Dutchess**BOCES**

Professional

Development

Plan
2010 – 2013

June 2010

DutchessBOCES

Professional Development Plan

BEDS Code
139000000000

Superintendent
John C. Pennoyer

**Assistant Superintendent
for Educational Services
PDP Committee Facilitator**
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Years Plan is Effective: 2010 – 2013

DutchessBOCES
Professional Development Plan

Composition of Professional Development Team(s)
(Majority of team members must be teachers)

District Team (Required):

3	Administrators/Staff
6	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 – 17 Classrooms

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

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.   Raise the academic performance of all students in Dutchess County

II. Provide staff development appropriate to fulfill the BOCES mission

III. Collaborate with other BOCES, school districts and county agencies to fulfill the mission

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 2010 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 has a 2010 student enrollment of 1,197 students.

Dutchess BOCES in 2010 is 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. 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 (Providing and Education for Autistic and Communication Impaired Children Effectively) classes are designed for students with communication disorders including autism.

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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 2010 enrollment of 172 students and Dutchess BOCES District-based classrooms have a current enrollment of 121 students (293 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 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 2010 enrollment of 203 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. Thirty 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 BOCES has a written college articulation agreement. Over 93% 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 2010 enrollment of 701 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	Linda A Heitmann	Assistant Superintendent
Administration	Kenneth Louisjeune	Coordinator
	Susannah Renzi	Staff Specialist
	Eileen Sikora	Coordinator
Teachers	Ann Banas	Sp Ed - District
	Jim Coleman	BETA
	Karen Dietz	CTI
	Paula Goehring	SPC
	Melinda Reichlin	SPC
	Darlene Rivais	BETA
Curriculum Specialist	Jodi DeLucia	Coordinator
		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.

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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
- 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
- Implementation of the Professional Development Plan will occur annually as detailed in Attachment IV: Implementation Plan

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. One 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 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	6	36
Educational Resources Professional Development Offerings	10	60
Literacy Coach (SPED)	80	480
*Superintendent's Conference Days	3	18
*Professional Development focused Faculty / Team / Curriculum meetings	.25 x 8 per year = 2 days	12
Total	**140**	**840**

* 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
- Webinars

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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.

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 BOCES, SED benchmarks and goals, and the Dutchess BOCES Board goals. The New York State standards were an underlying foundation in the determination and identification of these goals. Needs assessment data were 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 were used to determine student learning gaps in both literacy and numeracy. These learning gaps clearly exist across grade levels for students attending Dutchess BOCES in every division. Reviews of NYS learning standards, as well as the BOCES report card, regional assessment data for special education students wide, 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 2008

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 71%. The disaggregated percentage for Students with Disabilities was 37%.

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

Postsecondary Education	-	5%
Unrelated Employment	-	3%
Other	-	0%
Unknown Completers	-	87%
Related Employment	-	3%
Unemployed	-	1%
Military	-	0%

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Performance of Alternative Education Students

In June of 2009, 214 students were enrolled in the Alternative Education Program. Eight (8) in grades 5-8, 201 in grades 9-12 HS Diploma, and five (5) in grades 9-12 HS Equivalency.

According to the 2008-2009 Dutchess BOCES Report Card, the number of students who:

- Returned to a school district program

  4 student(s) grades 5-8

- Remained in the BOCES program

  4 student(s) grades 5-8

  0 student(s) grades 9-12 HS Equivalency

- Left the program and did not enter another district or BOCES program (dropouts)

  11 student(s) grades 9-12 HS Diploma

  0 student(s) grades 9-12 HS Equivalency

- Are waiting for GED exam results

  0 student(s) grades 9-12 HS Equivalency

- Received High School Diplomas

  7 student(s) grades 9-12 HS Diploma

- Received High School Equivalency Diplomas

  5 student(s) grades 9-12 HS Equivalency

Performance of Special Education 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 2009	15	13	7	0	35	57%	20%	0
Elementary-level Mathematics May 2009	18	20	14	0	52	65%	27%	0
Middle-level English Language Arts January 2009	20	51	12	0	83	76%	14%	0
Middle-level Mathematics May 2009	31	26	11	1	69	55%	17%	0

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 each academic year in order to appropriately plan activities for the subsequent academic year.

