Ogdensburg City School District

Professional Development Plan
2019-2020

Ogdensburg City School District
Professional Development Plan

District Name: Ogdensburg City School

Beds Code: 512300010000

Superintendent: Kevin Kendall

Address: 1100 State Street, Ogdensburg NY13669

Phone: 315-393-0900

Fax: 315-393-2767

The Ogdensburg City School District encourages high academic excellence through integrated thematic educational experiences, enhanced by community collaboration to accommodate individual learning needs in heterogeneously grouped classrooms. We strive to develop self-actualized individuals who demonstrate high academic excellence, effective communication skills, critical thinking abilities, civic values and global awareness as we provide and support opportunities for life-long learning.

The Ogdensburg City School District will promote and support students as they explore and develop the skills needed to participate successfully in an ever-changing and diverse society striving to promote life-long learning and a variety of post-secondary education or training opportunities. Students are challenged to seek and become involved in educational opportunities that address their unique needs, interests, and strengths as involved and contributing citizens.

A graduate of the Ogdensburg City School District is expected to be an effective communicator, complex thinker and productive worker. These graduation standards are addressed in a fluid way throughout the pre-Kindergarten through 12th grade curriculum.

Table of Contents

I. Professional Development Planning Team

Name	**Title**
Kevin Kendall	Superintendent
Carrie Sholette	Title I Teacher
Jacquelyn Kelly	Principal
Paula Scott	Principal
David Price	Principal
Dianne Drayse-Alonso	Teacher
Bob Ladouceur	Ed Tech Specialist
Cindy Tuttle	Principal

A district team reviews and develops the Professional Development Plan (PDP). The Professional Development Planning Team has been actively involved in the following tasks:
- Data Analysis
- Prioritizing Needs
- Goal Setting
- Planning/Development Activities
- Plan Implementation
- Evaluation/Modifying Plan

II. Professional Development Plan Yearly Requirement and Compliance

This professional development plan is in compliance with Commissioner Regulations 100.2 (dd) that requires each district to collaboratively create professional development plans that are reviewed annually.

Additionally, professional development activities outlined in this plan provide teachers with the opportunities needed to meet and maintain the Continuing Teacher Leader Education (CTLE) requirements as defined by The Board of Regents in Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders.

The Ogdensburg City School District will provide Professional Certificate holders with certificates acknowledging completion of workshops, trainings, and professional development opportunities qualifying for CTLE credits. Such certificates will include participant's name, date of workshop, number of hours, topic, and type of activity or program.

The requirements of CR 100.2(dd) to have a Professional Development Plan for the succeeding school year have been met.

The Superintendent of the district will certify to the Commissioner that the requirements of the Professional Development Plan for the succeeding school year have been met, are compiled, and are applicable to the current school year.

The school district has complied with the Professional Development Plan applicable to the current school year.

The team will submit to the Board of Education a recommended Professional Development Plan by September 1. The Board of Education will evaluate the effectiveness of the plan and will adopt or recommend changes at a public meeting.

The purpose of this plan is to improve student learning by providing meaningful, focused, professional development opportunities that are aligned with the Learning Standards of New York State.

III.   Introduction

This Professional Development Plan for the Ogdensburg City School District describes a vision for adult learning that is collaborative, continuous, embedded in daily practice and focused on student achievement. This model builds on and strengthens the successes already evident in the district. We strive to strengthen this culture that supports adult learning by providing a framework that affords every educator an opportunity to enrich his/her practice.

Our approach to professional development is to make certain that all educators have the best possible skills, content knowledge, and preparation for teaching. The needs of learners in the twenty-first century demand innovative, progressive, and cutting-edge instruction.

The purpose of Ogdensburg City School District's professional development plan is to improve the quality of teaching and learning, and to directly align this plan with our continued commitment to putting students first, professionalism, instructional technology, respect for all, high expectations, learning standards, and shared decision-making.

Our professional development program is intentionally designed to build skills and capacities for improvement through comprehensive and ongoing learning. We believe that sound and practical professional development programs are positive links to establishing effective instructional practices that will enhance the knowledge of curriculum content, design and delivery.

As such, professional development in the Ogdensburg City School District will:
- reflect a commitment to ongoing and continuous professional development that is based on the analyses of multiple sources of data
- include sufficient time and follow up support provided to staff to master new content and strategies
- ensure that content of professional development focuses on what students need to know and be able to do and is explicitly linked to the effect on student learning
- make certain that content of professional development will provide opportunities to

gain an understanding of the theory underlying the knowledge (context) and skills being learned

- support the implementation of best practices as evidenced by research
- provide both a focus on instructional repertoire and content-specific skills. Instructional improvement requires that teachers possess a deeper understanding of both their academic disciplines and of specific pedagogical approaches
- impart opportunities to explore, question, and debate in order to integrate new ideas into classroom practice
- maintain a differentiated and developmental approach to meet individual and district needs relating to the teaching and learning process
- involve teachers in the identification of what they need to learn and in the development of the learning experiences in which they will be involved
- include the use of flexible times and models essential for successful implementation of professional development

Our comprehensive professional development plan promotes student achievement by providing learning opportunities for staff that is aligned with major school and/or district goals identified through regular needs assessments and a professional development planning process.

