

Dutchess County BOCES

Professional
Development
Plan

2005 – 2010

June 2005

Dutchess County BOCES Professional Development Plan

BEDS Code:	139-00-00
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Years Plan is Effective: 2005 – 2006

Dutchess County BOCES Professional Development Plan

Composition of Professional Development Team(s)

(Majority of team members must be teachers)

District Team (Required):

- 2 Administrators/Staff
- 6 Teachers
- 2* Other (specify roles below)

*Parent (1), Curriculum Specialist (1)

Number of school buildings in district: 3

BOCES Educational Training Academy (BETA):

Alternative/Special Education - Secondary

Career and Technical Institute (CTI):

Vocational/Technical – Secondary

Salt Point Center (SPC):

Special Education – Elementary/Middle

Number of school-based professional development teams: 2

Number of districts in which special education classrooms are located:
5 Districts – 18 Classrooms

The Dutchess County BOCES Professional Development Plan was developed by the Professional Development Planning Committee, written by Jodi M. DeLucia and Linda A. Heitmann, and reviewed by Dr. John C. Pennoyer.

Forward

Background

Mission Statement

Dutchess BOCES will provide leadership in raising all Dutchess County students' academic performance to a level that meets or exceeds the New York State Standards. This will be done through focusing available resources in new ways to enhance leadership in our schools, promote strategic data-driven decision-making and provide services and programs needed by county schools to fulfill this mission. We shall also continue in our mission of collaborating with other community agencies for the betterment of county residents to meet the educational needs of all citizens.

Vision Statement

Dutchess BOCES will be recognized for its premier educational and support services, providing quality and cost-effective solutions for our community. We will promote an organizational culture fostering collaboration, innovation, efficiency, excellence and leadership that is embraced by BOCES and its community.

Goals Statement

- I. Raise the academic performance of all students in Dutchess County to meet or exceed New York State Standards.
- II. Provide appropriate staff development, both internally and externally, in order to fulfill the mission.
- III. Increase communication and collaboration with other BOCES, component districts, and with Dutchess County agencies.
- IV. Provide programs and services needed by component school districts to enable them to improve student performance. This should be done in an increasingly entrepreneurial manner.

BOCES Statement

Dutchess County BOCES was organized on May 22, 1957, upon the order of the Commissioner of Education. Through the cooperative efforts of our thirteen component school districts, Dutchess County BOCES is able to offer a wide variety of educational programs and support services to children and adults in Dutchess County. We serve a student base of 47,500 pupils. Component school districts include Arlington Central School District, Beacon City School District, Dover Union Free School District, Hyde Park Central School District, Millbrook Central School District, Pawling Central School District, Pine Plains Central School District, Poughkeepsie City School District, Red Hook Central School District, Rhinebeck Central School District, Spackenkill Union Free School District, Wappingers Central School District, and Webutuck Central School District.

Dutchess County BOCES has a student enrollment of 1,393 students.

Dutchess County BOCES component members are served by a staff of 38 Administrators, 291 teachers, teacher aides, and teacher assistants.

Special Education

The Dutchess County BOCES Special Education program exemplifies the educational cooperative concept through its close ties to the local districts and support agencies. The goal of the program is to create and implement special education strategies to develop each child's individual potential. Academics constitute the major portion of every child's day, but classes are also geared to give the child a positive self image and allow the student to function within society in successful ways.

Under the regulations of the Commissioner of Education, all phases of service require close cooperation of the various partners in this joint venture. BOCES services include programs for students with varying disabilities. For example, the 1-12-4 Pegasus class is for students who are multiply disabled and the PEACCE classes are designed for students with communication disorders including autism.

Related services of speech therapy, social work, OT/PT, counseling and vocational training are provided according to student IEPs.

Classes are located in the Salt Point Center, Career & Technical Institute, BETA, and in component districts.

1-6-1 Classes	Fresh Start Program
1-6-2 Classes	1-12-4 Pegasus
1-8-1 Classes	Summer School Programs
1-8-2 Classes	PEACCE Classes
1-12-1 Classes	Community Based/Adult Daily Living Skills

Various Related Services include Speech, Visually Impaired, Occupational and Physical Therapy, Counseling and Interpreter Services.

The Salt Point Education Center has a current enrollment of 172 students and Dutchess County BOCES District-based classrooms have a current enrollment of 129 students (301 total students).

Alternative Education

The Dutchess County BOCES offers a series of Alternative Education Programs for young people recognized as being “at risk”. These programs share a common goal, which is to provide students in an alternative educational environment a customized instructional program with extensive individual support services. The design of the instructional component, the amount and type of support service provided and expected student outcomes are all distinct by program.

- Dutchess Alternative Middle and High School
- In-School Alternative Program
- St. Francis Hospital Education Program
- Day Treatment for the Emotionally Disturbed
- Intensive Day Treatment for the Transitional Program
- Summer School Day Treatment

BETA (BOCES Education & Training Academy) has a current enrollment of 242 students.

Career & Technical Education – High School and Adult

Career & Technical Programs provide high school students with the opportunity to gain fundamental skills and knowledge necessary to enter a wide variety of career occupations. Students spend half their school day at the Career & Technical Institute (or an off-site location) and the other half at their home school. Twenty-seven different courses are offered in six basic career clusters. Academic courses such as English, Social Studies, Math, Science, and Technology are available. The ELA and C-DOS Standards are integrated throughout all programs. While at the Career & Technical Institute, students can earn college credits if they transfer to a corresponding college with which Dutchess County BOCES has a written college articulation agreement. Over 70% of the career courses carry college credit. Students who enter directly into the world of work receive career advisement through the job placement office. The NYS Education Department approves all courses and teachers are certified in the career area in which they teach.

Adult & Continuing Education programs offer scores of vocational and avocational programs and services for adults, out-of-school youth, incarcerated youth, dislocated workers, corporate clients and employees in the areas of career training, retraining and preparation.

CTI (Career and Technical Institute) has a current enrollment of 850 students.

The Area

The Dutchess County area provides an excellent setting in which to live and work. The academic institutions of Vassar, Marist, Bard, Dutchess Community College and SUNY New Paltz are within this area. Recreational opportunities abound, with skiing, golfing, hiking, and hunting close by. The area offers access to fine metropolitan services with the advantages of rural life. Both the Taconic Parkway and New York State Thruway offer unlimited access to the rest of the state and particularly New York City.

