



**Salmon River
Central School**

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Professional Development Plan 2014-2017



Salmon River Elementary School
Salmon River Middle School
Salmon River High School
St. Regis Mohawk School

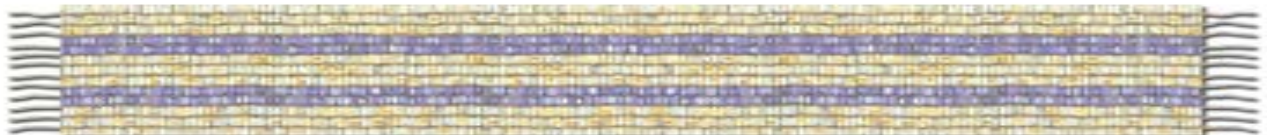


Table of Contents

I.	Introduction	3
II.	NYSED Regulations	5
III.	Philosophy	5
IV.	Needs Assessment	8
V.	Goals/Implementation Plans	13
VI.	Mentor Plan	28

I. Introduction

This Professional Development Plan for the Salmon River Central 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. Throughout this document, we reference the ultimate goal of professional development: improved student learning.

The scope of professional development (PD) at Salmon River Central will not be limited to attending a workshop or participating in a seminar with a visiting expert. Professional development will consistently be an ongoing process that involves sustainable improvement in student learning and instructional practices. This requires evaluation of student performance and teacher self-assessment, identifying possible courses of action, testing new approaches, assessing results and then beginning the process anew. This work is best done with colleagues and not alone, because each of us is limited by our own perception of the problem and knowledge of possible solutions. SRC has begun to implement Professional Learning Communities (PLC) and will work to sustain this structure as one of our PD avenues. Instructional support staff in the District will support building principals to implement PD on an on-going basis.

In the Salmon River Central School District, 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. As such, the quality of our professional development programs is influenced by a variety of factors. The National Staff Development Council recognizes these variables as the essential standards for professional development in education. The standards are:

CONTEXT

Learning Communities: Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district.

Leadership: Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement.

Resources: Staff development that improves the learning of all students requires resources to support adult learning and collaboration.

PROCESS

Data-Driven: Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.

Evaluation: Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.

Researched-Based: Staff development that improves the learning of all students prepares educators to apply research to decision making.

Design: Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal.

Learning: Staff development that improves the learning of all students applies knowledge about human learning and change.

Collaboration: Staff development that improves learning of all students provides educators with the knowledge and skills to collaborate.

CONTENT

Equity: Staff development that improves the learning of all students prepares educators to understand and appreciate all students, create safe, orderly, and supportive learning environments, and hold high expectations for students' academic achievement.

Quality Teaching: Staff development that improves the learning of all students deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

Family Involvement: Staff development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately.

Quality professional development is a dynamic and fluid process. If appropriate structures are in place (context), a variety of best practices (processes) are used, and appropriate knowledge and skill acquisition are occurring (content), then professional development will impact student achievement.

II. New York State Education Department Regulations and Requirements

This Professional Development Plan meets the requirements of the 100.2 (dd) Regulations of the State of New York. 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 (NYS). Additionally, public school districts are required to have a professional development plan which describes how it will provide all of its teachers, teaching assistants and long-term substitute teachers with substantial professional development opportunities *and* how it will provide its professional certificate holders with opportunities to maintain such certificates in good standing based upon successfully completing 175 hours of professional development for teachers and 75 hours for teaching assistants every five years.

The SRCS District maintains staff professional development credits with My Learning Plan. It is ultimately the teacher's responsibility to monitor their own certificate progress and requirements.

III. Philosophy

The purpose of the Salmon River Central 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. Professional development is a multi-faceted, information-based process that is strategically planned to provide individual, school and district solutions to targeted areas in need of improvement or strengthening. 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.