IV.   Needs Assessment

As part of the ongoing professional development planning cycle, the Ogdensburg City School District reviews multiple sources. The following items are analyzed annually to determine the focus and content of the professional development plan:

- Student Achievement Data
- School Report Card
- BEDS data
- NYS and District Assessments (e.g., 3-8 testing and Regents exams)
- Disaggregated Student Achievement Data
- Student Cohort Data
- Report Cards
- VADIR/DASA Reports
- Supervisor and Department Recommendations
- Counseling Records
- Student Attendance and Discipline reports
- Graduation and Drop-out Rates
- Special Education Identifications and Annual Reviews
- NYS Learning Standards
- College Placement Rates
- Academic Intervention Services and RTI Records
- Elementary Benchmark Reading Assessments
- College Boards (AP, SAT) Surveys
- Professional Development Needs Assessment Surveys
- Professional Development Evaluation/Feedback Surveys

- Additional Data Sources
- Longitudinal Student Performance Data
- Teacher Retention and Turnover Rates
- Professional Performance Reviews and Observations/Evaluations
- Program Evaluations
- SED Regulations and Mandates
- Mentor Program Evaluations

V.   Description of the Plan

The New York State Professional Development Standards and the related indicators will guide high quality professional development offered by providers. Use of the standards will increase coordination of effort and consistency in providing professional development to all school personnel ensuring consistent high quality professional development leading to increased student achievement.

The New York State Professional Development Standards are based on fundamental knowledge about contextual factors from converging research about effective professional development and its ultimate impact on student learning. They are aligned with New York State Learning Standards.

The Ten Standards for High Quality Professional Development

1. Designing Professional Development: Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.

2. Content Knowledge and Quality Teaching: Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

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

4. Collaboration: Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.

5. Diverse Learning: Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.

6. Student Learning Environments: Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.

7. Parent, Family and Community Engagement: Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.

8. Data-driven Professional Practice: Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.

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

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

All professional development is aligned with New York standards and assessments. Future professional development will emphasize and focus on improved student outcomes. New York State Learning Standards are being infused into all appropriate curriculum areas and more students will become involved and successful on the new state assessments.

Professional development opportunities currently existing are:

- Grade Level/Interdisciplinary Team/Department Meetings
- Collaborative Problem Solving Cadres
- Examining Student work
- Turn-Key Training
- Faculty meetings
- Staff Development Days
- Technology/Standards Support
- Coaching/Mentoring Program
- Teacher Center or BOCES workshops/trainings
- Workshops (standalone/embedded in meetings)
- Conferences
- Distance Learning/webinars
- Training of Trainers
- Peer collaboration and visitation
- Summer curriculum development
- Speakers/consultants invited to present or work with teachers on research based practices (e.g., vocabulary instruction, differentiated instruction, artists in residence)
- In-service/Research/Case Studies on specific topics
- Study Groups/Book Studies
- Action Research
- After school collaborative meetings
- District sponsored summer workshops/research programs
- Affiliation with an institute of higher education
- Graduate courses
- Online courses
- Professional Organizations and Networks

- Partnerships with Community, Business Industry, and Universities

The Professional Development Planning Team researched effective practices in professional development and meets to articulate and plan for professional development across grade levels.

Key ideas of effective professional development include:
- Ongoing, sustained professional development
- Adequately funded professional development
- Mentoring new teachers
- Data driven needs identified by student assessments
- Follow through provided on initiatives
- Focus in targeted areas
- Evaluate effectiveness
- Meeting identified needs
- Multi levels of training (awareness, in-depth, support of new skills)
- Integration of professional development into classroom practice
- Application to student /teacher needs
- Time allotment to be successful in professional development initiatives
- Enabling teachers to collaborate
- Based on current information, research, and data
- Result driven staff development will be driven by student results

The plan will incorporate as many of these practices as possible to ensure that professional development is continuous and sustained. Our professional development plan addresses the needs of staff at all stages of their careers and is applicable to professional and supplemental school staff in general education and special education. A sustained effort in these goal areas reflects a continuous systemic approach to improve student performance. As the result of focused involvement in professional development, instructional staff will better meet the needs of the students they teach. Many staff are involved in curriculum review and alignment of tasks to assure access to general education curriculum for all students.

The district will measure the impact of professional development on student achievement on all New York State tests. Increasing the number of students meeting proficiency in ELA and Math will indicate that classroom instruction is effective and meeting the needs of our students. Principal observations and evaluations (formal evaluations and informal "walk-throughs") will identify the use of effective classroom practices.

VI. Evaluation

A variety of needs assessments will be used to monitor the quality and effectiveness of each goal of the professional staff development program. From these assessments, gap analyses will determine adjustments relative to the overall and specific aspects of the staff development program.

