhance the quality of teaching and learning for all through the processes of reflection and self-assessment, collaboration with peers, and extending a knowledgebase for improved instructional delivery. Interdependence with professional colleagues is the conceptual hallmark of this plan.

The implementation of the plan will be manifested in the efficient scheduling of time currently available by contract, calendar, and the creation of more hours through substitution and release time.

PLANNED ACTIVITES

Content	Goal	Intended audience	Person(s) responsible	Time	Evidence of Success
AimsWeb PLUS	A universal screener and progress monitoring tool to support student learning	K - 8 Teachers & Instructional Staff	Director of Curriculum & Instructional Technology Technology Department Building Principals Erie 1 BOCES Tech Support	Sept. 6, 2016 Oct. 21, 2016 September 2016 – June 2017	The ability to use data to group and remediate students.
Common Periodic Assessment Development	To support student achievement through standards aligned assessment practices within our district.	PK - 12 Teachers & Instructional Staff	Director of Curriculum & Instructional Technology Building Principals Erie 2 BOCES IES Team	September 2016 – June 2017	The ability to use data to group and remediate students and facilitate instructional planning.
Common Periodic Assessment Project - E2CCB	To support student achievement through standards aligned assessment practices regionally,	PK - 12 Teachers & Instructional Staff	Director of Curriculum & Instructional Technology Building Principals Erie 2 BOCES IES Team	September 2016 – June 2017	The ability to use data to group and remediate students and facilitate instructional planning.
Curriculum Development	For teachers to engage in collaboration opportunities and share learning with peers to address classroom needs.	PK – 12 Teachers & Instructional Staff	Director of Curriculum & Instructional Technology Building Principals Erie 2 BOCES IES Team	Summer 2016 - 2017	Alignment and supplementation to curriculum
Differentiated Instruction	To explore strategies that tailor instruction to meet the various needs of students at all points of the	PK – 12 Teachers & Instructional Staff	Director of Curriculum & Instructional Technology Building Principals	July 20, 2016 Ongoing 2016 - 2017	Implementation in classroom instruction and planning.

	learning continuum.		Erie 2 BOCES IES Team		
Do the Math (math AIS	To supplement	K- 6	Director of Curriculum &	Aug. 2016 –	The ability to use data to
resource)	instruction to close	Math AIS	Instructional Technology	ongoing	group and remediate
	student achievement	providers	Building Principals		students. Increase in student
	gaps.		Erie 2 BOCES IES Team		achievement as per progress monitoring.
E2CCB Forum	For teachers to	K - 12 Teachers	Director of Curriculum &	September	Sharing of forum content
Participation	engage in regional		Instructional Technology	2016 – June	with district peers.
	collegial			2017	
	collaboration		Building Principals		
	opportunities and				
	share learning with		Erie 2 BOCES IES Team		
	district peers.				
Edulastic Formative	To support student	K-12 Teachers	Director of Curriculum &	Aug. 2016 –	Implementation in
Assessment Tool	achievement	& Instructional	Instructional Technology	ongoing	classroom instruction,
	through standards	Staff	Technology Department		assessment and planning.
	aligned assessment		Building Principals		
	practices.		Erie 2 BOCES IES Team		
Essential Elements-	To gain a common	PK – 12	Superintendent	Aug. 2016 –	Implementation present
Dennis Ford	language of	Teachers &	Director of Curriculum &	Dec. 2016	within lesson plan
	instruction	Instructional	Instructional Technology	10/21/16	development and
		Staff	Building Principals		observations
Explicit Instruction	Explicit instruction	PK – 12	Director of Curriculum &	July 12, 2016	Implementation in
	is systematic, direct,	Teachers &	Instructional Technology	Ongoing 2016	classroom instruction and
	engaging, and	Instructional		- 2017	planning.
	success oriented	Staff	Building Principals		
	and has been shown				
	to promote		Erie 2 BOCES IES Team		
	achievement for all				
	students				
iPad integration	To strengthen our	PK – 12	Director of Curriculum &	July 19, 2016	Implementation in
	1:1 device	Teachers &	Instructional Technology	Ongoing 2016	classroom instruction and
	implementation to	Instructional		- 2017	planning.

	foster student	Staff	Building Principals		
	learning		Erie 2 BOCES IES Team		
Microsoft Office 365	To use a device agnostic, common technology platform that facilitates students learning and staff productivity	All PVSCD Staff PK - 12	Director of Curriculum & Instructional Technology Building Principals Erie 1 BOCES Tech Support	Aug. 2016 – ongoing	Implementation in classroom instruction, assessment and planning.
Microsoft Surface 3 Pilot	Greater student real world application for post-secondary success.	Staff and Students in grades 6 & 9	Director of Curriculum & Instructional Technology Technology Department Building Principals Erie 1 BOCES Tech Support	Aug. 2016 – ongoing	Implementation in classroom instruction, assessment and planning.
NYS Assessment Gap Analysis	To identify trends and begin to explore implications for instruction. based off data.	3 – 12 Teachers & Instructional Staff	Director of Curriculum & Instructional Technology Building Principals Erie 2 BOCES IES Team	July 21, 2016 Ongoing 2016 - 2017	Purposeful, differentiated curriculum and assessment planning
PBIS	Create a positive school culture that inspires students and staff to develop a strong sense of community and personal responsibility.	All PVSCD Staff & Community members	Superintendent Director of Curriculum & Instructional Technology Building Principals PBIS DIF Team	Aug. 2016 – ongoing	Decrease in student referrals, increase in community participation in events, a common knowledge of the District expectations for all staff and students.
Personalized Learning - Ed Elements	To strengthen our 1:1 device implementation to	PK-12 Teachers & Instructional	Superintendent Director of Curriculum & Instructional Technology	September 2016 – June 2019	Implementation in classroom instruction, assessment and planning.