Research in the field of education and professional development has revealed a series of characteristics and practices observed in exemplary programs. These principles focus a school district's attention and resources on professional development strategies for improving student learning and achievement. In addition, there are a variety of conditions that are salient when implementing sound and effective professional development programs. As such, professional development at Salmon River Central School 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 are essential for successful implementation of professional development

Although professionals at Salmon River Central School are continually improving their craft and honing their skills through their own self-improvement efforts, systemic change and growth requires collective and sustained efforts. 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. The professional development planning process is:

1. Identify school/district educational goals

- Review existing educational goals for state, district and schools
- Analyze student achievement data: past, present, projected trends
- Diagnose areas of student need
- Establish improvement with measureable goals expressed in terms of desired outcomes and within the context of the learning standards and district's priorities whenever possible

2. Plan for implementation

- Outline flexible and integrated professional development strategies and activities that address the needs as identified through school and district goals
- Identify sources of expertise to assist with identified needs and goals
- Select professional development content and process at each level (district, school, team, or individual)
- Identify sources and uses of financial resources

3. Implement professional development strategies

- Integrate learning models that provide choice, differentiated learning, sustained collaboration and ongoing support
- Incorporate best practices into teaching, learning and leadership
- Identify critical factors for successful implementation

4. Monitor progress

- Identify success measures for professional development activities
- Identify data sources and gathering method for each measure
- Plan for articulation of findings
- Keep records of PD implementation, participation and feedback

IV. Needs Assessment

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

Student Data

- School Report Card
- NYS and District Assessments (e.g., 3-8 testing and Regents exams)
- Disaggregated Student Achievement Data
- Report Cards
- VADIR Reports
- DASA Reports
- Student Attendance and Discipline reports
- Graduation and Drop-out Rates
- Special Education Data
- NYS Common Core Learning Standards
- College Acceptance data
- Academic Intervention Services Record
- Elementary Benchmark Reading Assessment
- Star Reading and Math
- SAT/ACT Data
- Title I Data

Surveys

- Professional Development Needs Assessment Survey
- Professional Development Evaluation/Feedback Surveys
- Olweus Bullying Questionnaire

Additional Data Sources

- BEDS Data
- Longitudinal Student Performance Data
- Teacher Attendance, Retention, and Turnover Rates
- Professional Performance Reviews and Observations/Evaluations

- Program Evaluations
- Feedback from Building Cabinets
- SED Regulations and Mandates
- Mentor Program Evaluations

2013-14 Salmon River Staff Development Needs Assessment

Q1. I am an employee of the following district:

100% Salmon River Central School District

Q2. I am responding to this survey as a:

67% Teacher

14% Special Education Teacher

1% Adult Educator

7% Support Provider

1% Reading Specialist

1% Coordinator

3% Administrator

Q3. The highest level of education I have completed is:

87% MA/MS

3% CAS

1% BA/BS

1% Ed. D/Ph.D

Q4. Including this year, I have worked ___ years in the education profession:

20% 16-20 years

25% 11-15 years

16% 6-10 years

14% 25 + years

13% 21-25 years

13% 1-5 years

Q5. The students I work with fall into the following range:

36% Middle/High School

36% Elementary School

18% Middle School

5% Preschool/Elementary

5% K-12

1% Preschool

Q6. My current certification status is:

71% NYS Permanent

16% NYS Professional

7% NYS Initial

2% NYS Provisional

3% Other

Q7. I need training in research-based strategies that best meet the instructional needs of students who are economically disadvantaged.

16% Strongly agree

53% Agree

22% Disagree

6% Strongly Disagree

3% Not applicable to my current needs

Q8. I need training in research based strategies that best meets the needs of students:

- 52% Students with ADD characteristics
- 51% Learning Disability
- 33% Emotional Disturbance
- 31% Autism
- 20% Intellectual Disability
- 20% Not Applicable
- 20% Speech/Language Impairment
- 13% Visual Impairment
- 10% Traumatic Brain Injury
- 8% Deafness

Q9. I need training in research-based strategies that best meet the instructional needs of English Language Learners and or students with limited English proficiency.