A spring/summer annual review will be conducted by the Professional Development Planning Team to discuss the evaluation data and to discuss any changes that need to be made to this plan. The plan will be updated from that meeting will be sent to the Board of Education for review and approval.

The Professional Development Plan is created by a district committee for the purpose of improving the quality of teaching and learning. This plan ensures that teachers participate in substantial professional development to remain current and meet the learning needs of their students.

VII. New Registration and Continuing Teacher and Leader Education (CTLE)

New Statutory Definition of Continuing Teacher and Leader Education is as follows: "Activities designed to improve the teacher or leader's pedagogical and/or leadership skills, targeted at improving student performance, including but not limited to formal continuing teacher and leader education activities. Such activities shall promote the professionalization of teaching and be closely aligned to district goals for student performance which meet the standards prescribed by regulations of the Commissioner."

Any holder of a teaching certificate in the classroom teaching service, teaching assistant (Level III) certificate or an educational leadership certificate that is valid for life must register with NYSED every 5 years. Individuals who hold a professional certificate must complete 100 hours of continuing teacher and leader education, as defined by the Commissioner.

VIII. Provisions for Teachers Certified in Bilingual and English Language Learner (ELL) Education

Teachers possessing a Professional certificate in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension under section 80-4.3 of this Title must complete their CTLE hours with a minimum of 50 percent in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.

The Ogdensburg City School District's teachers will utilize the expertise and trainings provided by the Regional Bilingual Education- Resource Network and other approved providers to fulfill these requirements.

For all other faculty and staff, the Ogdensburg City School District meets* and will apply for an exemption from the professional development requirements in language acquisition for ELLs.

*There are fewer than 30 English language learner students enrolled or English language learners make up less than five percent of the Ogdensburg City School District's total student population as of such date as established by the commissioner.

IX.   Mentoring Program

The purpose of the Mentoring Program shall be to provide support for new teachers in the classroom teaching service in order to ease the transition from teacher preparation to practice. Mentoring fosters the professional development of new teachers while improving teacher effectiveness and daily instruction. As research shows, quality teachers make all the difference in a child's education. Mentoring develops quality teachers and is crucial to maximizing student achievement. The goal of the program is to enhance the teaching/learning environment in the classroom by assisting new teachers in effective daily instruction.

One of the five essential components of our Professional Development Plan is the Mentoring Program. As of February 2004, all new teachers in New York State must be mentored for one year to earn their Professional certification. The program offers a team approach to provide on going support, semi-monthly informational and support meetings, observational feedback, and in-service training.

The Mentoring Program includes:
- familiarizing new teachers with district policies and procedures
- pairing new teachers with mentors in their buildings
- an in-depth look at NYS Learning Standards and core curriculum
- instructional/classroom management strategies
- coordinating various assessments to match lesson objectives
- becoming aware of the types of resources available
- strategies for preparing students for State tests and District standardized tests

The Mentoring Program has been developed and implemented consistent with the Teachers Association (collective bargaining unit).

New teachers holding a professional certificate will have opportunities to maintain such certificates in good standing based upon successfully completing 100 hours of professional development every five years as prescribed in the Professional Development Plan requirements.

On average teachers will be involved in a minimum of 20 hours of professional development activities on an annual basis. All Level III teaching assistants and long-term substitute teachers participate in professional development activities. These hours come from Staff Development Days in the fall and spring.

All teachers will be provided professional development opportunities directly related to student learning needs as identified by multiple sources of data, including but not limited to school report cards, assessment data, teacher recommendation, etc.

The district receives teachers that have already gone through professional development on school violence prevention and intervention. This training is now a requirement for teaching certification. On-going training opportunities are available through SLL BOCES workshops and other conferences.

Professional development will be provided to all professional and supplementary school staff who work with students with disabilities.

X.   Provisions for School Violence Prevention and Intervention Training

Ogdensburg City School District is committed to hiring teachers who have fulfilled the requirements of certification, including participation in workshops covering school prevention and intervention. Such workshops shall consist of at least two clock hours of training that includes but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations, and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

The Ogdensburg City School District will provide refreshers on school violence prevention and intervention yearly.

XI.   Record Keeping

The district will maintain records of professional development successfully completed by all teachers and especially for certificate holders. These records will be kept electronically and retained by the school district for at least seven years from the date of completion of the professional development by the professional certificate holder and shall be available for review.

The district will maintain documentation of the implementation of the mentoring program described in the professional development plan. This information will be maintained by the school district for at least seven years from the date of completion of the mentoring activity and shall be available for review.

XII. Annual Adoption

The plan has been reviewed and/or revised in accordance with the most current version of 100.2 (dd).

The plan or the annual update to the plan will be adopted at a public meeting by the Board of Education.

XIII.   Goals and Implementation Plans for Professional Development

The following professional development goals and objectives have been identified for the 2019-2020 school year. The goals are arranged into six areas or tenets taken from New York State Education Department: Comprehensive DTSDE School Framework developed for school and district improvement plans.

Systems and Organizations: Effective schools establish schoolwide systems and structures that promote continuous improvement and success for all students.