Alignment of Educational Goals by Division

Division: <u>Career & Technical Education</u>

Identify Initial PDP Goals	*Identify Strategic Plan Goals*	*Identify SED Benchmarks & Goals*	*Board DS Goals*
GOAL 1.0 **To improve student achievement as measured by performance on New York State Assessments.**	**GOAL 1** Continue to monitor and improve student retention rates.	Learning Standards Core Curriculum Guidance Common Core Standards Initiative links can be found at: www.emsc.nysed.gov/ciai/	**GOAL 1** **Update the Strategic Plan**
Objective 1.1 Refine and implement curricula (K-12) which are aligned with the NYS Learning Standards.	**GOAL 2** Update and implement marketing plan for 2009-2010.	www.emsc.nysed.gov/workforce/ careerdevelopment/CTEadmin_ guidancehandbook_sept2004.doc	Activity 1.1 The District Superintendent will conference personally and individually with all Cabinet members and other divisional administrators and appropriate staff to assure that each divisional component of the BOCES Strategic Plan is updated.
Objective 1.2 Study and implement instructional strategies and practices that reach students at all levels of learning.	**GOAL 3** Long-term planning	cte.html www.emsc.nysed.gov/workforce/ cte/cte.html 2005-02-09	**GOAL 2** **In-Depth Study of Selected Programs in each Division**
Objective 1.3 Learn to design formative assessments to evaluate student learning by grade and subject.	**GOAL 4** Continue integration of Science, Technology, Engineering and Mathematics across all CTI curriculum clusters.		Activity 2.1 Each division will select two or three programs for in-depth presentation to the Board of Trustees as scheduled for regular monthly Board meetings. Example: for two (or three) vocational programs at CTI—review of curriculum, enrollment history; review of student performance indicators; possible testimonials from current/past students.

Identify Initial PDP Goals	Identify Strategic Plan Goals	Identify SED Benchmarks & Goals	Board DS Goals
Objective 1.4 Develop Data Driven Practice.			**GOAL 3** **Strengthen Service Partnerships with Component Districts**
Objective 1.5 Facilitate integration of instructional technology.			Activity 3.1 Each division will determine in divisional meeting(s) specific growth targets for expanding services to component districts.
GOAL 2.0 **To foster and develop a community of learners as measured by increased participation in school-wide and BOCES-wide systems.**			**GOAL 4** **Facility/Construction Project**
Objective 2.1 To establish a permanent Dutchess BOCES Professional Development Committee.			Activity 4.1 Complete the preparation and execution of plans for the public campaign bond issue.
Objective 2.2 To implement the institutionalization of collegial structures.			Activity 4.2 If the public approves the bond issue, work with the architect and construction manager to develop a construction plan, together with the target dates and responsibility assignments.

Identify Initial PDP Goals	Identify Strategic Plan Goals	Identify SED Benchmarks & Goals	Board DS Goals
Objective 2.3 To implement effective communication strategies with both internal and external shareholders.			
GOAL 3.0 **To provide training to ensure student wellness and safety as measured by attendance, dropout rate, student achievement, and program completion.**			
Objective 3.1 Develop strategies, structures, and systems to promote positive behavior in all students.			

Division: <u>Alternative and Special Education</u>

Identify Initial PDP Goals	*Identify Strategic Plan Goals*	*Identify SED Benchmarks & Goals*	*Board DS Goals*
GOAL 1.0 **To improve student achievement as measured by performance on New York State Assessments.**	**GOAL 1** Evaluate current curriculum materials for both Social Studies and Life Skills/Daily Living. Develop electronic mapping.	Learning Standards Core Curriculum Guidance Common Core Standards Initiative links can be found at: www.emsc.nysed.gov/ciai/	**GOAL 1** **Update the Strategic Plan**
Objective 1.1 Refine and implement curricula (K-12) which are aligned with the NYS Learning Standards.	**GOAL 2** Revise Alternative and Special Education Tech Plans.	www.vesid.nysed.gov/	Activity 1.1 The District Superintendent will conference personally and individually with all Cabinet members and other divisional administrators and appropriate staff to assure that each divisional component of the BOCES Strategic Plan is updated.
Objective 1.2 Study and implement instructional strategies and practices that reach students at all levels of learning.	**GOAL 3** Broaden the use of Literacy Coach and link Thinking Maps to literacy instruction at Salt Point Center.		**GOAL 2** **In-Depth Study of Selected Programs in each Division**
Objective 1.3 Learn to design formative assessments to evaluate student learning by grade and subject.	**GOAL 4** Improve student school environment/instruction through RTI and PBIS. Create community awareness of practice and strategies.		Activity 2.1 Each division will select two or three programs for in-depth presentation to the Board of Trustees as scheduled for regular monthly Board meetings. Example: for two (or three) vocational programs at CTI—review of curriculum, enrollment history; review of student performance indicators; possible testimonials from current/past students.

