

Cuba-Rushford Central School District
Organizational Professional Development Plan
2017-18

Cuba-Rushford Organizational Professional Development Plan 2017-18

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Vision

Mission: To prepare students to be life-long learners who are independent, involved, and conscientious citizens in a global community.

Vision: To become a regional model of excellence.

Values: Safe and caring learning environment

Unwavering focus on learning

Collaboration

Leadership

Pride

Introduction

The value of professional development as an integral part of systems development can best be described by these words:

Cuba-Rushford is committed to increasing students' cognitive, social, emotional and academic achievements throughout its schools by raising their knowledge, skills, experiences and opportunities. Given that research indicates that teacher and staff quality is the single most powerful influence on student achievement, it is essential to ensure teachers and staffs are provided with ongoing, high quality professional development to sustain and enhance their practices in this ever changing environment. The tools our students need to succeed today require them to think outside of the box.

Professional Development Committee Membership

Administrators, Teachers and Staff, Parents, and BOCES Staff

Name	Title
Carlos Gildemeister	Administration – Superintendent, PDP & BLT Member, CRCS
Kevin Erickson	Administration - Elementary Principal, PDP & BLT Member
Katie Ralston	Administration - Middle School Principal, PDP & BLT Member
Carrie Bold	Administration - High School Principal, PDP & BLT Member
Kathleen Agnello	Teacher - Curriculum Coordinator & BLT Member
Christopher	Teacher – 7 th Grade SS, Tech Integrator, PDP & BLT Member
Michelle Grillo	Teacher – 11 th Grade ELA, PDP & BLT Member
Melissa Grover	Teacher – Kindergarten – PDP Team Member & CRCS Parent
Ronda Myers	Teacher – 2 nd Grade, BLT Member & CRCS Parent
Eric Talbot	Teacher – 2 nd Grade, PDP & BLT Member, & **STEM Leader
Dave Volz	Teacher – 8 th Grade Math & BLT Member
Nicole Williams	Teacher – 6 th Grade SS, PDP & BLT Member
Molly McMahan	8 th Grade ELA & BLT Members
Jay Morris	CIO – Technology Director, PDD & BLT Member, & CRCS Parent
CA BOCES ISS Team	Teachers & Instructional Support Staff, PDP & BLT Members

*BLT – Blended Learning Team Member – Teachers providing PD and Modeling to other teachers after school, during instruction & Superintendent Days.

** STEM – Science, Technology, Engineering & Math 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 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.

Cuba-Rushford provides 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 Cuba-Rushford is a vital component of our commitment to serving our teachers and educators to ensure they are equipped to the growth of our learner students. We are committed to high-quality, research-based professional development to provide ongoing growth for practitioners within our organization, as well as to the assessment of ongoing professional development initiatives. Professional development provided to internal employees is tailored to the specific needs of the individual educator with a district wide focus on curriculum, instruction and utilizing the most current and effective tools to support the curriculum and instruction.

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

1. Align curriculum and instructional practices to the requirements of the current New York State academic initiatives, including Common Core, New York State Learning Standards, and data-informed decision making: cultivating **academic excellence**.
2. Utilizing Thoughtful Education to focus on better Instruction - inquiry based, student centered, and collaborative learning.
3. Continue to support the integration of advanced 21st-century technology to improve and enhance instruction and engage learners: promoting global citizenship

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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 2017-2018 school year.

Goal 1: Align curriculum and instructional practices to the requirements of the current New York State academic initiatives, including Common Core, New York State Learning Standards, and data-informed decision making: cultivating academic excellence:

<p><u>Objective:</u> Using last year's summative assessments, teachers will write action plans that address content-specific NYSLs achievement gaps from the previous school year, and they'll set instructional goals for the current school year.</p>			
<p><u>Essential Questions:</u> How did last year's students do on their end-of-year assessments? What were their strengths and weaknesses? How will instruction be adjusted to ensure that NYSLs are taught and mastered? What's the best way to use formative assessment data?</p>			
<p><u>Activities and Strategies:</u></p> <ul style="list-style-type: none"> Complete Data Analysis/Action Plan Template Work collaboratively with colleagues; observe and share instructional strategies Connect Professional Development opportunities with areas of weakness and interest 			
Inputs	Evidence	Responsibility	Timeline
Instructional Goals	Action Plan Template	Building Principals	Due Oct. 2017
Grade-Level and Content-Area Meetings; Professional Development	Records: Agenda/Minutes/Attendance	Curriculum Coordinator Building Principals	2017-2018
Data-Team Meetings	Records: Agenda/Minutes/Attendance	Building Principal Curriculum Coordinator School Psychologist	2017-2018