- 9% Strongly agree
- 25% Agree
- 28% Disagree
- 10% Strongly Disagree
- 28% Not applicable to my current needs

Q10. I need training in research-based strategies that best meet the instructional needs of gifted and talented students

- 9% Strongly agree
- 35% Agree
- 29% Disagree
- 8% Strongly Disagree
- 20% Not applicable to my current needs

Q11. I need training about strategies for effective communication with parents about their child's progress and class activities

- 5% Strongly agree
- 28% Agree
- 48% Disagree
- 10% Strongly Disagree
- 9% Not applicable to my current needs

Q12. I need training in effective practices for parents as partners in the school community.

- 8% Strongly agree
- 46% Agree
- 37% Disagree
- 3% Strongly Disagree
- 6% Not applicable to my current needs

Q13. I need training about developing effective school, community, and business relationships.

- 7% Strongly agree
- 26% Agree
- 48% Disagree
- 6% Strongly Disagree
- 13% Not applicable to my current needs

Q14. I need training in creating developmentally appropriate lessons that address student learning differences and needs.

- 13% Strongly agree
- 41% Agree
- 34% Disagree
- 2% Strongly Disagree
- 9% Not applicable to my current needs

Q15. I need training in research-based strategies for varying and modifying instructions to meet the diverse learning needs of each student.

- 14% Strongly agree
- 51% Agree
- 24% Disagree
- 5% Strongly Disagree
- 7% Not applicable to my current needs

Q16. I need training in the use of 21st Century technological tools:

- | | |
|----------------------------|-------------------------------|
| 34% Smart Boards novice | 34% Smart Boards intermediate |
| 30% Portable Media Players | 28% Moodle |
| 21% Multimedia tools | 28% Student response systems |
| 27% Educational software | 15% podcasts |
| 12% blogs | 18% virtual learning |

Q17. I need training in standards-based unit design

- 9% Strongly agree
- 36% Agree
- 41% Disagree
- 83% Strongly Disagree
- 10% Not applicable to my current needs

Q18. I need training in designing lessons that are reflective of evidence-based lesson planning structures

- 32% Effective Teaching
- 29% Explicit Direct Instruction
- 42% Not applicable

Q19. I need training in Common Core State Standards

- 15% K-2 ELA
- 18% 3-5 ELA
- 7% ELA middle
- 9% ELA high school
- 9% K-2 Math
- 13% 3-5 math
- 8% Math middle
- 6% Math high school
- 8% Literacy history/social
- 11% literacy in science
- 39% not applicable

Q20. I need training in strategies for motivating and engaging students

- 14% Strongly agree
- 53% Agree
- 29% Disagree
- 0% Strongly Disagree
- 5% Not applicable to my current needs

Q21. I need training in effective questioning techniques that elicit higher levels of thinking

- 14% Strongly agree
- 52% Agree
- 29% Disagree
- 2% Strongly Disagree
- 3% Not applicable to my current needs

Q22. I need training in new Bloom's Taxonomy

- 7% Strongly agree
- 55% Agree
- 28% Disagree
- 2% Strongly Disagree
- 8% Not applicable to my current needs

Q23. I need training in differentiated instructional strategies

- 13% Strongly agree
- 44% Agree
- 32% Disagree
- 6% Strongly Disagree
- 6% Not applicable to my current needs

Q24. I need training in specially designed instructional strategies for students with disabilities

- 9% Strongly agree
- 44% Agree
- 28% Disagree
- 5% Strongly Disagree
- 15% Not applicable to my current needs

Q25. I need training in formative assessment strategies

- 6% Strongly agree
- 44% Agree
- 34% Disagree
- 6% Strongly Disagree
- 10% Not applicable to my current needs