Introduction

Subdivision (dd) of Section 100.2 of the Regulations of the Commissioner of Education required that by September 1, 2000, and annually by September 1 of each school year thereafter, each Board of Cooperative Educational Services (BOCES) adopt a professional development plan. The purpose of the plan shall be to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development to remain current in their profession, while meeting the learning needs of their students. The plan shall also ensure that holders of level III teaching assistant certificates and that substitutes that work on a long-term basis, are provided the opportunity to participate in the professional development program of the BOCES.

Participants	Names	Position
Superintendent's Designee	Clare C. Garvey	Assistant Superintendent
Parent	Jane Ferri	
Administration	Jodi M. DeLucia	Staff Specialist
Teachers	Susannah Renzi Debbie Reed Melissa Greig Karen Dietz Kristen Stephan June Markle	BETA BETA CTI CTI SpEd SpEd - District
Curriculum Specialist	Linda A. Heitmann	Executive Director Educational Resources

It should be noted that the BOCES Faculty Association selected teachers for the Professional Development Planning Committee as required by subdivision (dd) of 100.2 of the Commissioner's Regulations. As also required, the Dutchess County BOCES Administrative and Supervisory Association selected the administrator representative to the Professional Development Planning Committee.

Professional Development Philosophy of Dutchess County BOCES

Dutchess County BOCES subscribes to a three-part premise put forth by Dennis Sparks in “Designing Powerful Professional Development for Teachers and Principals”. First, that quality teaching makes a difference in student learning. Second, that the professional learning of teachers and principals is a central factor in determining the quality of teaching, and finally, that the structures and cultures that surround the BOCES schools play a critical role in determining the quality of professional learning experiences by faculty and staff.

High-quality staff development is driven by a compelling vision of student learning and a data-based assessment of the current realities of our schools. The National Council for Staff Development suggests that high-quality staff development:

- Focus on deepening teachers’ content knowledge and pedagogical skills
- Includes opportunities for practice, research, and reflection
- Is embedded in educators’ work and often times takes place during the school day
- Is sustained over time
- Is founded on a sense of collegiality and collaboration

Our assumptions are that:

- There will be BOCES-wide commitment to the Professional Development Plan
- Professional development will be designed in a collaborative manner
- Professional development will be differentiated by division and by developmental approach to meet both individual and BOCES’ needs related to the teaching and learning process
- Professional development will support the implementation of best practice as evidenced by research
- The use of time and models of delivery will be flexible
- The Professional Development Plan will receive ongoing evaluation

PROFESSIONAL DEVELOPMENT PLANNING TEAM

- 1. If school teams are not represented on the district professional development team, describe briefly how the district plan will ensure that the needs of schools in the district are met.*

Teachers from each division are represented on the Professional Development Planning Committee. In addition, throughout the academic year, school-based teams will be given the opportunity to work with the planning committee and send representatives to meetings. Two of the three building-level teams currently have a representative member on the Professional Development Planning Committee. Throughout the academic year, meeting minutes and agendas will be shared with the building-level teams so that representation can be sent to the upcoming planning meetings.

2. *On average, please identify the number of hours a teacher will be involved with professional development on an annual basis. This may include the planning, delivery, application and/or evaluation of professional development activities.*

Dutchess County BOCES is committed to providing quality professional development opportunities to all faculty and staff members. On an on-going basis, Dutchess County BOCES staff participates in professional development activities that are high quality, interesting, and current. While the number of hours that each participant will acquire may vary, the minimum amount of hours that will be offered (every faculty member) is as follows:

Type of Professional Development	Number of Days	Number of Hours
Technology Integration	41	246
School Improvement	3	18
Educational Resources Professional Development Offerings	10	60
*Superintendent's Conference Days	4	24
*Professional Development focused Faculty / Team / Curriculum meetings	.25 x 8 per year = 2 days	12
Total	60	360

** Mandated professional development*

Additional events that will result in opportunities for professional development will include:

- Dutchess BOCES Annual Professional Performance Review (<http://www.dcboces.org/publications/appr/>)
- Dutchess BOCES Teacher Mentoring Program
- Conferences
- In-service training
- Classroom visitations / Coaching activities / Turn-key training
- Curriculum writing (curriculum maps / gap analysis)
- University coursework
- Evaluation of educational textbooks / software
- Teacher visions and other connections to industry
- Online courses
- Action research projects

Dutchess County BOCES is committed to assisting those teachers who acquired their initial teaching certificate on or after February 2, 2004 in achieving the 175 hour professional development requirement over a five year period. By providing appropriate high quality professional development offerings that all faculty members are actively encouraged to participate in, all faculty members are provided with the opportunity to successfully meet this requirement. Using the minimum amount of hours determined above, Dutchess County BOCES teachers are currently offered over 175 hours of professional development in any single academic year.

Note: While the amount of professional development an individual teacher chooses to participate in may vary, mandated professional development noted above provides a minimum of 36 hours of professional development per year. Over a five year period, this will reflect a minimum of 180 hours of professional development for each teacher.

NEEDS/DATA ANALYSIS FOR PROFESSIONAL DEVELOPMENT PLAN

- 1. Describe how the professional development plan is aligned with New York learning standards and assessments, student needs and is articulated within and across grade levels.*

The needs, goals, and objectives for the professional development plan are aligned with strategic planning goals for Dutchess County BOCES, SED benchmarks and goals, and the Dutchess County BOCES Board goals. The New York State standards were an underlying foundation in the determination and identification of these goals. Needs assessment data was utilized in relation to student achievement, as well as the BOCES report card, to identify students' strengths and weaknesses. Data at every grade level within the BOCES was used to determine student learning gaps in both literacy and numeracy. These learning gaps clearly exist across grade levels for students attending Dutchess County BOCES in every division. Reviews of NYS learning standards, as well as the BOCES report card, regional assessment data for special education students countywide, and a review of the BOCES' needs as identified by faculty and staff, were fundamental in identifying student needs.

Overview of Results

Performance of Career & Technical Education (CTI) students who graduated in 2003

BOCES collects student performance data from component school districts who participate in BOCES CTI programs. The percentage of all students (general education and students with disabilities) passing ELA, Math, Social Studies Regents or RCT was 57%. The disaggregated percentage for Students with Disabilities was 9.0%.