Goal 2: Utilizing Thoughtful Education to focus on better Instruction - inquiry based, student centered, and collaborative learning:

<p><u>Objective:</u> Educators will adjust their instruction toward inquiry based, student centered, and collaborative learning.</p>
<p><u>Essential Questions:</u> How do we make student leaders of their own learning?</p>
<p><u>Activities and Strategies:</u> PD in-house and through BOCES ISS Staff, attend Middle School Association, Thoughtful Education Training and utilizing the expertise of our in-house BLT members.</p>

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Inputs	Evidence	Responsibility	Timeline
Committee Formation, Conducting surveys, offering PD.	Classroom Observations, Team Notes, Conference Summary Forms and Student Work	Principal, Curriculum Coordinator, and Teachers	2017-18
K-12 Grade Level Team Meetings	Records: Agenda/Minutes/Attendance	Building Principal Curriculum Coordinator Grade level Teachers	2017-2018

Goal 3: Continue to support the integration of advanced 21st-century technology to improve and enhance instruction and engage learners: promoting global citizenship:

Objective: Teachers will incorporate one or more modes of contemporary technology to enhance instruction, student engagement, and learning.			
Essential Questions: How is instructional technology being used to support students in the district? How are teachers utilizing the technology that's available to them?			
Activities and Strategies: <ul style="list-style-type: none"> • iPads (PK-2); one-to-one computing (9-12); up-to-date computer labs throughout the district • Promethean Boards in every classroom (PK-2) • Opening of the <i>Envisioneering Center</i>: Communication; Electronics; Bio-Tech; Fabrication • Implementing Microsoft Office 365 (2017) 			
Inputs	Evidence	Responsibility	Timeline
Observations	Observation data/evidence	Superintendent Building Principals	2016-2017
Professional Development	Records of Attendance & Feedback	Curriculum Coordinator Building Principals	2016-2017
Technology Updates	Programs & Equipment	Tech Coordinator & E1B	2016-2017

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Provisions for Mentoring Program

The Cuba-Rushford Mentoring Program is defined by Board of Education policy, as outlined below:

All new teachers at Cuba-Rushford will complete a mentored teaching experience within their first year of employment as a teacher. The purpose of the mentoring program is to provide support for new teachers, retention of teachers, and to increase the skills of new teachers.

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

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

<p>Procedure for Selecting Mentors</p>	<p>Interested Mentor candidates should respond to requests in writing or via email to the Cuba-Rushford Faculty Association President(s), and the Mentor Program Coordinator. Building principals and an Association representative will review the letters. Selection will be based on the expertise of the candidate. Final selection of Mentors will be at the discretion of the Superintendent.</p>
<p>Role of the Mentors</p>	<ul style="list-style-type: none"> • Keep all necessary paperwork up to date and accurate • Take time during prep periods and after school to fulfill the majority of mentoring duties • Make an effort to build a positive relationship with the mentee • Remain confidential regarding issues with the mentee • Work to assist the mentee in meeting administrative requests • Update your knowledge on instruction, technology, curriculum, and assessment as necessary to assist the mentor • Let administration know immediately if you are having conflicts with your mentee that may affect your ability to work positively on their behalf
<p>Preparation of Mentors</p>	<ul style="list-style-type: none"> • Reading materials will be made available when applicable • Meetings with Administration/CSE Chairperson will be scheduled • Mentor training and preparation will be provided as per