School Leadership: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students.

Curriculum: Effective schools provide students with rigorous, coherent, and relevant curricula that prepares students for success.

Instruction: Effective teachers engage with students in a manner that promotes mastery and allows students to stretch their knowledge and deepen their understanding.

Social and Emotional Learning: Effective schools develop a systematic approach to Social-Emotional Learning to ensure that all students can develop social-emotional learning skills necessary for success within and beyond school.

Family and Community Engagement: Effective schools develop a systematic approach to Parent and Community Engagement to empower parents to effectively advocate for their child's learning and for the improvement of the school.

http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/documents/DTSDEFramework2018-2019.pdf

The data collected, generated and analyzed by the District in conjunction with district and school level plans will support the goals, objectives, strategies, activities, and evaluations of this professional development plan.

XIV. Goals and Professional Development Activities

Tenet 1 - Systems and Organizations: Effective schools establish schoolwide systems and structures that promote continuous improvement and success for all students.

Goal: Develop building & district staff capability for addressing learning needs of all district students by effective support, supervision and evaluation of teachers, school building leaders, and district leaders, by effective staff assignments, support, and mentoring, and by providing staff with opportunities for continuous professional development.

Activities	Responsible	Time Frame	Evaluation
Strategy: The district will examine the school systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure all students are successful.			
Facilitation of district planning processes review.	Superintendent	Ongoing	Meeting minutes
Lead teacher evaluator trainings provided which will review updates of CTLE requirements.	Superintendent	Ongoing	Training conducted
Professional development on the use of the DTSDE district and school rubric to identify areas of need.	Superintendent	Ongoing	Training conducted
Staff training on the use of collaborative technologies for use in planning.	Superintendent	Ongoing	Training conducted
A consultant will work with teacher attendance mentors to establish roles, responsibilities, and expectations.	Assistant Superintendent	October 2019	Training conducted
Other possible PD activities to meet specific district's needs			
District Planning • District Policies and Procedures • Fiscal Responsibility • Contracts • Resources and Materials • NYSED Updates • Grant Writing • Enrollment Process	BOE, Superintendent, and District Level Administration	2019-2020	Measurable district improvement based on surveys, contracts, best practices, NYSED regulations, attendance, graduation rates and NYSED Report Card

• Technology			
Health and School Safety • CPR, AED, and FEMA • School Violence Prevention • Sexual Harassment Prevention Training • DASA Training • Right to Know • Social Emotional Health and Safety • Wellness			
Teacher Evaluation and Support • APPR • Teacher Mentoring Program			
Districtwide Services • Special Education • AIS-RTI			
District Comprehensive Improvement Plan (DCIP) • Data Analysis • District Planning			

Tenet 2 - School Leadership: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students.

Goal: District leaders will create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

Activities	Responsible	Time Frame	Evaluation
Strategy: School leaders ensure school community shares vision, mission/goals, makes strategic decisions to utilize resources, use APPR practices, and evidence-based systems to improve schoolwide practices.			
Continued calibration and training of administrators for teacher evaluations.	Superintendent	2019-2020	Training conducted
Professional development will be provided for school and district management: fiscal, instructional, human resource, technology, et. al.	District Level Administration	2019-2020	Training conducted
Professional development on data informed instruction – assessments, evaluation, student feedback, etc.	District Level Administration	2019-2020	Training conducted
Best practices about Effective Teaching Strategies will be shared at quarterly (November and January) faculty meetings in each school by the instructional coach and/or teacher volunteers.	Principals	2019-2020	Strategies shared
Principals will participate in the Leveraged Leadership Program to develop their instructional skills. The program is presented monthly and includes coaching on conducting classroom visits, data collection and providing feedback to teachers.	Assistant Superintendent	2019-2020	Training conducted

Effective Teaching refresher workshop(s) will be offered (to include bell ringers, checking for understanding, and open-ended (cognitively engaging) questions among other techniques) for staff.	Assistant Superintendent	Fall 2019	Training conducted
Other possible PD activities to meet specific district's needs			
School Management and Planning • Fiscal Responsibility • Scheduling • Community and School Planning • Online/Distance Learning • SchoolTool • Technology • Instructional Resources and Materials	District Level Administration	2019-2020	Measureable School Improvement using observations, "look for" tools, assessments, data-driven instruction, APPR, NYSED School Report Card, and trainings.
Leadership • Specific Trainings on Leadership • Innovation • Communication and Collaboration • Research			
Teacher Evaluation • APPR • Evaluator Experiences • Teacher Evaluation • "Look For" Tools • Informed Teaching and Evaluation Methods • My Learning Plan (Frontline)			
Schoolwide Instructional Programs and Practices • Data Informed Instruction • Interdisciplinary Collaboration • RTI Practices • Standards Based Grading • Utilizing Learning Resources			

School Comprehensive Education Plan (SCEP) • Data Analysis • Schoolwide Planning			

Tenet 3 - Curriculum: Effective schools provide students with rigorous, coherent, and relevant curricula that prepares students for success.