Q26. I need training in developing SLO's

- 5% Strongly agree
- 44% Agree
- 33% Disagree
- 1% Strongly Disagree
- 17% Not applicable to my current needs

Q27. I need training in strategies for creating a safe and supportive inclusive environment

2% Strongly agree
18% Agree
57% Disagree
8% Strongly Disagree
14% Not applicable to my current needs

Q28. I need training in strategies for establishing routines, procedures, truanstions and standards

3% Strongly agree
13% Agree
52% Disagree
15% Strongly Disagree
17% Not applicable to my current needs

Q29. I need training in analyzing and interpreting data

37% statewide assessments
39% interim assessments
32% SLO's
38% not applicable

Q30. I need training in strategies for monitoring student progress

38% curriculum based measurement
24% using rubrics
23% student datafolios
41% Not applicable to my current needs

Q31. I need training in process of curriculum mapping

13% Strongly agree
36% Agree
30% Disagree
5% Strongly Disagree
17% Not applicable to my current needs

Q32. Staff delopment opportunities are best offered through:

6% universities
24% online
33% Boces
82% in district
38% based on a theme
17% through other local, state, or national organizations

Q33. What professional development schedule do you prefer?

32% after school
74% during work day
6% Saturday
16% last week of June
29% July
33% August

V. Goals and Implementation Plans for 2014-2017 Professional Development

The following professional development goals and objectives have been identified for the 2014-2017 school years. The data collected, generated and analyzed by the Salmon River Central School District in conjunction with district and school level plans will support the goals, objectives, strategies, activities, and evaluations of this professional development Plan.

The district goals and each of the objectives designed to achieve such goals (all of which are detailed on subsequent pages) were identified through completion of needs assessments using FEH BOCES needs assessment. Additionally, recurring and ongoing annual commitments to professional development are noted.

Goal #1: Align program practices with Race To The Top Requirements, including Common Core Learning Standards for English Language Arts, Literacy in History/Social Studies, Science, and Technical Subjects and for Mathematics, Annual Professional Performance Review (APPR), and data-driven decision making.

Objective 1.1: Train instructional leaders and faculty in all frameworks, practices, and requirements of the NYS Common Core Learning Standards.

Essential Question: How can common learning standards be used to inform instruction and develop literacy and numeracy skills required for college and career readiness?

Activities and Strategies

- Revise curricula and programs for alignment to NYS P-12 Common Core Learning Standards for ELA and Mathematics
- Provide training and support for implementation of NYS P-12 Common Core Learning Standards for ELA and Mathematics

Actions	Evidence	Responsibility	Timeline
Create awareness, fluency and develop a common language supporting common core implementation	Communication Artifacts- (meeting agendas, minutes, materials, online collaborations, guidance documents, etc.) Observation and feedback surveys and notes	Director of Instruction, Building Principals, Data Coordinator, BOCES Network Team	Ongoing

Assess capacity for full implementation of common core and ensure successful transition for the upcoming school year	Communication Artifacts (meeting agendas, minutes, materials, etc.)	Teacher lesson plans and observation documentation	Ongoing
Support faculty in implementation of Common Core aligned curricula, instructional models and modules/units	Curriculum documents/maps/calendars aligned with common core and inclusive of aligned units/modules for implementation	Director of Instruction, Building Principals, Data Coordinator, BOCES Network Team, TQLP	Ongoing

Objective 1.2: Annual Professional Performance Review: Support instructional leaders and faculty in implementation of new performance evaluations.

Essential Question: How can annual professional performance reviews (APPR) and evidence of student learning be utilized to sustain professional growth and maximize student achievement?