	foster student learning	Staff	Building Principals Technology Team		
PowerTeacher Pro Gradebook Pilot	To support teacher grading, feedback and parent communication using the upgraded tool.	K – 12 Teachers	Director of Curriculum & Instructional Technology Stacy Chase, Power Teacher Turn Key Provider Erie 1 BOCES Technology	September 2016 – June 2018	Teacher implementation resulting in increased student feedback and parent communication.
Preparing Students for the Future - Dr. Bill Daggett	Presented with data and strategies to support student achievement	All PVSCD Staff & Community members	Superintendent Director of Curriculum & Instructional Technology Building Principals	Sept. 6, 2016	Thoughtful planning and dialogue around the CDEP.
Road to the Code Reading Ladders Corrective Reading Progress to Success (Reading AIS resources)	To supplement instruction to close student achievement gaps.	K – 6 Reading AIS providers	Director of Curriculum & Instructional Technology Building Principals Erie 2 BOCES IES Team	Aug. 2016 – ongoing	The ability to use data to group and remediate students. Increase in student achievement as per progress monitoring.
Science Kits	To learn how to implement and deliver science kit content	K-6 Teachers	Director of Curriculum & Instructional Technology Building Principals Erie 2 BOCES Science Resource Department	Sept. 2016 – Nov. 2016	Implementation in classroom instruction, activities and planning.
Specially Designed Instruction	SDI is the intentional and purposeful planning of instruction to ensure that students with disabilities can meaningfully access,	PK – 12 Teachers & Instructional Staff	Director of Curriculum & Instructional Technology Building Principals Erie 2 BOCES IES Team	Aug. 9, 2016 Ongoing 2016 - 2017	Implementation in classroom instruction and planning.

	participate and progress in the curriculum throughout the entire lesson				
SS ELA	To provide teachers with relevant and CCLS aligned social studies resources to support their curriculum	K - 7 Teachers & Instructional Staff	Director of Curriculum & Instructional Technology Building Principals Erie 2 BOCES IES Team	Aug. 2016 – ongoing	Implementation in classroom instruction, assessment and planning.
Standards Based Report Card Development	Participants will review relevant literature regarding the use of Standards Based Report cards and explore CCLS within and across grade levels to inform the development of new report cards at the elementary level.	PK – 6 Teachers & Instructional Staff	Director of Curriculum & Instructional Technology Building Principals	July 27, 2016 Ongoing 2016 - 2017	Creation of grade specific standards based report cards

SAMPLE RECORD FORM

Continuing Teacher and Leader Education (CTLE) Recordkeeping

Continuing Teacher and Leader Education (CTLE) Recordkeeping Requirements

CTLE certificate holders shall maintain a record of completed CTLE, which shall include: the title of the program, the total number of hours completed, the number of hours completed in language acquisition addressing the need of English language learners, the sponsor's name and any identifying number, attendance verification, and the date and location of the program. Such records shall be retained for at least three years from the end of the registration period in which the CTLE was completed and shall be available for review by the Department upon request. Completion certificates are not to be submitted to the Office of Teaching Initiatives unless they are requested. (http://www.highered.nysed.gov/tcert/resteachers/CTLE.html#Adjustment)

Certificate Holder Name: 5yr Cycle Date:

TITLE OF PROGRAM	SPONSER'SNAME	DATE	LOCATION	TOTAL # HOURS COMPLETED	Notes:

PROFESSIONAL DEVELOPMENT PLAN STATEMENT OF CERTIFICATION

School District:	BEDS Code:
(1) The plannin a majority of te	dent certifies to the Commissioner that: g, implementation and evaluation of the plan were conducted by a professional development team that included the sachers and one or more administrator(s), curriculum specialist(s), parent(s), higher education representative(s), ntified in the plan.
(2) The require	ments of CR 100.2 (dd) to have a professional development plan for the succeeding school year have been meet.
(3) The school	district or BOCES has complied with the professional development plan applicable to the current school year.
(4) The plan foo	cuses on improving student performance and teacher practice as identified through data analysis;
• 1	scribes professional development that: is aligned with state content and student performance standards; is articulated within and across grade levels; is continuous and sustained; indicates how classroom instruction and teacher practice will be improved and assessed; indicates how each teacher in the district will participate; and reflects congruence between student and teacher needs and district goals and objectives.
	scribes how the effectiveness of the professional development will be evaluated, and indicates how activities wil response to that evaluation.
	describe and implement a mentoring program for new teachers; provide teachers holding a professional certificate with opportunities for completing 175 hours of professional development every five years; ensure that level III teaching assistants and long-term substitute teachers participate in professional development activities, state the average number of hours each teacher is expected to participate in professional development in the school year(s) covered by the plan; describe how all teachers will be provided professional development opportunities directly related to student learning needs as identified in the school report card and other sources; provide staff with training in school violence prevention and intervention; and provide professional development to all professional and supplementary school staff members who work with students with disabilities.
	s been reviewed and/or revised in accordance with the most current version of 100.2 (dd). The latest version of an be found at: http://www.emsc.nysed.gov/part100/pages/1002h.html.
(9) The plan or	the annual update to the plan was adopted at a public meeting by the Board of Education.
Print Name of	Superintendent of Schools
Original Signa	ture of Superintendent of Schools

Updated 8/18//06

Date