Goal: By June 30, 2020, the district will have an aligned and prioritized curriculum in at least one curricular area as evidenced by written documents.

Strategy: Develop vertically and horizontally aligned UPK-12 Curriculum and Assessments for all content areas based on NYS Learning Standards to improve UPK-12 student academic achievement on local and state assessments.			
Activities	**Responsible**	**Time Frame**	**Evaluation**
Professional development to school leaders on curriculum work - standards prioritization and pacing.	Superintendent	Ongoing	Meeting minutes
Training for teachers and administrators to identify curricular gaps as evidenced by NYS and local assessments.	Superintendent	Ongoing	Training conducted
Continue teacher-to-teacher work focused on reviewing assessment results and update prioritized curriculum.	District Level Administration	2019-2020	Prioritized curriculum
Support to all staff for literacy across all content areas.	District Level Administration	Ongoing	Training conducted
Opportunities for teachers to deepen their understanding of subject specific content.	District Level Administration	Ongoing	Training conducted
NYS curriculum will continue to be specially designed to meet the needs of SWD.	District Level Administration	Ongoing	Training conducted
Best practices about lesson plan elements will be shared at quarterly (November and January) faculty meetings by the instructional coach and/or teacher volunteers.	Principals	Ongoing	Best practices shared
Other possible PD activities to meet specific district's needs			
Curriculum Planning - NYS Learning Standards - Curriculum Alignment and Pacing - Curriculum Maps - Prioritize Curriculum	Superintendent, School Principals, and Leaders, Teachers	2019-2020	Curriculum Alignment Data- Increased academic achievement for all students; APPR

- Curriculum Gap Training - Curriculum Modifications and Adaptations - Use of technology integration for Curriculum (hardware, software, and instructional implementation) - Lesson and Unit Plans - Instructional Shifts - Curricular Models - Vertical/Horizontal Planning - Customized Learning - All Curricula Areas: ELA, Math, SS, Science, STEM/STEAM etc. - Electives - Credit Acquisition - Multiple Pathways for Graduation - Interdisciplinary - Instructional Resources and Materials - Digital Art			
Literacy Curriculum - Teacher's College Units of Study - Vocabulary Instruction - Reading Curriculum - Writing Curriculum			
Assessments - Grading- Standards-Based - Formative and Summative Assessments - Rubrics - Feedback to students - Computer Based Testing - IRA /Kaeden Running Records/PALS/STAR			

Tenet 4 - Instruction: Effective teachers engage with students in a manner that promotes mastery and allows students to stretch their knowledge and deepen their understanding.

Goal: Teachers engage in strategic practices to address the learning needs of all students as measured by June 2020, the 3-8 ELA and Math, English Regents, Algebra I Regents, and Global Studies Regents assessment results gaps between the district average and NYS will be reduced by 10%.

Strategy: Utilize effective instructional practices to increase student achievement as demonstrated by data.			
Activities	**Responsible**	**Time Frame**	**Evaluation**
Professional development will include the demonstration/modeling the use of technology as applicable.	ITC	Ongoing	Training conducted
Professional development for individual curricular areas.	District Level Administration	Ongoing	Training conducted
Professional development on evidenced-based instructional practices such as for student engagement, for increasing rigor in questioning and learning tasks, for teachers to use data to driven instruction, differentiated instruction, brain-based learning, and mindfulness.	District Level Administration	Ongoing	Training conducted
Professional development for special education teachers with CDOS tracking, ACCES-VR professional development, and other activities related to SWD.	District Level Administration	Ongoing	Training conducted
Professional development for meeting NYS Teaching Standards.	District Level Administration	Ongoing	Training conducted
Professional development for multiples pathways for graduation.	District Level Administration	Ongoing	Training conducted
Professional development on AIS/RTI programs, assessments and interventions.	District Level Administration and Literacy Coach	Ongoing	Training conducted

Professional development on the Workshop Model for reading, writing and math K-9	District Level Administration, Coaches	2019-2020	Training conducted
Professional development on fostering student independence and student practice within their zone of proximal development	District Level Administration	2019-2020	Training conducted
Professional development on Literacy Across the Curriculum	District Level Administration	Ongoing	Training conducted
Provide professional development on Learned Helplessness/Student Independence	District Level Administration	2019-2020	Training conducted
The leadership consultant will provide professional development quarterly to all teachers on the priority student engagement strategies.	Assistant Superintendent	2019-2020	Training conducted
Other possible PD activities to meet specific district's needs			
Instructional Strategies • Effective Teaching • Differentiated Instruction • Vocabulary Instruction • Workshop Model • Instructional Strategies • Learning Styles • Deep-level Thinking and Questioning Practices and Strategies – Rigor • Coaching/Mentoring/Collaboration • Intensity and Duration of Instruction • Informed Teaching • Trauma Sensitive Strategies • Game-Based Learning • Project-Based Learning • Growth Mindset • Cooperative Learning • Technology Integration/G Suite	District Level Administration and Leaders, Teachers	2019-2020	Data- Increased academic achievement for all students; NYSED School Report Card, APPR

