

**DUTCHESsBOCES**

PROFESSIONAL  
DEVELOPMENT  
PLAN

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2014 - 2016

JANUARY 2014

# Dutchess BOCES

## Professional Development Plan

**BEDS Code**

139-00-00

**Superintendent**

John C. Pennoyer

**Deputy Superintendent**

Linda A. Heitmann

**PDP Committee Facilitator**

Linda A. Heitmann

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**Years Plan is Effective: 2014 – 2016**

**Dutchess BOCES  
Professional Development Plan**

**Composition of Professional Development Team(s)**

(Majority of team members must be teachers)

**District Team (Required):**

- 4 Administrators/Staff
- 3 Teachers
- 1\* Other (specify roles below)

\*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: 3

Number of districts in which special education classrooms are located:

5 Districts – 18 Classrooms

# Forward

## **Background**

### ***Mission Statement***

The Dutchess Board of Cooperative Educational Services provides educational leadership through service, solutions and savings.

### ***Vision Statement***

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

### ***Goals Statement***

- I. Update the Strategic Plan
- II. In-Depth Study of Selected Programs in each Division
- III. Strengthen Service Partnerships with Component Districts
- IV. Facility/Construction Project

## **BOCES Statement**

Dutchess 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 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 BOCES component members are served by a staff of 35 Administrators, 310 teachers, teacher aides, and teacher assistants.

### ***Special Education***

The Dutchess 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.

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 170 students and Dutchess BOCES District-based classrooms have a current enrollment of 125 students (295 total students).

### ***Alternative Education***

The Dutchess 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 High School
- St. Francis Hospital Education Program
- Astor Partial Hospitalization 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 160 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 college and career options. Students spend half their school day at the Career & Technical Institute (or an off-site location) and the other half at their home school. More than twenty different courses are offered in six basic career clusters. Academic courses such as English, Math, Science, and Technology are integrated into the curriculum. The Common Core Learning and C-DOS Standards are integrated throughout all programs.

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 650 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.

<b>Participants</b>	<b>Names</b>	<b>Position</b>
Superintendent's Designee	Linda A. Heitmann	Deputy Superintendent
Administration	Norah Merritt	Executive Director of Educational Programs
	Jodi DeLucia	Director of Educational Resources
	Eileen Sikora	Associate Principal
Teachers	Jim Coleman	BETA
	Karen Dietz	CTI
	Jessica DeBartolo	SPC
	Adam Riehl	SPC
Curriculum Specialist	Rebecca Green	Staff Specialist 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 BOCES Administrative and Supervisory Association selected the administrator representative to the Professional Development Planning Committee.



## **Professional Development Philosophy of Dutchess BOCES**

Dutchess 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 and improved student outcomes
- Professional development will be designed in a collaborative manner
- Professional development will support the successful implementation of tenets of the Regents Reform Agenda including: Common Core Learning Standards, Data Driven Instruction, and Teacher and Leader Effectiveness
- 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 BOCES is committed to providing quality professional development opportunities to all faculty and staff members. On an on-going basis, Dutchess BOCES staff participates in professional development activities that are high quality, interesting, and current. 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.

<b>Type of Professional Development</b>	<b>Number of Days</b>	<b>Number of Hours</b>
Technology Integration	41	246
School Improvement	6	36
Educational Resources Professional Development Offerings	10	60
*Superintendent's Conference Days	5	30
*Professional Development focused Faculty / Team / Curriculum meetings	.25 x 8 per year = 2 days	12
<b>Total</b>	<b>60</b>	<b>360</b>

*\* Mandated professional development*

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

- Dutchess BOCES Annual Professional Performance Review
- Dutchess BOCES Teacher Mentoring Program
- Conferences / Online Courses
- In-service training
- Classroom visitations / Coaching activities / Turn-key training
- Curriculum writing (curriculum maps / gap analysis)
- University coursework
- Online courses / webinars
- Action research projects

Dutchess 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 BOCES teachers are currently offered over 175 hours of professional development in any single academic year.