Identify Initial PDP Goals	Identify Strategic Plan Goals	Identify SED Benchmarks & Goals	Board DS Goals
Objective 1.4 Develop Data Driven Practice.			**GOAL 3** **Strengthen Service Partnerships with Component Districts**
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Identify Initial PDP Goals	Identify Strategic Plan Goals	Identify SED Benchmarks & Goals	Board DS Goals
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GOAL 3.0 **To provide training to ensure student wellness and safety as measured by attendance, dropout rate, student achievement, and program completion.**			
Objective 3.1 Develop strategies, structures, and systems to promote positive behavior in all students.			

3. *Identify how the data used support 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 five broad focus areas identified: content area development, instructional supports, positive behavior supports/classroom management, student development and assessment and RTI, 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.

__X__ School Report Card

_____ New York: The State of Learning (Chapter 655 Report)

__X__ BEDS data

_____ The CAR Report

__X__ Special designation schools, SURR, Title I

__X__ Student attendance rates

__X__ Graduation and drop-out rates

_____ Student performance results disaggregated by ethnicity, gender, SES, and other special needs

__X__ State benchmarks for student performance

_____ TIMSS report

_____ Student aspirations

__X__ Other student surveys

__X__ Longitudinal data

_____ Student/teacher ratios

_____ Teacher turnover rate

_____ Number of uncertified teachers

_____ Number of teachers teaching out-of-field

_____ Teacher proficiency data

__X__ Teacher surveys

_____ Teacher self-assessment

_____ Curriculum surveys

__X__ Community employment opportunities

__X__ 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 Technical 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 BOCES Professional Development Needs Assessment

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

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

Program/Division:
- Alternative High School
- CTI
- SPED
- Adult Education
- Other

Grade level currently teaching (check all that apply)
- K-2
- 3-5
- 6-8
- 9-12
- 12+

Total number of years teaching experience:
- 1-3
- 4-6
- 7-10
- 10-15
- 15+

Total number of years teaching in this BOCES:
- 1-3
- 4-6
- 7-10
- 10-15
- 15+

In relation to **Curriculum & Instruction** in your building/division, please rate the following statements:
- We have a curriculum document on file for each subject I teach
- This document is clearly aligned to state standards
- Student progress is guided by formative assessment
- Student progress is guided by summative assessment
- Lessons and assessments are linked to each other using state standards
- Student work is appropriately challenging

- I feel confident in my ability to create engaging lessons with high expectations

Comments:

- What do you consider to be your two greatest instructional strengths:
    - Differentiating your instruction
    - Incorporating higher level thinking into lessons
    - Use of engaging activities
    - Linking instruction and assessment
    - Setting high expectations for students
    - Alignment of my curriculum with all standards
    - Utilizing student achievement data to inform instruction
    - Other

- What do you consider to be your two greatest instructional needs:
    - Differentiating your instruction
    - Incorporating higher level thinking into lessons
    - Use of engaging activities
    - Linking instruction and assessment
    - Setting high expectations for students
    - Alignment of my curriculum with all standards
    - Utilizing student achievement data to inform instruction
    - Other

In relation to **Collaboration** in your program/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

Comments:

In relation to **Learning Environment** in your program/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

Comments:

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

Comments:

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
Leadership Development	Assessment
Classroom Management	Measuring Achievement through Progress
Response to Intervention	Job embedded follow up
Literacy Instruction	Content/Subject specific Professional Development
Positive Behavior Strategies	Special Education Delivery
Curriculum Alignment	Thinking Maps
Curriculum Mapping	Parent Communications
Technology Integration	

Please choose three preferred delivery formats:
- Instructor led
- Hands-on
- Collegial Circles/Study Groups/Share Sessions
- Distance Learning
- Online Learning
- Coaching
- Job-Embedded Training

Please choose your preferred time for professional development delivery:
- Conference Day(s)
- During summer hours
- Summer
- After-school sessions
- Job-embedded

BOCES Professional Development Plan

Attachment II: Professional Development Goals

By June 2013:

1. To ensure that there is a written curriculum for each subject that is rigorous, coherent, and aligned with either the New York State Standards, or nationally-recognized industry standards which forms the basis for all classroom instruction.