Activities and Strategies

- Revise local APPR plans and tools to align with NYS Education Law §3012-c and the Commissioner’s Regulations
- Provide training for teachers and evaluators on evidence-based observation, Teaching Standards Rubric
- Provide training and calibration for rater reliability and utilization of adopted rubrics for evaluation

Actions	Evidence	Responsibility	Timeline
Review local APPR plan and tools to align with NYS Education Law §3012-c and the Commissioner’s Regulations	Communication Artifacts- (meeting agendas, minutes, materials, guidance documents, etc.) Observation and feedback, and notes Revised bargaining agreements/contracts	Director of Instruction, Building Principals, Data Coordinator, SRTA	Annually

Objective 1.3: Instructional Support Teams: Provide ongoing training for data-informed instruction.

Essential Question: How can local and NYS student assessment data be effectively utilized by collaborative teams to inform instruction and maximize student learning?

Activities and Strategies

- Maintain Instructional Support Teams and processes for ongoing and collaborative review of student assessment data
- Provide training for teachers and leaders on effective assessment practices, data collection and analysis, and data-informed instruction and decision making
- Provide training and support for timely and effective use of data systems (local and NYS)

Actions	Evidence	Responsibility	Timeline
Assess the readiness and quality of each school's implementation of data-informed instruction and decision making	<p>Communication Artifacts- (meeting agendas, minutes, materials, guidance documents, etc.)</p> <p>Local Assistance Plan (St. Regis Mohawk School)</p> <p>DCIP/ SCEP (High School)</p>	Superintendent of Schools, Director of Instruction, Building Principals, BOCES Network Team	2014-2015 and annually
Promote fluency and common language in the use of inquiry and data-informed instruction	<p>Communication Artifacts (meeting agendas, minutes, materials, guidance documents, etc.)</p> <p>Observation/feedback notes</p> <p>Teacher Lesson Plans</p>	Director of Instruction, Building Principals, Instructional Support Team	ongoing

Goal #2: Continue to support the integration of advanced technology applications to improve instruction, enhance student engagement and maximize learning in a 21st century classroom.

Objective 2.1: Train instructional staff in the application of instructional technologies (projection systems, interactive whiteboards, and Google Apps for Education).

Essential Question: How can effective applications of instructional technologies enhance student engagement, learning and achievement?

Activities and Strategies

- Provide a variety of opportunities for staff to develop technology skills for instruction, communication, and presentation
- Provide opportunities for staff to develop instructional skills enhanced by use of technologies
- Provide training in instructional tools such as: projection systems, interactive whiteboards, active response systems, iPads, and Google Apps
- Provide staff with opportunity to learn current advancements in web-based technology resources (Web 2.0 and 3.0, media streaming, cloud computing, social networking, blogs, simulations, open source, etc.)

Actions	Evidence	Responsibility	Timeline
Successful and consistent offerings to accomplish objective	Communication Artifacts (meeting agendas, minutes, materials, guidance documents, etc.) District Technology Plan	Director of Instruction, Building Principals, Technology committee	ongoing
Turnkey training and sharing at grade level and faculty meetings	Communication Artifacts (meeting agendas, minutes, materials, guidance documents, etc.) Observation/feedback	Director of Instruction, Building Principals, Technology team, Technology Specialist, Technology Liaisons	Ongoing
Share exemplar uses of technology for instruction and learning.	<i>Lesson plans and staff meetings</i> District Technology Plan	Director of Instruction, Building Principals, Technology Committee, Instructional Staff	ongoing
Use of access and usage data to identify preferred technologies	Building calendars for use sign out and use of hardware/labs System report tools	Director of Instruction, Building Principals, Technology team	ongoing

	(e.g.,papercut,) District Technology Plan		
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Objective 2.2: Continue support of teachers, secretaries and administrators in the use of a new Student management System acquired for 2013-2014 and beyond.

Essential Question: How can web-based applications enhance the ease of access, effective use and management of student information/data?