## **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 Dutchess BOCES Professional Development Plan is aligned to the New York State tenets of the Regents Reform Agenda. A needs assessment was conducted to determine faculty and staff readiness in the areas of APPR (Teacher and Leader Effectiveness), Common Core Learning Standards, Data Driven Instruction, and Instructional Practices. The Dutchess BOCES professional development task force held regular meetings with representatives from all divisions to determine faculty and staff needs and provide professional development recommendations. The needs identified were uniform across division, schools, and grade levels. Student assessment data and teacher feedback were reviewed in order to determine grade/program specific needs and recommendations to support aligned professional development with and across grade levels. Additional data was collected and reviewed including the Dutchess BOCES Report Card: RCT, GED, Regents, New York State ELA and Math results, drop-out rates, and CTI student exit surveys.

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.

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 and areas directly with the tenets of the Regents Reform Agenda. The top professional development needs as identified by the faculty and staff of Dutchess BOCES are support with successful implementation and integration of the Common Core Learning Standards, Technology Integration and tools support, support for improving Teacher and Leader Effectiveness, and strategies for implementing Data Driven Instruction at the classroom level. 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

- Alternate assessments
- SED assessments (3-8 NYS ELA and Math)
- WIAT 3
- Locally Developed Assessments
- Reading Plus Reports
- Brigance
- Woodcock Johnson

### Alternative Education

- VADIR Reports
- GED / GED+ monthly testing, (HSE Testing)
- Metropolitan
- Regents
- ASVAB
- Quiet Room reports
- Incident reports
- LDA Assessments

### Career and Technical Education

- NOCTI exams
- 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
- LDA Assessments
- Attendance
- Discipline
- ClassMate Grading Data

**Internal Partners Professional Development Needs by Division**

A. Program/Division

- Administration
- Adult Education
- Alternative High School
- Business Office
- Career and Technical Institute
- Communications and Grants Research
- District-Based Classrooms
- Educational Resources
- Human Resources
- Itinerant Services
- Practical Nursing
- RSE-TASC
- Special Education

B. Please list any professional development activities that you have participated in during the 2013 and 2014 school year.

C. Position

- Building Administrator
- District Administrator
- Teacher
- Other \_\_\_\_\_

D. Grade level if applicable (check all that apply)

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

E. Total number of years' experience

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

F. What professional development opportunities can Dutchess BOCES offer to support your needs?



G. Which areas of professional learning would most enhance your skills?

**Adult Learning**

- Job Readiness
- Soft Skills
- Computer Training
- Online Assessment Environments (e.g. ProMetrics for Nursing Assistants; High School Equivalency exams)
- Other \_\_\_\_\_

**APPR**

- Lead Evaluator Training for Teacher Evaluators
- Lead Evaluator Training for Principal Evaluators
- The Danielson Model for Teacher Effectiveness
- The Marshall Model for Teacher Evaluation
- Other \_\_\_\_\_

**Business Office**

- The Initial and Final Service Request Process via WinCap Web
- Auditing Best Practices
- Other \_\_\_\_\_

**Common Core Learning Objectives**

- Assessment strategies to inform instruction
- Common Core Learning Shifts (ELA)
- Common Core Learning Shifts (Math)
- Common Core State Standards
- Leadership for successful implementation
- NYS ELA Modules
- NYS Math Modules
- Other \_\_\_\_\_

**Data Driven Instruction**

- Assessment data management/tracking strategies and tools
- Data Driven Instruction - classroom based
- Data Inquiry Teams
- NWEA MAPS assessment reports
- Other \_\_\_\_\_

**Facilities and Operations**

- Building Security
- Greeter Training
- Safety and Risk
- Other \_\_\_\_\_

**Human Resources**

- Negotiations
- Hiring Practices
- Other \_\_\_\_\_

**Instructional Practices / Other**

- DASA Training
- Differentiated Instruction
- Instructional Technology strategies to enhance learning
- Technology skills to enhance teaching
- Other \_\_\_\_\_

H. Please choose preferred delivery formats (check all that apply)

- Coaching
- Collegial Circles/Study Groups/Share Sessions
- Distance Learning
- Hands-on
- Job-Embedded Training
- Instructor led
- Online Learning

I. Please choose your preferred time for professional development delivery

- After-school sessions
- Conference Day(s)
- During school hours
- Job-embedded
- Summer

J. Please indicate any additional areas of professional development you have identified as a critical need.

**BOCES Professional Development Plan**  
**Attachment II: Professional Development Goals**

*By June 2014:*

1. To foster and advance student learning and progress toward College and Career Readiness, Dutchess BOCES will ensure all programs and practices are soundly grounded in the tenets of the Regents Reform Agenda including: Common Core Learning Standards for Math, Common Core Learning Standards for ELA and Literacy in History/Social Studies, Science and Technical Subjects, Data Driven Instruction and Teacher-Leader Effectiveness.
  