2. To ensure that all teachers use a variety of instructional strategies and resources to address the needs of all students.

3.   To ensure that all teachers use a wide range of assessment strategies including National/State/local tests, high quality formative and summative assessments, and informal classroom evaluations to determine student progress and achievement for instructional planning.

4.   To ensure that our schools use disaggregated student data and other evidence of student learning to determine student needs, to monitor student progress, and to help sustain continuous student growth.

5. To ensure that our educators are able to create safe, secure, supportive, and equitable learning environments for all students.

6. To ensure that our educators have the knowledge, skills, and opportunity to collaborate in a respectful and trusting environment.

7. To ensure that our educators have the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.

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:

__X__ Curriculum Developers

__X__ Content Specialists

__X__ Exemplary Teachers

Providers:

__X__ Institutions of Higher Education

__X__ Teacher Resource Centers

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

Community:

_____ Major Employers

__X__ 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. A minimum of $160,000.00 will be set aside yearly for the application and implementation of professional development. The projected Budget for the 2010-2011 Academic year is as follows:

	2010 – 2011 Budget
Mylearningplan.com	$1,250
Tuition Reimbursement	$26,051
Conferences	$71,480
Summer Curriculum Work	$1,500
Mentoring Stipends	$10,000
Superintendent's Conference Days	$2,500
Technology Integration (Model Schools)	$47,000
Total Budget	**$159,781**

Curriculum

Goal # 1: By June 2013, to ensure that there is written curriculum for each subject that is rigorous, coherent, and aligned with either the New York State standards or nationally-recognized industry standards which form the basis for all classroom instruction.

Action	Audience	Responsible Party	Timeframe	Assessment
Objective 1A: Complete all core curriculum documents	K-12 Teachers Pupil Personnel Staff	Director of Special/Alternative Education Building Administrators Coordinator of Educational Resources	2010-2013	Completed core curriculum documents
Objective 1B: Develop curriculum maps that link curriculum, instruction, and assessment	K-12 Teachers Pupil Personnel Staff	Director of Special/Alternative Education Building Administrators Coordinator of Educational Resources	2010-2013	Completed curriculum maps

Curriculum

Goal # 1: By June 2013, to ensure that there is written curriculum for each subject that is rigorous, coherent, and aligned with either the New York State standards or nationally-recognized industry standards which form the basis for all classroom instruction.

Action	Audience	Responsible Party	Timeframe	Assessment
Objective 1C: Utilize selected technology template for curriculum mapping	K-12 Teachers Pupil Personnel Staff	Director of Special/Alternative Education Building Administrators Coordinator of Educational Resources	2010-2013	Completed electronic curriculum maps

Teaching and Learning

Goal # 2: Alternative and Special Education - By June 2013, to ensure that all teachers use a variety of instructional strategies and resources to address the needs of all students.

Action	Audience	Responsible Party	Timeframe	Assessment
Objective 2A: Provide explicit strategy instruction across the content areas – Focus on mathematics, science, and literacy	K-12 Teachers Pupil Personnel Staff	Director of Special/Alternative Education Building Administrators Coordinator of Educational Resources RSE-TASC SESIS	2010-2013	Training materials Evidence of participation in professional development Professional development evaluations Implementation surveys
Objective 2B: Provide training in strategies for differentiating instruction	K-12 Teachers Pupil Personnel Staff	Director of Special/Alternative Education Building Administrators Coordinator of Educational Resources RSE-TASC SESIS	2010-2013	Lesson plans Training materials Evidence of participation in professional development Professional development evaluations Implementation surveys

Teaching and Learning

Goal # 2: Alternative and Special Education - By June 2013, to ensure that all teachers use a variety of instructional strategies and resources to address the needs of all students.

Action	Audience	Responsible Party	Timeframe	Assessment
Objective 2C: Provide training in Tier III intervention strategies	K-12 Teachers Pupil Personnel Staff	Director of Special/Alternative Education Building Administrators Coordinator of Educational Resources RSE-TASC SESIS	2010-2013	Training materials Evidence of participation in professional development Professional development evaluations Implementation surveys RTI documents
Objective 2D: Provide training for students' development of 21st Century skills	K-12 Teachers Pupil Personnel Staff	Director of Special/Alternative Education Building Administrators Model Schools Staff Specialists	2010-2013	Training materials Evidence of participation in professional development Professional development evaluations Implementation surveys

BOCES Professional Development Plan
Attachment IV: Implementation Plan

Teaching and Learning

Goal # 2: Career and Technical Education - By June 2013, to ensure that all teachers use a variety of instructional strategies and resources to address the needs of all students.