Activities and Strategies

- Provide a variety of opportunities for staff to develop the skills needed for effective use of new Student Management System
- Provide administrators and clerical staff with necessary skills for technical and administrative management of new systems
- Develop supporting documentation and start-up guides to ease transition to new information applications

Actions	Evidence	Responsibility	Timeline
<p>Administrative and technical trainings for configuration of new Student Management System (SMS) for 2013-14</p> <p>Continued trainings and support for SMS</p>	<p>Communication Artifacts (meeting agendas, minutes, materials, guidance documents, etc.)</p> <p>Observation/feedback notes from Building Principals, District, & Instructional staff</p> <p>Development of annual master schedule</p>	<p>Business Office, Director of Instruction, Building Principals, Instructional staff, Teachers, Clerical Staff, and NERIC Staff</p>	<p>Ongoing</p>
<p>Required trainings for utilization of systems by clerical and teaching staff and ongoing support</p>	<p>Communication Artifacts (meeting agendas, minutes, materials, guidance documents, etc.)</p>	<p>Director of Instruction, Building Principals, Instructional staff, Clerical Staff, NERIC, nurses, and transportation supervisor</p>	<p>Ongoing</p>

Guided-work sessions for sustained training and support	Communication Artifacts (meeting agendas, minutes, materials, guidance documents, etc.)	Director of Instruction, Building Principals, Instructional staff, Clerical Staff, NERIC	ongoing
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Goal #3: Ensure that all members of the Salmon River Central School professional staff develop the skills, knowledge and strategies to effectively implement curriculum and best instructional practices.

Objective 3.1: Promote literacy development K-12 and in all content areas

Essential Question: How can reading and writing across the disciplines positively affect learning and achievement?

Activities and Strategies

- Sustain long-term commitment to professional development in literacy via targeted learning of best instructional practices
- Include Common Core literacy frameworks in curriculum maps for each discipline or ensure that Common Core literacy is embedded in lesson plans
- Continue to support elementary teachers' administration for RtI Progress Monitoring
- Continue to develop collaborative structures for literacy coaching at the elementary and middle school level
- Maintain strong partnerships with higher education (e.g., Clarkson University (STEM/Robotics), SUNY Potsdam TQLP, NCSTEP)
- Facilitate Curriculum Mapping with continued focus on workshop structures and alignment with RTI plans, Common Core Standards, curriculum calendars, etc.

Actions	Evidence	Responsibility	Timeline
Develop curriculum maps for integration of Common Core literacy frameworks for subjects not implementing NYS ELA and Math Modules	Curriculum maps and documentation for communication	Director of Instruction, Curriculum teams, Building Principals, TQLP, Instructional Support Staff	Spring 2014-Fall 2016
Incremental planning and implementation of Response-to-Intervention frameworks for elementary/secondary literacy and reading instruction and interventions	Completed RTI for secondary reading Communication Artifacts (meeting agendas, minutes, materials, guidance documents, etc.) Rates of referrals for	Director of Instruction, Language Arts Teachers, Salmon River High School Principals, Instructional support staff for ELA	Review and update annually

	Interventions at all tiers Documentation of intervention plans Student progress monitoring data		
Grade Level/ Department meetings	Communication Artifacts (meeting agendas, materials, guidance documents, etc.) Completed trainings with evaluations of efficacy and further needs analyses	Office of Instruction, Building Principals, Instructional support staff	ongoing

Objective 3.2: Content Area Development: Provide opportunities for staff to enhance their content knowledge and learn appropriate teaching strategies based upon Common Core learning standards and best practices in respective disciplines.

Essential Question: How can professional development strengthen content knowledge and pedagogy of all content area teachers?