BOCES CTI students surveyed one year after program completion revealed the following status:

Postsecondary Education	-	38%
Unrelated Employment	-	21%
Other	-	16%
Unknown Completers	-	15%
Related Employment	-	7%
Unemployed	-	2%
Military	-	1%

Performance of Alternative Education Students

In June of 2004, 107 students were enrolled in the Alternative Education Program. Nine (9) in grades 5-8, Eighty-six (86) in grades 9-12 HS Diploma, and twelve (12) in grades 9-12 HS Equivalency.

According to the 2003-2004 Dutchess County BOCES Report Card, the number of students who:

- Returned to a school district program
1 student(s) grades 5-8

- Remained in the BOCES program
8 student(s) grades 5-8
5 student(s) grades 9-12 HS Equivalency

- Left the program and did not enter another district or BOCES program (dropouts)
6 student(s) grades 9-12 HS Diploma
1 student(s) grades 9-12 HS Equivalency

- Are waiting for GED exam results
2 student(s) grades 9-12 HS Equivalency

- Received High School Diplomas
4 student(s) grades 9-12 HS Diploma

- Received High School Equivalency Diplomas
6 student(s) grades 9-12 HS Equivalency

Performance of Special Educaiton Students

These data are results of State Assessments for students enrolled in BOCES programs.

State Assessment	Counts of Students Tested					Percentages of Students Tested		No Valid Score
	Level 1	Level 2	Level 3	Level 4	Total	Level 2-4	Level 3-4	
Elementary-level English Language Arts February 2004	8	7	0	0	17	41%	0%	2
Elementary-level Mathematics May 2004	5	7	4	0	16	69%	25%	0
Middle-level English Language Arts January 2004	12	23	3	0	45	58%	7%	7
Middle-level Mathematics May 2004	24	13	4	0	47	36%	9%	6

Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents examination.
Level 1	These students have serious academic deficiencies.

2. *Describe how the professional development plan is continuous, reflecting a multi-year approach to improve student performance.*

Many activities identified in this professional development plan are projected to be on-going activities reflective of a multi-year systematic change process. As many of these activities will be a follow-up to professional development that has already taken place over the past three years (based on previous professional development plans), trainings are differentiated between those faculty members who are novice and those already experienced. The Professional Development Planning Committee will monitor the professional development activities, student achievement levels, and teacher needs on an on-going basis to ensure successful implementation. Changes will be made on an on-going basis to assure that professional development offerings are both necessary and appropriate to the needs of the faculty, and of the student population. Student performance will be reviewed on a regular basis in an effort to identify any new needs, and to identify the success of the professional development plan. The committee will conduct an evaluation at the end of the academic year in order to appropriately plan activities for the 2006-2007 academic year.

Alignment of Educational Goals by Division

Division: Career & Technical Education

<i>Identify Initial PDP Goals</i>	<i>Identify Strategic Plan Goals</i>	<i>Identify SED Benchmarks & Goals</i>	<i>Board DS Goals</i>
<p style="text-align: center;"><u>GOAL 1.0</u></p> <p>To demonstrate improved ability in achieving the New York State Learning Standards and the National Skills Standards.</p>	<p style="text-align: center;">GOAL 1</p> <p>To improve the area of curriculum</p>	<p>Core Subjects / Learning Standards</p>	<p style="text-align: center;"><u>GOAL 1.0</u></p> <p>Provide appropriate and relevant staff development to improve the education of students.</p>
<p>Objective 1.1 Develop teaching strategies to support improved instruction.</p>	<p style="text-align: center;">GOAL 2</p> <p>To increase the integration of technology into the instructional programs and operation of CTI</p>	<p>www.emsc.nysed.gov/deputy/documents/learnstandards.htm 2005-01-011</p>	<p>Activity 1.1 Share best practices among BOCES staff</p>
<p>Objective 1.2 Refinement of collegial sharing opportunities</p>	<p style="text-align: center;">GOAL 3</p> <p>To increase the community understanding and public information regarding Career & Technical Education at Dutchess County BOCES</p>	<p>(PDF) Learning Standards Charts</p>	<p>Activity 1.2 Work with standing staff committees to design and implement formal staff development programs for 3 Superintendent's Conference Days</p>
<p>Objective 1.3 Provide staff with opportunities to extend their knowledge in their specialty areas.</p>	<p style="text-align: center;">GOAL 4</p> <p>Staff development</p>	<p>www.emsc.nysed.gov/ciai/pub/standards.pdf</p>	<p>Activity 1.3 Provide time at faculty meetings for formalized staff development presentation dedicated to the theme of classroom management skills</p>

<i>Identify Initial PDP Goals</i>	<i>Identify Strategic Plan Goals</i>	<i>Identify SED Benchmarks & Goals</i>	<i>Board DS Goals</i>
Objective 1.4 To recommend diagnostic tools that would align New York State Standards and National Skills Standards.		(MS Word) Career and Technical Education	Activity 1.4 Educational Resources to continue themes of Differentiated Instruction and Instructional Leadership
Objective 1.5 Establish relationships with institutions of higher education.		www.emsc.nysed.gov/workforce/careerdevelopment/CTEadmin_guidancehandbook_sept2004.doc	Activity 1.5 Implement staff mentoring program
GOAL 2.0 To develop improved technology skills to better meet the educational needs of students.		cte.html www.emsc.nysed.gov/workforce/cte/cte.html 2005-02-09	GOAL 4 Compiling and Analyzing Assessment Results
Objective 2.1 To develop a curriculum that has integrated technology into all areas.			4.4 Other NOCTI exams Program needs assessments Plato results CITREX System at CTI
Objective 2.2 To develop/improve technology expertise.			GOAL 5 Assure that every district has access to technology
Objective 2.3 To develop ability to utilize computers for data analysis.			5.3 Other CTI-emphasis on use of technology in classrooms including customized technology for given trades Technology Committee developing technology acquisition plans

<i>Identify Initial PDP Goals</i>	<i>Identify Strategic Plan Goals</i>	<i>Identify SED Benchmarks & Goals</i>	<i>Board DS Goals</i>
<u>GOAL 3.0</u> To develop improved school climate.			<u>GOAL 6</u> New Frontiers – initiate new business/programs
Objective 3.1 To establish a comprehensive social curriculum with emphasis on positive behavior.			6.3 Other 2005 – 2006 New Visions Arts & Theatre Barbering
Objective 3.2 To develop a teacher mentoring program.			
Objective 3.3 To develop behavior management strategies			
Objective 3.4 To develop a peer mentoring program			
Objective 3.5 To establish procedures for teachers to share ideas, strategies, and observations.			