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	<p style="text-align: center;">NYSED Regulations:</p> <ul style="list-style-type: none"> -Adult Learning Theory -Teacher Development Theory -Elements of a Mentoring Relationship -Peer Coaching Techniques -Time Management Methodologies -Classroom Management Techniques
Types of Mentoring Activities	<ul style="list-style-type: none"> • Coaching and guidance of professional skills • Joint lesson planning • Classroom visitations • Reflection activities • Discussion and use of NYS Learning Standards • Team teaching (if possible) • Orientation to school culture, building layout, protocols for parent conferences, report cards, etc. • Discussion of monthly checklists/suggestions
Time Allotted for Mentoring	<p>Mandatory:</p> <ul style="list-style-type: none"> • 2 hours after school meetings each month, scheduled by the district, held jointly with Mentors and Mentees • <u>Mentor</u>: ½ day visitation of Mentee’s classroom each marking period • <u>Mentee</u>: ½ day visitation of Mentor’s classroom each marking period (if Mentor currently teaches in the District) • Structured, mutually agreeable contact time <p>Optional:</p> <ul style="list-style-type: none"> • <u>Mentee</u>: Up to 2 ½ days of visitation to other classrooms throughout the year. Other visitations are also possible.

Provisions for School Violence Prevention and Intervention Training

Cuba-Rushford 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, Cuba-Rushford will provide refreshers on school violence prevention and intervention.

In instructional settings, Cuba-Rushford 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.

Cuba-Rushford 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, Cuba-Rushford 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 Cuba-Rushford 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 2016-2017 school year which will be available across the Cuba-Rushford organization where CTLE credit will be awarded. Topics in the chart below are topics that will be provided by Cuba-Rushford and or CA BOCES professional development staff over the coming year.

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Topic	Organization/Consultant Provider
Adobe	CAEW BOCES
APPR	CAEW BOCES
Cross Curricular Teaching	Cuba-Rushford District
Data Driven Instruction	Cuba-Rushford District
Data-Informed Instruction Meetings	Cuba-Rushford District
Department Meetings	Cuba-Rushford District
Elementary Math	CAEW BOCES
Emerging ELA SS Studies	Cuba-Rushford District
Equipment Specific Training	CAEW BOCES
<i>Every Book is a Social Studies Book</i>	CAEW BOCES
<i>Every Book is a Social Studies Book</i>	CAEW BOCES
Explicit Direction Instruction	CAEW BOCES
Facilitated Book Studies	Cuba-Rushford District
Faculty Meetings	Cuba-Rushford District
Family Engagement	Cuba-Rushford District
Family Engagement	CAEW BOCES
Forklift Training	CAEW BOCES
Game Based Learning	CAEW BOCES
Game Design	CAEW BOCES
Grade-Level Meetings	Cuba-Rushford District
Leaders of Their Own Learning	Cuba-Rushford District
Leadership	CAEW BOCES
Lexile Framework	CAEW BOCES
Librarians	CAEW BOCES
Library Science	CAEW BOCES
Literacy	CAEW BOCES
Manufacturing and Engineering	CAEW BOCES
Mass Customized Learning	CAEW BOCES
MS Math	CAEW BOCES
MS/HS ELA	CAEW BOCES
Music	CAEW BOCES
My Learning Plan	CAEW BOCES
New Teacher Mentoring	CAEW BOCES
Online Learning	CAEW BOCES
Physical Education	CAEW BOCES
Poverty	CAEW BOCES

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Poverty Training	Cuba-Rushford District
PowerSchool Updates	CAEW BOCES
Project Based Learning	CAEW BOCES
Research Strategies	CAEW BOCES
Resiliency	CAEW BOCES
Restorative Justice	CAEW BOCES
Restorative Justice	CAEW BOCES
Right to know	CAEW BOCES
Robotics	Cuba-Rushford District
RTI	CAEW BOCES
School Counseling	CAEW BOCES
School Psychologists	CAEW BOCES
School Safety	CAEW BOCES
Science	CAEW BOCES
Social Studies Standards	CAEW BOCES
Social Thinking	CAEW BOCES
Special Education	SE SIS
Standards Based Grading	CAEW BOCES
Standards Based Learning	Cuba-Rushford District
STEM	CAEW BOCES
Teacher Evaluation	CAEW BOCES/ Cuba-Rushford District
Technology Integration	Cuba-Rushford District
Text Complexity	CAEW BOCES
Thoughtful Education	CAEW BOCES
Trauma Informed Care	CAEW BOCES
Utilizing Learning Resources	CAEW BOCES
Vocabulary Development	CAEW BOCES
Writer's Workshop	CAEW BOCES
Writing	CAEW BOCES
Writing in the Content Area	Cuba-Rushford District