Action	Audience	Responsible Party	Timeframe	Assessment
Objective 2A: Provide training in the integration of academics	CTI Faculty	Principal, CTI CTI Administrators	2010-2013	Training materials Evidence of participation in professional development Professional development evaluations Implementation surveys
Objective 2B: Provide training for students' development of higher order thinking skills and processes	CTI Faculty	Principal, CTI CTI Administrators Coordinator of Educational Resources	2010-2013	Training materials Evidence of participation in professional development Professional development evaluations Implementation surveys Lesson plans

BOCES Professional Development Plan

Attachment IV: Implementation Plan

Teaching and Learning

Goal # 2: Career and Technical Education - By June 2013, to ensure that all teachers use a variety of instructional strategies and resources to address the needs of all students.

Action	Audience	Responsible Party	Timeframe	Assessment
Objective 2C: Provide training in teaching the adult learner	CTI Faculty	Principal, CTI CTI Administrators Adult Education Administrators Coordinator of Educational Resources	2010-2013	Training materials Evidence of participation in professional development Professional development evaluations Implementation surveys
Objective 2D: Provide training for students' development of 21st Century skills	CTI Faculty	Principal, CTI CTI Administrators Model Schools Staff Specialists	2010-2013	Training materials Evidence of participation in professional development Professional development evaluations Implementation surveys

Assessment

Goal # 3: By June 2013, to ensure that all teachers use a wide range of assessment strategies including National/State/local tests, high quality formative and summative assessments, and informal classroom evaluations to determine student progress and achievement for instructional planning.

Action	Audience	Responsible Party	Timeframe	Assessment
Objective 3A: Provide training in the development of formative assessments	K-12 Teachers K-12 Administrators	Assistant Superintendent Educational Services Director of Special/Alternative Education Building Administrators Coordinator of Educational Resources	2010-2013	Training materials Attendance Training Evaluations Formative assessments
Objective 3B: Provide training in the development of summative assessments	K-12 Teachers K-12 Administrators	Assistant Superintendent Educational Services Director of Special/Alternative Education Building Administrators Coordinator of Educational Resources	2010-2013	Training materials Attendance Training evaluations Summative assessments
Objective 3C: Provide training in the development of benchmark assessments	K-12 Teachers K-12 Administrators	Assistant Superintendent Educational Services Director of Special/Alternative Education Building Administrators Coordinator of Educational Resources	2010-2013	Training materials Attendance Training evaluations Benchmark assessments

BOCES Professional Development Plan

Attachment IV: Implementation Plan

Assessment

Goal # 3: By June 2013, to ensure that all teachers use a wide range of assessment strategies including National/State/local tests, high quality formative and summative assessments, and informal classroom evaluations to determine student progress and achievement for instructional planning.

Action	Audience	Responsible Party	Timeframe	Assessment
Objective 3D: Provide training in progress monitoring to ensure that students are meeting local, state, national and industry-based standards	K-12 Teachers K-12 Administrators	Assistant Superintendent Educational Services Director of Special/Alternative Education Building Administrators Coordinator of Educational Resources	2010-2013	Training materials Attendance Training evaluations Grade/record evidence

BOCES Professional Development Plan

Attachment IV: Implementation Plan

Data

Goal # 4: By June 2013, to ensure that our schools use disaggregated student data and other evidence of student learning to determine student needs, to monitor student progress, and to help sustain continuous student growth.

Action	Audience	Responsible Party	Timeframe	Assessment
Objective 4A: Provide training in the collection and recording of student assessment data	K-12 Teachers Pupil Personnel Staff	Assistant Superintendent Educational Services Director of Special/Alternative Education Building Administrators Coordinator of Educational Resources RSE-TASC SESIS	2010-2013	Training materials Attendance Training evaluations
Objective 4B: Provide training in the analysis and interpretation of formative and summative assessment data	K-12 Teachers Pupil Personnel Staff	Assistant Superintendent Educational Services Director of Special/Alternative Education Building Administrators Coordinator of Educational Resources RSE-TASC SESIS	2010-2013	Training materials Attendance Training evaluations
Objective 4C: Provide training in the use of assessment data to identify and develop instructional strategies	K-12 Teachers Pupil Personnel Staff	Assistant Superintendent Educational Services Director of Special/Alternative Education Building Administrators Coordinator of Educational Resources RSE-TASC SESIS	2010-2013	Training materials Attendance Training evaluations

BOCES Professional Development Plan

Attachment IV: Implementation Plan

Infrastructure for Student Success

Goal # 5: By June 2013, to ensure that our educators are able to create safe, secure, supportive, and equitable learning environments for all students.