Division: Alternative Education

<i>Identify Initial PDP Goals</i>	<i>Identify Strategic Plan Goals</i>	<i>Identify SED Benchmarks & Goals</i>	<i>Board DS Goals</i>
<p><u>GOAL 1.0</u> To demonstrate improved ability in achieving the New York State Learning Standards and the National Skills Standards.</p>	<p>GOAL 1 Restructuring of Alternative High School</p>	<p>Core Subjects / Learning Standards</p>	<p><u>GOAL 1.0</u> Provide appropriate and relevant staff development to improve the education of students.</p>
<p>Objective 1.1 Develop teaching strategies to support improved instruction.</p>	<p>GOAL 2 Improvement in open communication</p>	<p>www.emsc.nysed.gov/deputy/documents/learnstandards.htm 2005-01-11</p>	<p>Activity 1.1 Share best practices among BOCES staff</p>
<p>Objective 1.2 Refinement of collegial sharing opportunities</p>	<p>GOAL 3 Improvement in graduation outcomes for students with disabilities</p>	<p>(PDF) Learning Standards Charts</p>	<p>Activity 1.2 Work with standing staff committees to design and implement formal staff development programs for 3 Superintendent’s Conference Days</p>
<p>Objective 1.3 Provide staff with opportunities to extend their knowledge in their specialty areas.</p>		<p>www.emsc.nysed.gov/ciai/pub/standards.pdf</p>	<p>Activity 1.3 Provide time at faculty meetings for formalized staff development presentation dedicated to the theme of classroom management skills</p>

<i>Identify Initial PDP Goals</i>	<i>Identify Strategic Plan Goals</i>	<i>Identify SED Benchmarks & Goals</i>	<i>Board DS Goals</i>
Objective 1.4 To recommend diagnostic tools that would align New York State Standards and National Skills Standards.		VESID www.vesid.nysed.gov/ 2005-02-07	Activity 1.4 Educational Resources to continue themes of Differentiated Instruction and Instructional Leadership
Objective 1.5 Establish relationships with institutions of higher education.			Activity 1.5 Implement staff mentoring program
<u>GOAL 2.0</u> To develop improved technology skills to better meet the educational needs of students.			<u>GOAL 6</u> New Frontiers – initiate new business/programs
Objective 2.1 To develop a curriculum that has integrated technology into all areas.			6.3 Other BETA High School Asperger’s Program (ongoing)
Objective 2.2 To develop/improve technology expertise.			6.3 Other BETA Pre-GED (completed)
Objective 2.3 To develop ability to utilize computers for data analysis.			
<u>GOAL 3.0</u> To develop improved school climate.			
Objective 3.1 To establish a comprehensive social curriculum with emphasis on positive behavior.			

<i>Identify Initial PDP Goals</i>	<i>Identify Strategic Plan Goals</i>	<i>Identify SED Benchmarks & Goals</i>	<i>Board DS Goals</i>
Objective 3.2 To develop a teacher mentoring program.			
Objective 3.3 To develop behavior management strategies			
Objective 3.4 To develop a peer mentoring program			
Objective 3.5 To establish procedures for teachers to share ideas, strategies, and observations.			

Division: Special Education

<i>Identify Initial PDP Goals</i>	<i>Identify Strategic Plan Goals</i>	<i>Identify SED Benchmarks & Goals</i>	<i>Board DS Goals</i>
<p align="center"><u>GOAL 1.0</u> To demonstrate improved ability in achieving the New York State Learning Standards and the National Skills Standards.</p>	<p align="center">GOAL 1 Restructuring of Alternative High School</p>	<p align="center">Core Subjects / Learning Standards</p>	<p align="center"><u>GOAL 1.0</u> Provide appropriate and relevant staff development to improve the education of students.</p>
<p align="center">Objective 1.1 Develop teaching strategies to support improved instruction.</p>	<p align="center">GOAL 2 Improvement in open communication</p>	<p align="center">www.emsc.nysed.gov/deputy/documents/learnstandards.htm 2005-01-11</p>	<p align="center">Activity 1.1 Share best practices among BOCES staff</p>
<p align="center">Objective 1.2 Refinement of collegial sharing opportunities</p>	<p align="center">GOAL 3 Improvement in graduation outcomes for students with disabilities</p>	<p align="center">(PDF) Learning Standards Charts</p>	<p align="center">Activity 1.2 Work with standing staff committees to design and implement formal staff development programs for 3 Superintendent’s Conference Days</p>
<p align="center">Objective 1.3 Provide staff with opportunities to extend their knowledge in their specialty areas.</p>		<p align="center">www.emsc.nysed.gov/ciai/pub/standards.pdf</p>	<p align="center">Activity 1.3 Provide time at faculty meetings for formalized staff development presentation dedicated to the theme of classroom management skills</p>

<i>Identify Initial PDP Goals</i>	<i>Identify Strategic Plan Goals</i>	<i>Identify SED Benchmarks & Goals</i>	<i>Board DS Goals</i>
Objective 1.4 To recommend diagnostic tools that would align New York State Standards and National Skills Standards.		VESID www.vesid.nysed.gov/ 2005-02-07	Activity 1.4 Educational Resources to continue themes of Differentiated Instruction and Instructional Leadership
Objective 1.5 Establish relationships with institutions of higher education.			Activity 1.5 Implement staff mentoring program
<u>GOAL 2.0</u> To develop improved technology skills to better meet the educational needs of students.			<u>GOAL 6</u> New Frontiers – initiate new business/programs
Objective 2.1 To develop a curriculum that has integrated technology into all areas.			6.3 Other SPC Expansion of Peace Program (completed)
Objective 2.2 To develop/improve technology expertise.			
Objective 2.3 To develop ability to utilize computers for data analysis.			
<u>GOAL 3.0</u> To develop improved school climate.			
Objective 3.1 To establish a comprehensive social curriculum with emphasis on positive behavior.			

<i>Identify Initial PDP Goals</i>	<i>Identify Strategic Plan Goals</i>	<i>Identify SED Benchmarks & Goals</i>	<i>Board DS Goals</i>
Objective 3.2 To develop a teacher mentoring program.			
Objective 3.3 To develop behavior management strategies			
Objective 3.4 To develop a peer mentoring program			
Objective 3.5 To establish procedures for teachers to share ideas, strategies, and observations.			