2. Dutchess BOCES will ensure administrators, teachers, and staff have the knowledge, skills, and strategies necessary to create a safe, and equitable learning environment for all students.
  
3. Dutchess BOCES will ensure an environment where all stakeholders have the opportunity to collaborate as educational partners.

**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 BOCES Professional Development Budget includes technology integration, tuition reimbursement, conferences, summer curriculum work, mentoring stipends and superintendent’s conference days. The projected budget for the 2014-2015 academic year is as follows:

	2014 – 2015 Budget
Mylearningplan.com	\$4,575
Tuition Reimbursement	\$18,500
Conferences	\$66,000
Summer Curriculum Work	\$4,000
Mentoring Stipends	\$3,090
Superintendent’s Conference Days	\$2,500
Technology Integration (Model Schools)	\$44,000
<b>Total Budget</b>	<b>\$142,665</b>

## BOCES Professional Development Plan

### Attachment IV: Implementation Plan

**Goal 1:** To foster and advance student learning and progress toward College and Career Readiness, Dutchess BOCES will ensure all programs and practices are soundly grounded in the tenets of the Regents Reform Agenda including: Common Core Learning Standards for Math, Common Core Learning Standards for ELA and Literacy in History/Social Studies, Science and Technical Subjects, Data Driven Instruction, and Teacher-Leader Effectiveness.

**Professional Development Target 1A:** Prepare instructional leaders and faculty in all frameworks, practices, and requirements of the New York State Common Core Learning Standards

**Objective 1A.1:** All teachers fully implement high quality, deeply rigorous, and fully aligned Common Core curriculum

Action	Assessment	Audience	Responsible Party	Time Frame
Provide facilitated planning and development of lessons and units incorporating the Common Core Learning Standards	Completed Common Core Units  Classroom Observations	All K-12 Teachers (CTI, In-District, Special Education, and Alternative Education)  Building Principals	Building Principals  Executive Director of Educational Programs  Educational Resources Specialists  Deputy Superintendent	June 2015
Provide a deep understanding of the demands set forth in the Tri-State Rubric <ul style="list-style-type: none"> <li>• Provide Overview Training</li> <li>• Offer facilitated review of Units and Lesson Plans using the Tri-State Rubric</li> </ul>	Completed Common Core Units  Attendance at Trainings	All K-12 Teachers (CTI, In-District, Special Education, and Alternative Education)  Building Principals	Executive Director of Educational Programs  Educational Resources Specialists  Deputy Superintendent	June 2014
Offer scheduled opportunities for instructional staff to collaborate with colleagues to align curriculum with the NYS Common Core Learning Standards, student needs, and to articulate within and across grade levels	Number of Collaborative Meetings Held  Team Meeting Minutes  Curriculum Review	All K-12 Teachers (CTI, In-District, Special Education, and Alternative Education)  Building Principals	Building Principals  Executive Director of Educational Programs  Educational Resources Specialists  Deputy Superintendent	Monthly

**BOCES Professional Development Plan  
Attachment IV: Implementation Plan**

**Goal 1:** To foster and advance student learning and progress toward College and Career Readiness, Dutchess BOCES will ensure all programs and practices are soundly grounded in the tenets of the Regents Reform Agenda including: Common Core Learning Standards for Math, Common Core Learning Standards for ELA and Literacy in History/Social Studies, Science and Technical Subjects, Data Driven Instruction and Teacher-Leader Effectiveness.