Action	Audience	Responsible Party	Timeframe	Assessment
Objective 5A: Initiate or improve upon school-wide behavior systems that are developed and are consistently implemented by all staff members	K-12 Teachers Pupil Personnel Services Quality Improvement Team (AHS)	Director of Special/Alternative Education Building Administrators RSE-TASC SESIS	2010-2013	School-wide behavior plans
Objective 5B: Increase teachers' understanding of transition planning and goals	K-12 Teachers Pupil Personnel Services	Director of Special/Alternative Education Building Administrators RSE-TASC SESIS	2010-2013	Fully developed transition goals
Objective 5C: Annually study program completion and graduation rates	K-12 Teachers Pupil Personnel Services Quality Improvement Team (AHS)	Director of Special/Alternative Education Building Administrators RSE-TASC SESIS	2010-2013	Annual studies completed

Infrastructure for Student Success

Goal # 5: By June 2013, to ensure that our educators are able to create safe, secure, supportive, and equitable learning environments for all students.

Action	Audience	Responsible Party	Timeframe	Assessment
Objective 5D: Provide training in IEP development	K-12 Special Education Teachers	Director of Special/Alternative Education Building Administrators RSE-TASC SESIS	2010-2013	Fully developed IEP's
Objective 5E: Provide training in understanding, developing, and implementing both the Behavior Intervention Plan (BIP) and the Functional Behavior Assessment (FBA)	K-12 Special Education Teachers	Director of Special/Alternative Education Building Administrators RSE-TASC SESIS	2010-2013	Fully developed BIP's/FBA's

Attachment IV: Implementation Plan

Collaboration (internal partners)

Goal # 6: By June 2013, to ensure that our educators have the knowledge, skills, and opportunity to collaborate in a respectful and trusting environment.

Action	Audience	Responsible Party	Timeframe	Assessment
Objective 6A: Provide training in co-teaching strategies	K-12 Staff	Director of Special/Alternative Education Building Administrators Coordinator of Educational Resources RSE-TASC SESIS	2010-2013	Training descriptions Attendance Training evaluations Classroom strategies
Objective 6B: Ensure supports are in place that provide staff with regular opportunities to collaborate in professional learning communities	K-12 Staff	Director of Special/Alternative Education Building Administrators Coordinator of Educational Resources RSE-TASC SESIS	2010-2013	School schedules Building meetings

Collaboration (internal partners)

Goal # 6: By June 2013, to ensure that our educators have the knowledge, skills, and opportunity to collaborate in a respectful and trusting environment.

Action	Audience	Responsible Party	Timeframe	Assessment
Objective 6C: Initiate the development of school-wide Data Teams	K-12 Faculty	Assistant Superintendent Educational Services Director of Special/Alternative Education Building Administrators Coordinator of Educational Resources RSE-TASC SESIS	2010-2013	Data Team meeting schedules

BOCES Professional Development Plan
Attachment IV: Implementation Plan

Collaboration (external partners)

Goal # 7: By June 2013, to ensure that our educators have the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.

Action	Audience	Responsible Party	Timeframe	Assessment
Objective 7A: Improve or develop systemic processes to involve parents and families	K-12 Staff	Director of Special/Alternative Education Building Administrators Building Level Teams	2010-2013	Parent events Parent Associations Parent Support Groups
Objective 7B: Analyze possible barriers to academic progress that may include attendance, health/nutrition, and or family related issues	K-12 Staff	Director of Special/Alternative Education Building Administrators RSE-TASC SESIS Building Level Teams	2010-2013	Annual studies
Objective 7C: Improve or develop systemic processes to involve community members and businesses as active partners in our students' education	K-12 Staff	Director of Special/Alternative Education Building Administrators	2010-2013	Partnerships Community associations Community events

Attachment V: Detailed Site-based Recommendations

Alternative High School

Goal # 1A: Complete all core curriculum documents.