3. *Identify how the data used supports the goals, objectives, strategies and activities in the Professional Development Plan.*

A needs assessment survey was developed based on the identification of student learning gaps, needs, and faculty observation. The result of this survey provided a foundation of critical areas of staff development, which will improve teacher effectiveness in meeting the needs of all students. There were eight broad focus areas identified: content area specific professional development, classroom management strategies, literacy, numeracy, school culture/climate, communication/collaboration, technology integration, and instructional strategies. The top three professional development needs as identified by the faculty and staff of Dutchess County BOCES are instructional strategies, content area specific professional development, and technology integration. These focus areas will allow faculty to improve student learning by increasing teacher effectiveness, and embedding instructional practices into the daily activities occurring in the classroom. This will ultimately result in a greater percentage of students meeting and exceeding standards.

BOCES Professional Development Plan

Attachment I: Needs Assessment Sources Used

Indicate the sources you used and include any additional detail needed to identify the basis of your needs analysis.

- School Report Card
- New York: The State of Learning (Chapter 655 Report)
- BEDS data
- The CAR Report
- Special designation schools, SURR, Title I
- Student attendance rates
- Graduation and drop-out rates
- Student performance results disaggregated by ethnicity, gender, SES, and other special needs
- State benchmarks for student performance
- TIMSS report
- Student aspirations
- Other student surveys
- Longitudinal data
- Student/teacher ratios
- Teacher turnover rate
- Number of uncertified teachers
- Number of teachers teaching out-of-field
- Teacher proficiency data
- Teacher surveys
- Teacher self-assessment
- Curriculum surveys
- Community employment opportunities
- Other (specify): Professional Development Needs Assessment Survey

Data Sources / Student Achievement Measures

Special Education

- Alternative assessments
- SED assessments
- Metropolitan
- Brigance
- Woodcock Johnson

Alternative Education

- TABE testing
- GED / GED+ monthly testing
- Metropolitan
- Regents
- ASVAB
- Quiet Room reports
- Incident reports

Career and Technical Education

- NOCTI exams
- Plato
- Exit Survey
- National Vocational Honor Society membership
- Honor Roll
- Job placement statistics
- Percentage of students accepted into college
- English Regents results ... CTE Programs, Integrated English
- Graduation rates
- GED graduations
- State Boards passed with certificate programs ... LPN, COS
- BOCES incident reports
- Student of the month

Dutchess County BOCES Professional Development Needs Assessment

Welcome to the Dutchess County BOCES Professional Development Needs Assessment. The information gathered in this survey will assist in shaping the direction of Professional Development at Dutchess County BOCES. This survey will help to focus on the professional development needs in our district in an effort to increase student achievement. Your time is appreciated.

This survey must be completed in one sitting. We ask that you answer the questions as accurately as possible. All responses to this survey will be anonymous. When completing this form, hit “Next” at the bottom of each page and “Submit” at the end of the survey. Make sure your answers are complete as you can not use the “back” button during the survey.

On behalf of the Professional Development Plan Committee, we would like to thank you for taking the time to complete this survey.

Building/Division:

- BETA
- CTI
- SPED
- Adult Ed.
- Other

Grade level currently teaching (check all that apply):

- K-2
- 3-5
- 6-8
- 9-12

Total number of years teaching experience:

- 1-3
- 4-6
- 7-10
- 10-15
- 15+

Total number of years teaching in this school district:

- 1-3
- 4-6
- 7-10
- 10-15
- 15+

In relation to **Curriculum & Instruction** in your building/division, please rate the following statements:

- Lessons in my classroom are differentiated based on student ability

- Higher level thinking skills are incorporated into my lessons
- Learning activities in my classroom are designed to actively engage students
- There is a clear link between student assessment and instructional activities
- I utilize student achievement data to inform instruction
- I set high expectations for students
- The curriculum used in my classroom is aligned with state, local or industry standards
- Strategic and building level goals are used to inform instruction and planning in my classroom

In relation to **Collaboration** in your building/division, please rate the following statements:

- Opportunities for collaboration are provided
- Time is allocated to foster communication (i.e.: team meetings, dept. meetings, etc)
- Teachers and administrators engage in collaborative decision making
- Grade level conversations exist that result in an alignment of the curriculum
- Cross grade level conversations exist that result in an alignment of the curriculum

In relation to **Learning Environment** in your building/division, please rate the following statements:

- Teachers support and encourage each other
- Clear behavioral expectations are consistently applied to all students
- The current learning environment fosters student success

In relation to **Professional Development**, please rate the following statements:

- Staff members are actively encouraged to take advantage of professional development opportunities
- A variety of pertinent professional development opportunities are offered
- Long-term professional development is supported and sustained
- Professional development supports school/division/BOCES goals
- Professional educational research materials and journals are available
- Job-embedded follow up exists in relation to past professional development experiences

Review the list of professional development topics below. Identify five areas most applicable in meeting your professional development needs in an effort to increase student achievement:

- | | |
|---|--|
| Instructional Strategies | Data Analysis |
| Differentiated Instruction | Action Planning |
| Effective teaching practices | Assessment |
| ESL Strategies | Measuring Achievement through Progress |
| Leadership Development | Monitoring |
| School Culture and Climate | Job embedded follow up |
| Classroom Management | Curriculum Integration |
| Establishing a Learning Environment | Content/Subject specific Professional |
| Learning Contracts | Development |
| Discipline Management | Skill Building |
| Personal Professional Development (time management/ stress reduction, investing for retirement, etc. :) | Dealing with Bullying |
| | Early Intervention Techniques |
| | Working with Rubrics |

Building Shared Knowledge
Collaboration among staff
Managing Student Diversity
Crisis Management
Collaboration
Mentoring
Modeling

Peer Coaching
Parent communications
Collegial Circles or Share Sessions
Peer Review
Technology Integration
Video Conferencing / Distance Learning
Other:

Please choose three preferred delivery formats:

- Instructor led
- Hands-on
- Collegial Circles/Study Groups/Share sessions
- Independent Study
- Distance Learning
- Computer Based (Online) Learning
- Video Tapes
- Job-Embedded Training

Please choose your preferred time for professional development delivery:

- Workday (students not in session)
- During school hours
- Summer
- After-school sessions
- Job-embedded

BOCES Professional Development Plan
Attachment II: Needs Assessment Prioritizing

Congruence between student and teacher needs and district goals and objectives will determine plan priorities.