**Professional Development Target 1A:** Prepare instructional leaders and faculty in all frameworks, practices, and requirements of the New York State Common Core Learning Standards

**Objective 1A.2:** All instruction is constantly improving in its alignment to the NYS Common Core Learning Standards and Danielson’s Framework for Teaching (2007)

Action	Assessment	Audience	Responsible Party	Time Frame
Provide opportunities for teachers and leaders to enhance their understanding and ability to implement the CCLS instructional shifts in the “taught curriculum” <ul style="list-style-type: none"> <li>• Offer introductory training on the CCLS instructional shifts</li> <li>• Provide in-depth training on specific CCLS instructional shifts including resources, video, and lesson planning</li> </ul>	Workshop Attendance  Classroom Observations/Walkthroughs	All K-12 Teachers (CTI, In-District, Special Education, and Alternative Education)  Building Principals	Building Principals  Educational Resources Specialists  Executive Director of Educational Programs  Deputy Superintendent	On-Going
Provide professional development opportunities for teachers to build knowledge and skills associated with: <ul style="list-style-type: none"> <li>• best teaching practices aligned to the NYS Common Core Learning Standards and instructional shifts</li> <li>• Danielson’s Framework for Teaching (2007)</li> </ul>	Workshop Attendance	All K-12 Teachers (CTI, In-District, Special Education, and Alternative Education)  Building Principals	Executive Director of Educational Programs  Educational Resources Specialists  Deputy Superintendent	On-Going
Induct, train, and support novice teachers <ul style="list-style-type: none"> <li>• Provide opportunities for inter-classroom visitation</li> <li>• Implement the Dutchess BOCES Mentoring Plan</li> <li>• Provide new teacher induction training</li> <li>• Provide overview training on Danielson’s Framework for Teaching (2007)</li> </ul>	Number of Collaborative Meetings Held  Classroom Observations/Walkthroughs  Workshop Attendance	First and second year Teachers (CTI, In-District, Special Education, and Alternative Education)	Building Principals  Executive Director of Educational Programs  Deputy Superintendent	Quarterly

**BOCES Professional Development Plan  
Attachment IV: Implementation Plan**

**Goal 1:** To foster and advance student learning and progress toward College and Career Readiness, Dutchess BOCES will ensure all programs and practices are soundly grounded in the tenets of the Regents Reform Agenda including: Common Core Learning Standards for Math, Common Core Learning Standards for ELA and Literacy in History/Social Studies, Science and Technical Subjects, Data Driven Instruction and Teacher-Leader Effectiveness.

**Professional Development Target 1A:** Prepare instructional leaders and faculty in all frameworks, practices, and requirements of the New York State Common Core Learning Standards

**Objective 1A.3:** All teachers develop and assess student progress through formative and summative assessments aligned with the New York State Common Core Learning Standards.

Action	Assessment	Audience	Responsible Party	Time Frame
Provide collaborative opportunities to develop common interim assessments aligned with New York State Learning Standards.	Interim Assessments	All K-12 Teachers (CTI, In-District, Special Education, and Alternative Education)  Building Principals	Building Principals  Educational Resources Specialists  Executive Director of Educational Programs  Deputy Superintendent	On-Going
Provide collaborative opportunities to develop or update pre and post assessments aligned to Common Core Learning Standards for every course/grade level.	Pre Assessment Administration  Post Assessment Administration	All K-12 Teachers (CTI, In-District, Special Education, and Alternative Education)  Building Principals	Building Principals  Educational Resources Specialists  Executive Director of Educational Programs  Deputy Superintendent	June 2014



**BOCES Professional Development Plan  
Attachment IV: Implementation Plan**

**Goal 1:** To foster and advance student learning and progress toward College and Career Readiness, Dutchess BOCES will ensure all programs and practices are soundly grounded in the tenets of the Regents Reform Agenda including: Common Core Learning Standards for Math, Common Core Learning Standards for ELA and Literacy in History/Social Studies, Science and Technical Subjects, Data Driven Instruction and Teacher-Leader Effectiveness.

**Professional Development Target 1B:** Prepare instructional leaders and faculty in all frameworks, practices, and requirements of New York State Annual Professional Performance Review.

**Objective 1B.1:** All APPR processes are implemented rigorously by certified administrators and the information is used to support instructional improvement at all levels.