Action	Audience	Responsible Party	Timeframe	Assessment
Review current curriculum documents and update as needed for each subject taught. Provide support and direct instruction as needed on how to link content with NYS Standards and 21st Century skills.	Teachers	Educational Resources Alternative Education Teachers	2010-2011	Make sure there is a curriculum document on file/online for each subject taught

Attachment V: Detailed Site-based Recommendations

Alternative High School

Goal # 1B: Develop curriculum maps that link curriculum, instruction, and assessment.

Actions	Audience	Responsible Party	Timeframe	Assessment
Create subject quadrangles of teachers (jigsaw). Each quadrangle is assigned an instructional strand and should develop links to other three subjects as applicable. Each quadrangle's work is reviewed by another quadrangle and by the department chair or principal.	Subject Area Teachers Department Chairs	Subject Area Teachers	Quadrangles meet weekly for three weeks. Work is reviewed by another quadrangle during fourth week. 8-10 strands are worked on each school year until that curriculum is complete.	Timeline drives status since new strand is introduced every four weeks

Goal # 2D: Provide training for students' development of 21st Century skills.

Actions	Audience	Responsible Party	Timeframe	Assessment
Provide a self-paced online course to introduce 21st Century skills.	Teachers	Educational Resources	ongoing	Lesson plan books Curriculum documents that include these skills

BOCES Professional Development Plan

Attachment V: Detailed Site-based Recommendations

Alternative High School

Goal # 5B: Increase teachers' understanding of transition planning and goals.

Actions	Audience	Responsible Party	Timeframe	Assessment
Whole group training: state requirements, transition activities, and goal setting	Classroom Teachers Social Workers Administrators	Transition Counselor administrators	Monthly or bimonthly meetings culminating prior to IEP writing day	Transition reports

Attachment V: Detailed Site-based Recommendations

Career and Technical Institute

Goal # 2A: Provide training in the integration of academics.

Actions	Audience	Responsible Party	Timeframe	Assessment
• Schedule speaker (SCD Nov.) • Workshops on identifying STEM content in trade curricula • Research/visit other Zone 4 BOCES CTE divisions • Schedule collaborative planning • Pursue SED credit approval	CTI teachers	Eileen Sikora	Ongoing	Integration of academics into trade curricula

Attachment V: Detailed Site-based Recommendations

Career and Technical Institute

Goal # 2D: Provide training for students' development of 21st Century skills.

Actions	Audience	Responsible Party	Timeframe	Assessment
• Presentation of 21st Century skills overview • Provide support in developing project-based learning experiences • Arrange visits to Tech Valley High School • Identify participants in proposed Aquaponics project • Establish objectives for Aquaponics participants • Develop integrated units of study-based Aquaponics goals • Research possible implementation of Emerging Technologies Academy	CTI teachers	Mitchell Shron Barry Eyring Eileen Sikora	2010-2013	Implementation of building-wide project-based learning

Attachment V: Detailed Site-based Recommendations

Career and Technical Institute

Goal # 5A: Initiate or improve upon school-wide behavior systems that are developed and are consistently implemented by all staff members.

Actions	Audience	Responsible Party	Timeframe	Assessment
• Schedule PBIS training for staff • Create a Discipline Committee • Develop standard rubric of infractions and consequences	CTI teachers	Mitchell Shron	Implementation 2011	Review disciplinary referrals Review rubric annually

BOCES Professional Development Plan
Attachment V: Detailed Site-based Recommendations

Salt Point Center

Goal # 5A: Initiate or improve upon school-wide behavior systems that are developed and are consistently implemented by all staff members.

Goal #6B: Ensure supports are in place that provide staff with regular opportunities to collaborate in professional learning communities.

Actions	Audience	Responsible Party	Timeframe	Assessment
• Training for new teaching assistants and aides • Informal mentoring program to for new assistants and aides	Teaching Assistants Teacher Aides	Administrators	Two days to one week depending on the extent of training needed in order to best serve needs of the students	Formal teaching assistants/aides training program established

Attachment V: Detailed Site-based Recommendations

Salt Point Center

Goal # 6B: Ensure supports are in place that provide staff with regular opportunities to collaborate in professional learning communities.

Actions	Audience	Responsible Party	Timeframe	Assessment
Bi-Monthly meetings	Teachers (ADT, ABC, SPC, PEACCE)	Liaisons from House Program teams	Ten months	Periodic review Meeting minutes

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.

_____
Signature (Superintendent of Schools)

_____
(Date)