Student Performance Deficiency	Teacher Content / Practice Needs	District Goal / Objective Number
Student achievement English, Math, Social Studies, Science and the Trades	Provide knowledge and opportunity of the processes of curriculum mapping and curriculum alignment in relation to the NYS Learning Standards and National Skill Standards; provide opportunities to increase content and specialty area knowledge; provide opportunities to learn and use appropriate teaching strategies; provide opportunities to learn to design formative assessments; to develop the habits of data-driven practice; to support the effective integration of technology with curriculum and instruction; and to support the acquisition of both basic & new computer skills, software, and tools	Goal #1: By 2008, to improve student achievement as measured by performance on NYS Standards & Assessments as well as National Skills Standards
Student achievement English, Math, Social Studies, Science and the Trades	Establish a permanent Professional Development Committee; implement the institutionalization of collegial structures; provide knowledge and skills related to effective communication	Goal #2: By 2008, to foster & develop a community of learners as measured by increased participation in school-wide and BOCES-wide systems

BOCES Professional Development Plan
Attachment II: Needs Assessment Prioritizing

Congruence between student and teacher needs and district goals and objectives will determine plan priorities.

Student Performance Deficiency	Teacher Content / Practice Needs	District Goal / Objective Number
Student achievement, attendance, drop-out, and program completion rates	Provide knowledge, skills, strategies and structures that promote positive behavior in all students	Goal # 3: During the 2005-2006 school year, to provide training to ensure student wellness and safety as measured by attendance, drop-out rate, student achievement, and program completion

BOCES Professional Development Plan

Attachment III: District Resources

What professional development funds, staff resources, external professional development providers, and other human and fiscal resources are available or may be developed in your community?

Identify the internal and external resources you will use to help you meet your goals (check all that apply):

Fiscal Resources:

Goals 2000

Dwight D. Eisenhower

Staff Resources:

Curriculum Developers

Content Specialists

Exemplary Teachers

Providers:

Institutions of Higher Education

Teacher Resource Centers

BOCES (e.g. SCDN, SETRC, BETAC)

Community:

Major Employers

Community-Based Organizations

Parents

Please identify any funds the district has received for professional development which are not used to implement this plan and why.

(NONE)

The Dutchess County BOCES Professional Development Budget includes technology integration, tuition reimbursement, conferences, summer curriculum work, mentoring stipends and superintendent’s conference days. A minimum of \$200,000.00 will be set aside yearly for the application and implementation of professional development. The projected Budget for the 2005-2006 Academic year is as follows:

	2005 – 2006 Budget
Mylearningplan.com	\$4,000
Tuition Reimbursement	\$59,077
Conferences	\$92,310
Summer Curriculum Work	\$4,000
Mentoring Stipends	\$9,000
Superintendent’s Conference Days	\$2,500
Technology Integration (Model Schools)	\$44,000
Total Budget	\$214,887

BOCES Professional Development Plan

Attachment IV: Implementation Plan

Goal # 1: By June 2008, to improve student achievement as measured by performance on New York State Standards and Assessments

Objective 1A: Refine and implement curricula (K-12) which are aligned with the NYS Learning Standards

Strategy	Activity	Responsible Party	Timeframe	Assessment
Curriculum Development: Review and update curriculum	Grade level, department and faculty meetings; building team participation; Superintendent's Conference Day participation; Division Meetings, Curriculum development projects	All Schools – staff, principals, district administrators, Educational Resources staff	2005-2006	Revised Curriculum
Curriculum Development: Align Curriculum with New York State Learning Standards	Grade level, department and faculty meetings; building team participation; Superintendent's Conference Day participation; Division Meetings, Curriculum alignment projects	All Schools – staff, principals, district administrators, Educational Resources staff	2005-2006	Aligned Curriculum
Curriculum Development: Align Curriculum with National Skill Standards	Grade level, department and faculty meetings; building team participation; Superintendent's Conference Day participation; Division Meetings, Curriculum alignment projects	Alternative Education and the Career and Technical Institute	2005-2006	Aligned Curriculum

BOCES Professional Development Plan

Attachment IV: Implementation Plan

Goal # 1: By June 2008, to improve student achievement as measured by performance on New York State Standards and Assessments

Objective 1A: Refine and implement curricula (K-12) which are aligned with the NYS Learning Standards

Strategy	Activity	Responsible Party	Timeframe	Assessment
Development of Content/Specialty Area Knowledge: Provide opportunities for staff to enhance their content knowledge in the following areas: Literacy, Numeracy, Science, Social Studies	Grade level, department and faculty meetings; building team participation, Superintendent's Conference Day participation/Professional Development	All Schools – staff, principals, Educational Resources staff, Superintendent's Conference Day Committee, Professional Development Committee	2005-2006 Targeted Superintendent's Conference Day: 2/17/2006	Student performance on state assessments; Evidence of participation in meetings & Superintendent's Conference Days; Evidence of participation in professional development
Development of Content/Specialty Area Knowledge: Provide opportunities for staff to enhance their specialty area knowledge in the following area: Special Education	Grade level, department and faculty meetings; building team participation, Superintendent's Conference Day participation & Professional Development; Monthly CSE meeting participation	All Schools – staff, principals, Educational Resources staff, Superintendent's Conference Day Committee, Professional Development Committee	2005-2006 Targeted Superintendent's Conference Day: 2/17/2006	Student performance on state assessments; Evidence of participation in meetings & Superintendent's Conference Days; Evidence of participation in professional development; APPR

BOCES Professional Development Plan

Attachment IV: Implementation Plan

Goal # 1: By June 2008, to improve student achievement as measured by performance on New York State Standards and Assessments

Objective 1A: Refine and implement curricula (K-12) which are aligned with the NYS Learning Standards