• Digital Art			

AIS-RTI
   • Progress Monitoring
   • Student Goals and Needs
   • Differentiated Instruction
   • Literacy Footprints
   • RTI Interventions
   • Grouping
   • Small Group Conferring			

Data Informed Instruction
   • Questioning Practices
   • Data Meetings
   • Question Banks
   • Common Interim Assessments
   • PLCs/Grade Level Teams			

Special Education
   • Co-Teaching
   • Explicit Direct Instruction
   • Customized Learning
   • Modified Grading
   • Instructional Modifications and Adaptations			

Tenet 5 - Social and Emotional Learning: Effective schools develop a systematic approach to Social-Emotional Learning to ensure that all students can develop social-emotional learning skills necessary for success within and beyond school.

Goal: Social, emotional, academic barriers to learning are reduced by 5% as evidenced by attendance records, VADIR incidents, and dropout rates.

Strategy: Social and emotional learning and skill-based instruction will lessen barriers to learning will allow students to develop social-emotional learning skills.			
Activities	**Responsible**	**Time Frame**	**Evaluation**
McKinney-Vento District Trauma-Sensitive Team (DTST) will develop a roadmap and tools to adopt a district-wide approach to addressing trauma and promote resilience in the learning environment.	District Trauma-Sensitive Team	Ongoing	Minutes/Trainings
McKinney-Vento turnkey trainers provided with strategies and suggestions for working with students from poverty, mindfulness, and trauma informed strategies.	Support Leaders	2019-2020	Faculty meeting, training conducted
McKinney-Vento trainings on education of homeless children and youth for district staff, district liaison and Title I Mentors.	SLL BOCES McKinney-Vento grant project coordinator	2019-2020	Training conducted
Poverty/Trauma Sensitive Trainings	District Level Administration	On-going	Training conducted
Professional development in the area of self-regulation, stress management, and impulse control.	District Level Administration	2019-2020	Training conducted
Professional development for behavior management	District Level Administration	2019-2020	Training conducted
Teachers, TAs and instructional staff will be trained in the de-escalating strategies of the Therapeutic	Assistant Superintendent	2019-2020	Training conducted

Crisis Intervention for Schools (TCIS) program by district trainers to improve classroom management.			
Instructional staff will have the opportunity to participate in one book study during the year. Book studies will focus on social/emotional learning topics and be offered each semester.	Assistant Superintendent	2019-2020	Book studies completed
A consultant will provide a mindfulness training for all instructional staff.	Assistant Superintendent	Spring 2020	Training conducted
Other possible PD activities to meet specific district's needs			
District Policies and Regulations • DASA Training • Training in school violence prevention • Digital Citizenship and Online Safety • Classroom Management Techniques and Interventions • School Climate • Community Outreach • Support Resources	BOE, Superintendent, District Level Administration, Counselors	2019-2020	Data: Attendance, Suspensions, Referrals, Surveys
Social Emotional Strategies • Behavior Modification Training • Therapeutic Crisis Intervention • Social Thinking/ Growth Mindset • Mindfulness • Families in Poverty • Family Engagement • Informed Teaching • Positive Reinforcements • Trauma Informed Strategies			
Programs • W.E.B. • Responsive Classroom • Character Education/Positivity Project			

• Bullying Prevention • Counseling • McKinney-Vento • United Helpers/Care Coordination • Research-Based Programs • Community Service • Advisory Groups			
Special Education • Referral Process • Behavioral Supports • RTI Practices			

Tenet 6 - Family and Community Engagement: Effective schools develop a systematic approach to Parent and Community Engagement to empower parents to effectively advocate for their child's learning and for the improvement of the school.

Goal: The district will create a culture of partnerships where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

Strategy: Regular communication with students and families will identify student's strengths and needs, and foster high expectations for student achievement.			
Activities	Responsible	Time Frame	Evaluation
Professional development on Math and Movement, literacy and other parent/child activities.	District Level Administration	2019-2020	Parent partnership activities conducted
Professional development on developing parent partnerships.	Principals	Ongoing	Partnerships developed
Professional development on working with families in poverty.	Support Leaders	Ongoing	Training conducted
Professional development for staff on communicating to parents the importance of their student participating in the NYS assessments	District Level Administration	Ongoing	Training conducted

Other possible PD activities to meet specific district's needs			
Communication • Monthly Calendars/Newsletters • Marquee • SchoolTool Portal • Open House • Parent/Teacher Conferences/Report Card Night • One Call Now • Social Media • District Newsletter • Title I Annual Meeting • AIS/RTI Notifications • Enrollment Process • Financial Aid Night • College Fair/Gateways/SUNY Roadshow • Career Day • Health Fair • Communication/Collaboration	Superintendent, District Level Administration	2019-2020	Data: Attendance, Suspensions, Referrals, Surveys, Communication Logs
Parent Education and Engagement • Back to School Night • Title I Services • Home School Supports • PTA/PTO • Anti-Bullying • Author Program • Post-Secondary Information • Grade/School Transitions • Web Sites • Student Learning and Development Tips and Tools			

- CTE Programs - Family-School Partnership Building - Links to NYS Learning Standards- www.engageny.org - Counseling - Montpelier Gallery - Community Dinners- OEA (Ogdensburg Education Association)			

XV. Appendix A

New York State Teaching Standards and Elements

Professional development offerings for teachers will be designed with the New York State Teaching Standards in mind.