Action	Assessment	Audience	Responsible Party	Time Frame
<ul style="list-style-type: none"> <li>• Provide training on the evaluation rubrics and the process of evaluation in order to develop inter-rater reliability.               <ul style="list-style-type: none"> <li>○ Provide Overview Training in Danielson, 2007 and the Multidimensional Principal Performance Rubric</li> <li>○ Facilitated Data Collection opportunities offered through lesson plans, descriptions and videos.</li> <li>○ Providing evidence based on feedback (post assessment)</li> </ul> </li> </ul>	Workshop Attendance	All K-12 Teachers (CTI, In-District, Special Education, and Alternative Education)  Building Principals  Executive Director of Educational Programs  Deputy Superintendent	Building Principals  Educational Resources Specialists  Executive Director of Educational Programs  Deputy Superintendent	On-Going
<ul style="list-style-type: none"> <li>• Provide opportunities to attend training on SLO development and State Provided Growth Scores focusing on:               <ul style="list-style-type: none"> <li>○ Understanding Growth Measures</li> <li>○ Measuring quality, rigor and alignment of an SLO using the SLO Rigor Rubric</li> <li>○ Effectively use SLOs to improve teaching and learning</li> </ul> </li> </ul>	Workshop Attendance	All K-12 Teachers (CTI, In-District, Special Education, and Alternative Education)  Building Principals	Executive Director of Educational Programs  Educational Resources Specialists  Deputy Superintendent	June 2014
<ul style="list-style-type: none"> <li>• Provide training opportunities on data management tools to assist with success of APPR (i.e. MLP, OASYS, ClassMate, BOCES Direct, etc.)</li> </ul>	Workshop Attendance	Teacher Mentors  Building Principals  Executive Director of Educational Programs  Deputy Superintendent	Executive Director of Educational Programs  Educational Resources Specialists  Deputy Superintendent  Human Resources Administrator	May 2014

**BOCES Professional Development Plan  
Attachment IV: Implementation Plan**

**Goal 1:** To foster and advance student learning and progress toward College and Career Readiness, Dutchess BOCES will ensure all programs and practices are soundly grounded in the tenets of the Regents Reform Agenda including: Common Core Learning Standards for Math, Common Core Learning Standards for ELA and Literacy in History/Social Studies, Science and Technical Subjects, Data Driven Instruction and Teacher-Leader Effectiveness.

**Professional Development Target 1C:** Prepare instructional leaders and faculty in all frameworks, practices, and requirements of Data Driven Instruction/Inquiry.

**Objective 1C.1:** All teachers/leaders incorporate results from analysis of periodic common assessments and/or performance tasks to inform instruction and address student misconceptions and preconceptions.

Action	Assessment	Audience	Responsible Party	Time Frame
<ul style="list-style-type: none"> <li>• Provide opportunities for teachers/leaders to enhance their understanding of the Data Inquiry Cycle including:               <ul style="list-style-type: none"> <li>○ Overview training including protocols for data analysis meetings</li> <li>○ Facilitated test/task-in-hand data analysis training</li> </ul> </li> </ul>	Workshop Attendance Meeting Schedules Agendas Action Planning documents	All K-12 Teachers (CTI, In-District, Special Education, and Alternative Education)  Building Principals  Executive Director of Educational Programs  Deputy Superintendent	Building Principals  Educational Resources Specialists  Executive Director of Educational Programs  Deputy Superintendent	On-Going
<ul style="list-style-type: none"> <li>• Develop school-wide Data Teams and provide regular opportunities to review and analyze documents related to student learning.</li> </ul>	Workshop Attendance Meeting Schedules Agendas Action Planning documents	All K-12 Teachers (CTI, In-District, Special Education, and Alternative Education)  Building Principals  Executive Director of Educational Programs  Deputy Superintendent	Building Principals  Educational Resources Specialists  Executive Director of Educational Programs  Deputy Superintendent	On-Going

**BOCES Professional Development Plan  
Attachment IV: Implementation Plan**

**Goal 2:** Dutchess BOCES will ensure administrators, teachers, and staff have the knowledge, skills, and necessary strategies to create a safe and equitable learning environment for all students.

**Professional Development Target 2A:** Prepare all educators to interact in a safe, risk-taking environment.

**Objective 2A.1:** Foster an environment in which all educators know that professional and academic growth involves risk-taking, making mistakes, and perseverance.