Strategy	Activity	Responsible Party	Timeframe	Assessment
Development of Content/Specialty Area Knowledge: Provide opportunities for staff to enhance their specialty area knowledge in the following area: Alternative Education	Grade level, department and faculty meetings; building team participation, Superintendent's Conference Day participation & Professional Development; Monthly CSE meeting participation	All Schools – staff, principals, Educational Resources staff, Superintendent's Conference Day Committee, Professional Development Committee	2005-2006 Targeted Superintendent's Conference Day: 2/17/2006	Student performance on state assessments; Evidence of participation in meetings & Superintendent's Conference Days; Evidence of participation in professional development; APPR
Development of Content/Specialty Area Knowledge: Provide opportunities for staff to enhance their specialty area knowledge in the following area: Career & Technical Education	Grade level, department and faculty meetings; building team participation; Superintendent's Conference Day participation & Professional Development; related local and regional meetings and conferences	All Schools – staff, principals, Educational Resources staff, Superintendent's Conference Day Committee, Professional Development Committee	2005-2006 Targeted Superintendent's Conference Day: 2/17/2006	Student performance on state assessments; Evidence of participation in meetings & Superintendent's Conference Days; Evidence of participation in professional development; APPR

BOCES Professional Development Plan
Attachment IV: Implementation Plan

Goal # 1: By June 2008, to improve student achievement as measured by performance on New York State Standards and Assessments

Objective 1B: By June 2006, study and implement instructional strategies and practices that reach students at all levels of learning

Strategy	Activity	Responsible Party	Timeframe	Assessment
Best Practice: Assess what strategies teachers use to implement curriculum and BOCES goals	Participation in Teaching and Learning and Leading and Learning Series sponsored by Educational Resources	All Schools – faculty, principals, District Administrators, Educational Resources staff, Superintendent’s Conference Day Committee, Professional Development Committee	2005-2006	A list of best practices used by teachers to implement curriculum and BOCES goals
Pedagogy: Learn additional strategies as they relate to the implementation of curriculum and BOCES goals	Faculty meeting, building team participation, and Superintendence Conference Day Participation in professional development related to: Differentiated Instruction, Lesson Design, Intelligence Theory	All Schools – faculty, principals, District Administrators, Educational Resources staff, Superintendent’s Conference Day Committee, Professional Development Committee Educational Resources, Model Schools	2005-2006 Targeted Superintendent’s Conference Day: 11/1/2005	Evidence of attendance at workshops and Superintendent’s Conference Days; Evaluation of professional development; implementation surveys; APPR

BOCES Professional Development Plan

Attachment IV: Implementation Plan

Goal # 1: By June 2008, to improve student achievement as measured by performance on New York State Standards and Assessments

Objective 1C: During the 2005-2006 school year, learn to design formative assessments to evaluate student learning by grade and subject

Strategy	Activity	Responsible Party	Timeframe	Assessment
Tools: Inventory local assessments	Formative Assessment Professional Development Projects sponsored by Educational Resources	Educational Resources, principals, faculty, Professional Development Committee	2005-2006	Increased student performance on state assessments; evidence of participation in professional development; evidence of integration of new skills acquired; implementation surveys; APPR
Tools: Assess teachers' knowledge of designing formative assessments	Formative Assessment Professional Development Projects sponsored by Educational Resources	Educational Resources, principals, faculty, Professional Development Committee	2005-2006	Increased student performance on state assessments; evidence of participation in professional development; evidence of integration of new skills acquired; implementation surveys: APPR

BOCES Professional Development Plan

Attachment IV: Implementation Plan

Goal # 1: By June 2008, to improve student achievement as measured by performance on New York State Standards and Assessments

Objective 1C: During the 2005-2006 school year, learn to design formative assessments to evaluate student learning by grade and subject

Strategy	Activity	Responsible Party	Timeframe	Assessment
Tools: Study formative assessment design	Formative Assessment Professional Development Projects sponsored by Educational Resources	Educational Resources, principals, faculty, Professional Development Committee	2005-2006	Increased student performance on state assessments; evidence of participation in professional development; evidence of integration of new skills acquired; implementation surveys; APPR

BOCES Professional Development Plan

Attachment IV: Implementation Plan

Goal # 1: By June 2008, to improve student achievement as measured by performance on New York State Standards and Assessments

Objective 1D: By June 2006, develop data-driven practice

Strategy	Activity	Responsible Party	Timeframe	Assessment
Data Analysis & Decision Making: Support the effective integration of technology with curriculum and instruction to meet the NYS Learning Standards and Assessments as well as the National Skill Standards and appropriate assessments	Model Schools participation/Professional development workshops (44 days available) including: DataMentor2, Multiple Choices, Preparing for the Math A Assessment, Data Analysis	Building Level Administrators, Model Schools, Professional Development Committee, Site Based Teams, Educational Resources, Superintendent's Conference Day Committee	2005-2006 Targeted Superintendent's Conference Day: 10/11/05	Evidence of attendance at workshops, Superintendent's Conference Days; implementation surveys; evidence of teacher use of data to group students for instruction; evidence of teacher use of data to evaluate curriculum & plan instruction accordingly; APPR

BOCES Professional Development Plan

Attachment IV: Implementation Plan

Goal # 1: By June 2008, to improve student achievement as measured by performance on New York State Standards and Assessments

Objective 1D: By June 2006, develop data-driven practice

Strategy	Activity	Responsible Party	Timeframe	Assessment
Data Analysis & Decision Making: Assist teachers efforts to analyze assessment results and identify performance gaps and needs	ER workshops by content area; Superintendent's Conference Day participation	Building Level Administrators, Model Schools, Professional Development Committee, Site Based Teams, Educational Resources, Superintendent's Conference Day Committee	2005-2006	Evidence of attendance at workshops, Superintendent's Conference Days; implementation surveys; evidence of teacher use of data to group students for instruction; evidence of teacher use of data to evaluate curriculum & plan instruction accordingly; APPR

BOCES Professional Development Plan

Attachment IV: Implementation Plan

Goal # 1: By June 2008, to improve student achievement as measured by performance on New York State Standards and Assessments

Objective 1E: During the 2005-2006 academic year, facilitate the effective integration of instructional technology

Strategy	Activity	Responsible Party	Timeframe	Assessment
Curriculum Integration: Support the effective integration of technology with curriculum and instruction to meet the NYS Learning Standards and Assessments as well as the National Skill Standards with particular emphasis on Mathematics, English, Social Studies, Science, and the trades	Model Schools Participation/Professional development workshops designed for the integration of technology into Mathematics, English, Social Studies, Science, and the trades; Superintendent's Conference Day Participation	Building level administrators, Model Schools, Professional Development Committee, Site Based Teams, Superintendent's Conference Day Committee	2005-2006 Targeted Superintendent's Conference Day: 10/11/05	Evidence of attendance at workshops & Superintendent's Conference Days; implementation surveys; APPR
Skills Integration: Support teacher learning concerned with the development of basic computer skills, knowledge of existing software, and acquisition of new tools	Model Schools participation/Professional development workshops (i.e. Webquests, MS Office, Internet, E-mail, Inspiration, Compass Learning, Whiteboard)	Building level administrators, Model Schools, Professional Development Committee, Site Based Teams, Superintendent's Conference Day Committee	2005-2006 Targeted Superintendent's Conference Day: 10/11/05	Evidence of attendance at workshops & Superintendent's Conference Days; implementation surveys; APPR