Standard 1: Knowledge of Students & Student Learning
1.1 Knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels
1.2 Knowledge of current, research-based knowledge of learning and language acquisition theories and processes
1.3 Knowledge of and responsive to diverse learning needs, interests, and experiences of all students
1.4 Knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning
1.5 Knowledge of and responsive to the economic, social, cultural, linguistic, family, and community factors that influences their students' learning
1.6 Knowledge and understanding of technological and information literacy and how they affect student learning

Standard 2: Knowledge of Content and Instructional Planning
2.1 Knowledge of the content they teach, including relationships among Ogdensburg City concepts, tools of inquiry, and structures and current developments within their discipline[s]
2.2 Teachers understand how to connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem solving related to real world contexts
2.3 Uses a broad range of instructional strategies to make subject matter accessible
2.4 Establishes goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement
2.5 Designs relevant instruction that connects students' prior understanding and experiences to new knowledge
2.6 Evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals

Standard 3: Instructional Practice
3.1 Uses research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning
3.2 Communicate clearly and accurately with students to maximize their understanding and learning
3.3 Set high expectations and create challenging learning experiences for students
3.4 Explores and uses a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement
3.5 Engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology
3.6 Monitors and assesses student progress, seeks and provides feedback, and adapts instruction to student needs

Standard 4: Learning Environment
4.1 Creates a mutually respectful, safe, and supportive learning environment that is inclusive of every student
4.2 Creates an intellectually challenging and stimulating learning environment
4.3 Manages the learning environment for the effective operation of the classroom
4.4 Organize and utilize available resources [e.g. physical space, time, people, technology to create a safe and productive learning environment

Standard 5: Assessment for Student Learning
5.1 Design, select, and use a range of assessment tools and processes to measure and document student learning and growth
5.2 Understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction
5.3 Communicate information about various components of the assessment system
5.4 Reflect upon and evaluate the effectiveness of their comprehensive assessment system, make adjustments to it and plan instruction accordingly
5.5 Prepare students to understand the format and directions of assessment used and the criteria by which the students will be evaluated.

Standard 6: Professional Responsibilities and Collaboration
6.1 Upholds professional standards of practice and policy as related to students' rights and teachers' responsibilities
6.2 Engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning
6.3 Communicate and collaborate with families, guardians, and caregivers to enhance student development and success
6.4 Manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations
6.5 Understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities

Standard 7: Professional Growth
7.1 Reflect on their practice to improve instructional effectiveness and guide professional growth
7.2 Set goals for and engage in ongoing professional development needed to continuously improve teaching competencies
7.3 Communicate and collaborate with students, colleagues, other professionals, and the community to improve practice
7.4 Remain current in their knowledge of content and pedagogy by utilizing professional resources.

XVI. Appendix B

The Interstate School Leaders Licensure Consortium Standards (ISLLC Standards)

Professional development offerings for administrators will be designed with the IDLLC Standards in mind.

Facilitating the development, articulation, implementation, and stewardship of learning that is shared and supported by all stakeholders
A. Collaboratively develop and implement a shared vision and vision
B. Collect and use data to identify goals assess organizational effectiveness and promote organizational learning
C. Create and implement plans to achieve goals
D. Promote continuous and sustainable improvement
E. Monitor and evaluate progress and revise plans

Advocating, nurturing, and sustaining a school culture and instructional program conductive to student learning and staff professional growth
A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
B. Create a comprehensive, rigorous, and coherent curricular program
C. Create a personalized and motivating learning environment for students
D. Supervise instruction
E. Develop assessment and accountability systems to monitor student progress
F. Develop the instructional and leadership capacity of staff
G. Maximize time spent on quality instruction
H. Promote the use of the most effective and appropriate technologies to support teaching and learning
I. Monitor and evaluate the impact of the instructional program

Ensuring management of the organization, operation, and resources for a safe, efficient and effective learning environment
A. Monitor and evaluate the management and operational systems
B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
C. Promote and protect the welfare and safety of students and staff
D. Develop the capacity for distributed leadership
E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources
A. Collect and analyze data and information pertinent to the educational environment
B. Promote understanding, appreciation, and use of the community's diverse cultural, social and intellectual resources
C. Build and sustain positive relationships with families and caregivers
D. Build and sustain productive relationship with community partners

Acting with integrity, fairness, and in an ethical manner
A. Ensure a system of accountability for every student's academic and social success
B. Model principles of self-awareness, reflective practices, transparency and ethical behavior