Action	Assessment	Audience	Responsible Party	Time Frame
<ul style="list-style-type: none"> <li>• Provide opportunities for initial and/or ongoing training regarding school-wide behavior systems including, but not limited to:               <ul style="list-style-type: none"> <li>○ PBIS</li> <li>○ Character Education</li> </ul> </li> </ul>	Workshop Attendance	All K-12 Teachers (CTI, In-District, Special Education, and Alternative Education)  Building Principals  Executive Director of Educational Programs  Deputy Superintendent	Building Principals  Educational Resources Specialists  Executive Director of Educational Programs  Deputy Superintendent	On-Going
<ul style="list-style-type: none"> <li>• Provide time for administrators, faculty, and building committees to meet and analyze behavior data in order to:               <ul style="list-style-type: none"> <li>○ Set school wide expectations</li> <li>○ Monitor implementation for consistency</li> <li>○ Develop a list of internal and external resources to support school wide expectations</li> </ul> </li> </ul>	Meeting Agenda Artifacts	All K-12 Teachers (CTI, In-District, Special Education, and Alternative Education)  Building Principals	Executive Director of Educational Programs  Educational Resources Specialists  Deputy Superintendent	On-Going
<ul style="list-style-type: none"> <li>• Provide opportunities for entire BOCES faculty/staff to participate in planning and decision making through participation in one of five Task Forces: Professional Development, Communications and Public Relations, Building Partnerships, Countywide Events on the Special Ed. Campus, and Alternate Sources of Funding</li> </ul>	Partnership in Task Force	Teacher Mentors  Building Principals  Executive Director of Educational Programs  Deputy Superintendent	Executive Director of Educational Programs  Educational Resources Specialists  Deputy Superintendent	On-Going

**BOCES Professional Development Plan  
Attachment IV: Implementation Plan**

**Goal 3:** Dutchess BOCES will ensure an environment where stakeholders have the opportunity to collaborate as educational partners.

**Professional Development Target 3A:** Prepare all stakeholders to interact as a community in the education of our students.

**Objective 3A.1:** Dutchess BOCES will collaborate with parents and community to ensure active partnerships in our students' education.

Action	Assessment	Audience	Responsible Party	Time Frame
<ul style="list-style-type: none"> <li>Provide opportunities for administrators, faculty, and staff to meet and develop systemic processes to involve parents and families in their child's education.</li> </ul>	Meeting Attendance Process Documents	All K-12 Teachers (CTI, In-District, Special Education, and Alternative Education)  Building Principals  Executive Director of Educational Programs  Deputy Superintendent	Building Principals  Educational Resources Specialists  Executive Director of Educational Programs  Deputy Superintendent	On-Going
<ul style="list-style-type: none"> <li>Improve or develop systemic processes to involve community members and businesses as active partners in our students' education.</li> </ul>	Number of Opportunities that Students have been able to Learn from Community Members, Business Representatives, and/or Parents per Classroom	All K-12 Teachers (CTI, In-District, Special Education, and Alternative Education)  Building Principals	Executive Director of Educational Programs  Educational Resources Specialists  Deputy Superintendent	June 2014
<ul style="list-style-type: none"> <li>Provide opportunities for parents and families to learn about the Common Core State Standards and assessments and how the CCLS is implemented within specific buildings throughout the DC BOCES campus.</li> </ul>	Parent Night Attendance Informational Sessions	Teacher Mentors  Building Principals  Executive Director of Educational Programs  Deputy Superintendent	Executive Director of Educational Programs  Educational Resources Specialists  Deputy Superintendent	June 2014

**BOCES PROFESSIONAL DEVELOPMENT PLAN  
STATEMENT OF ASSURANCES**

The superintendent certifies that:

- Planning, implementation and evaluation of the professional development plan were conducted by a professional development team that included teachers, administrators, and others identified in the plan.
- The plan focuses on improving student performance and teacher practice as identified through data analysis.
- The plan describes professional development that:
  - Is aligned with state content and student performance;
  - Is articulated with and across grade levels;
  - Is continuous and sustained;
  - Indicated 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.
- The plan indicates an evaluation of the effectiveness of the professional development and a mechanism to adjust activities based upon the evaluation.
- The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

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Signature (Superintendent of Schools)

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(Date)