BOCES Professional Development Plan

Attachment IV: Implementation Plan

Goal # 2: By June 2008, to foster and develop a community of learners as measured by increased participation in school-wide and BOCES wide systems

Objective 2A: By August 2005, to establish a permanent Dutchess County BOCES Professional Development Committee

Strategy	Activity	Responsible Party	Timeframe	Assessment
Establish a standing, permanent Professional Development Committee	Develop Professional Development Committee including administration and staff members (of which 3 should serve as current members of building-based teams). The charge of this newly established committee: to implement the 2005-2006 DC BOCES Professional Development Plan and support writing of annually required updates to the plan. Schedule regular meetings to best support the implementation of the 2005-2006 Professional Development Plan.	District Administration, Professional Development Committee members	2005-2006 On-going	Increased student achievement; written evaluation of all components of the 2005-2006 Professional Development Plan

BOCES Professional Development Plan

Attachment IV: Implementation Plan

Goal # 2: By June 2008, to foster and develop a community of learners as measured by increased participation in school-wide and BOCES wide systems

Objective 2B: During the 2005-2006 school year, implement the institutionalization of collegial structures

Strategy	Activity	Responsible Party	Timeframe	Assessment
Provide principals & staff with training in the development of collegial structures	In-Service courses/workshops (i.e. Collaborative Strategies, Mentoring Strategies, Sharing Best Practice, Co-teaching Strategies, Collegial & Reading Circles, Coaching Strategies, Effective Meeting Strategies, Collaborative Analysis of Student Work (CASL), Working with Paraprofessionals); Professional Development; Superintendent's Conference Days; Summer Institutes; Professional Conferences; Individual Teacher Consultation Model	District administrators, principals, building administrators, faculty, Professional Development Committee, Superintendent's Conference Day Committee, Educational Resources, SETRC, Model Schools	2005-2006	Increased Student Achievement; evidence of attendance at courses, workshops, Superintendent's Conference Days, institutes, conferences; implementation surveys; APPR

BOCES Professional Development Plan

Attachment IV: Implementation Plan

Goal # 2: By June 2008, to foster and develop a community of learners as measured by increased participation in school-wide and BOCES wide systems

Objective 2C: During the 2005-2006 school year, to implement effective communication strategies with both internal and external shareholders

Strategy	Activity	Responsible Party	Timeframe	Assessment
Provide opportunities for administrators and staff to study strategies for effective communication via traditional and electronic means	Parent: Offer professional reading related to making home to school connections and design reading circles to discuss the strategies studied	District administrators, principals, building administrators, Professional Development Committee, Educational Resources, SETRC, Model Schools	2005-2006	Evidence of participation in reading circles & professional development; implementation surveys; APPR
	Student: Offer professional reading related to making student to student and student to teachers relationships and design reading circles to discuss the strategies studied	District administrators, principals, building administrators, Professional Development Committee, Educational Resources, SETRC, Model Schools	2005-2006	Evidence of participation in reading circles & professional development; implementation surveys; APPR

BOCES Professional Development Plan

Attachment IV: Implementation Plan

Goal # 2: By June 2008, to foster and develop a community of learners as measured by increased participation in school-wide and BOCES wide systems

Objective 2C: During the 2005-2006 school year, to implement effective communication strategies with both internal and external shareholders

Strategy	Activity	Responsible Party	Timeframe	Assessment
	Teacher: Offer professional reading related to making teacher to teacher connections and design reading circles to discuss the strategies studied	District administrators, principals, building administrators, Professional Development Committee, Educational Resources, SETRC, Model Schools	2005-2006	Evidence of participation in reading circles & professional development; implementation surveys; APPR
	Teacher: Identify teacher “specialists” and make coaching opportunities available	District administrators, principals, building administrators, Professional Development Committee, Educational Resources, SETRC, Model Schools	2005-2006	Evidence of participation in reading circles & professional development; implementation surveys; APPR

BOCES Professional Development Plan

Attachment IV: Implementation Plan

Goal # 2: By June 2008, to foster and develop a community of learners as measured by increased participation in school-wide and BOCES wide systems

Objective 2C: During the 2005-2006 school year, to implement effective communication strategies with both internal and external shareholders

Strategy	Activity	Responsible Party	Timeframe	Assessment
	Administrator: Offer professional development related to making principal to faculty connections & design Reading circles to discuss the strategies studied	District administrators, principals, building administrators, Professional Development Committee, Educational Resources, SETRC, Model Schools	2005-2006	Evidence of participation in reading circles & professional development; implementation surveys; APPR
	Offer professional development workshops on the following topics: Website Development, Online Learning Environments, Distributed Learning, Video Over IP	District administrators, principals, building administrators, Professional Development Committee, Educational Resources, SETRC, Model Schools	2005-2006	Evidence of participation in reading circles & professional development; implementation surveys; APPR

BOCES Professional Development Plan

Attachment IV: Implementation Plan

Goal # 3: During the 2005-2006 school year, to provide training to ensure student wellness and safety as measured by attendance, dropout rate, student achievement, and program completion

Objective 3A: During the 2005-2006 school year, to develop strategies, structures and systems to promote positive behavior in all students

Strategy	Activity	Responsible Party	Timeframe	Assessment
Provide opportunities for administrators and staff to be trained in positive behavioral strategies	Workshops on: Positive behavior intervention; Preventing bullying; Development of social curriculum; Effective collaboration with component school districts; Effective approaches for at-risk students; Characteristics of appropriate learning environments	District administrators, principals, Professional Development Committee, Educational Resources, SETRC, Superintendent's Conference Day Committee	2005-2006	Evidence of workshop attendance; implementation surveys; improved student achievement; improved student attendance; improved drop-out rates; improved program completion rates; anecdotal notes/communication from parents