C. Safeguard the values of democracy equity and diversity

D. Consider and evaluate the potential moral and legal consequences of decision making

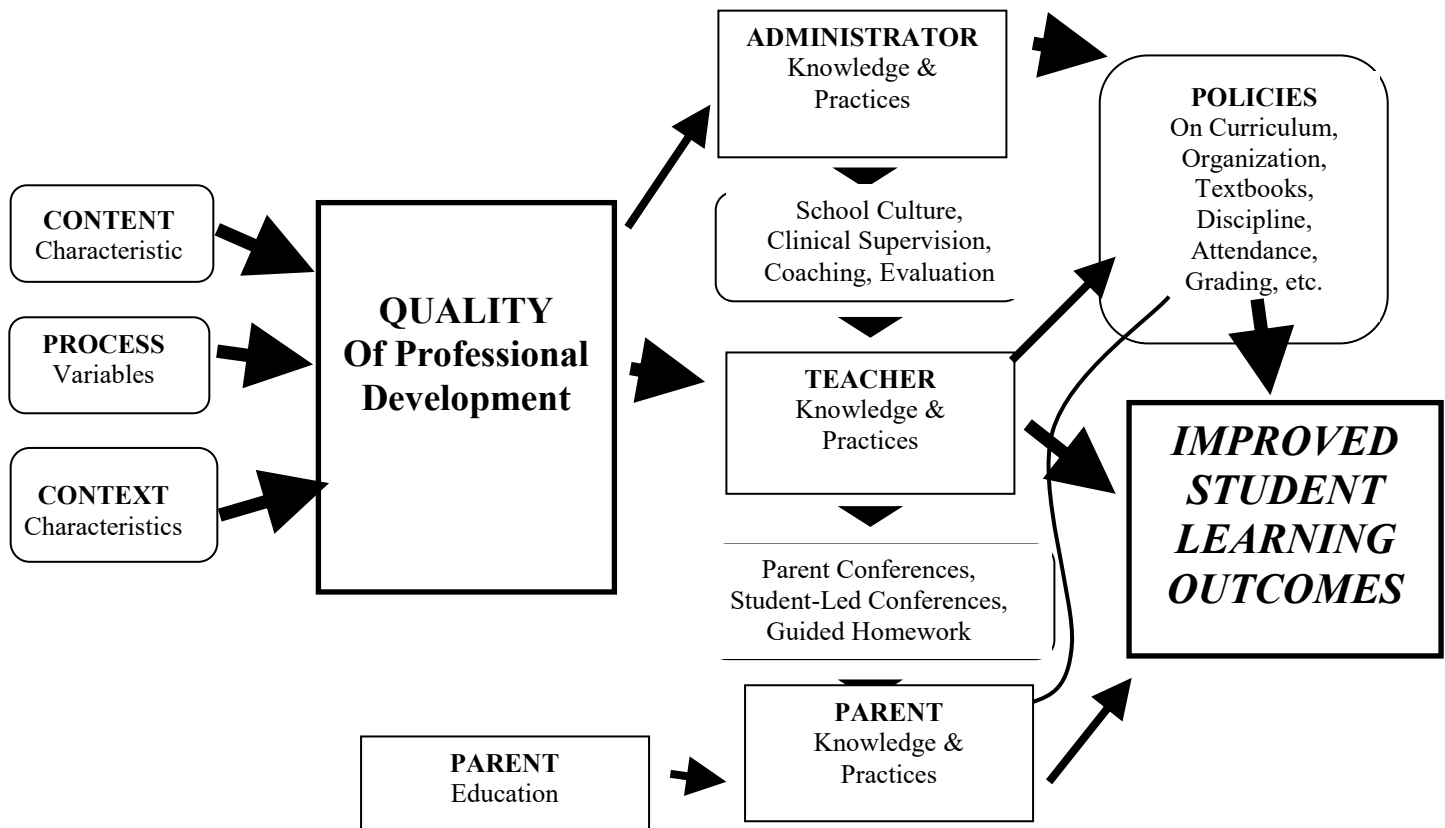E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Understanding, responding to, and influencing the political social, economic legal and culture context

A. Advocate for children, families and caregivers

B. Act to influence local, district, state, and national decisions affecting student learning

C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

XVII. Appendix C

Evaluation of Professional Development

Guskey's graphic organizer for professional development will support the process for designing, delivering and evaluating St. Lawrence-Lewis BOCES professional development.

ADMINISTRATOR
Knowledge &
Practices

School Culture,
Clinical Supervision,
Coaching, Evaluation

POLICIES
On Curriculum,
Organization,
Textbooks,
Discipline,
Attendance,
Grading, etc.

CONTENT
Characteristic

PROCESS
Variables

CONTEXT
Characteristics

QUALITY
Of Professional
Development

TEACHER
Knowledge &
Practices

Parent Conferences,
Student-Led Conferences,
Guided Homework

PARENT
Education

PARENT
Knowledge &
Practices

IMPROVED
STUDENT
LEARNING
OUTCOMES

Thomas Guskey
Evaluating Professional Development 2000