Activities and Strategies

• **Content Area Development** – Learning research-based instructional techniques to improve student achievement in content areas

- o Reading, Writing, and Language Arts approaches/ Guidance for NYS module implementation - Balanced Literacy including Guided Reading and Writing, etc.
- o Math, Science and Social Studies
- o Special Education including Speech and Language, OT, PT
- o Foreign Language
- o Counseling/Guidance
- o Fine Arts including Music and Art
- o Physical Education and Health
- o Library, Media, and Instructional Technology
- o Business Education, Technology Education, and Family and Consumer Science

- Through orientation and mentoring, provide knowledge of Salmon River programs and their relationship to NYS and Common Core learning standards
- Provide mentoring to new teachers in using appropriate teaching strategies; help new teachers to become familiar with expected instructional practices

- Provide PD to help staff design, use, evaluate, and revise instructional practices related to identified gap groups and student need

Actions	Evidence	Responsibility	Timeline
Provide responsive and targeted professional development opportunities in all content areas and specialties	<p>PD evaluation surveys to measure participation rates and collegial sharing related to content, student achievement and learning standards.</p> <p>My Learning Plan & reports</p> <p>PD Evaluation Forms</p> <p>Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.)</p>	Office of Instruction, Building Principals, BOCES	Ongoing
Assess alignment of PD offerings with identified needs (departments and school)	<p>My Learning Plan</p> <p>Regional Survey and District Requests</p>	Office of Instruction, Building Principals, Instructional Staff	Ongoing
Develop and implement protocols and procedures for data informed planning for professional development.	<p>Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.) from PLC's and Interim Analysis</p> <p>Observation/feedback notes from Building Principals</p> <p>Documented evidence of concurrent planning by Instructional Support Team for needs-based professional development</p>	Office of Instruction, Building Principals	Ongoing

Objective 3.3: High Quality Assessments – Train and support instructional teams in design, creation and application of high quality assessments.

Essential Question: How can teacher-created high quality assessments be used to improve student learning and achievement?

Activities and Strategies

- Ongoing consultation and training in design of performance-based assessments
- Continue to research and/or develop required assessment tools and databases for interventions and APPR
- Implement selected assessment models. Professional development will be provided to ensure fidelity in administration and scoring and effective use of data
- Identify and review annually the progress monitoring assessments required for RTI, special education and AIS
- Provide PD to administrators, teachers and support staff on the use of CCLS aligned assessments

Actions	Evidence	Responsibility	Timeline
Provide ongoing consultation and training in development of performance-based assessments including interim assessments and assessments within modules	<p>Subject and/or grade-level based performance-based assessments</p> <p>Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.)</p> <p>Procedures for administration and scoring of assessments</p> <p>Creation of high quality rubrics</p>	Office of Instruction, Building Principals, FEH BOCES Network Teams, St. Lawrence Lewis BOCES Regional collaboration, Instructional technology team, Instructional Support team, TQLP	Summer 2014-Spring 2015
Review scoring and use of assessments (i.e., state tests, Regents, pre/post tests for APPR)	<p>Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.)</p> <p>Training on written protocols of test directions and test administration completed</p>	Office of Instruction, Building Principals, Instructional Staff	Ongoing

Objective 3.4: Differentiated Instruction- Provide professional development to help staff design, use, evaluate, and revise instructional techniques pertaining to differentiated instruction

Essential Question: How can differentiated instructional practices improve student learning and support our transition to a comprehensive response to intervention model?

Activities and Strategies

- Plan and implement PD programs designed to prepare staff to meet individual student needs through differentiated instruction
- Build capacity and skill amongst staff via study groups, building teams, grade level teams, and department task forces
- Construct tools and mechanisms for timely exchange of ideas, strategies and instructional applications to individualize teaching through differentiated instruction
- Facilitate and support action research in differentiated instruction

Actions	Evidence	Responsibility	Timeline
Plan and implement opportunities for collaborative study of differentiated instructional practices (study groups, inservice, peer observation, etc)	<p>PD evaluation surveys to measure participation rates and collegial sharing related to differentiated instruction</p> <p>Inclusion of instructional practices in lesson plans</p> <p>Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.)</p>	Office of Instruction, Building Principals, Professional Development Committee, TQLP, Instructional Support	Ongoing
Monitor through direct observation the correlation between differentiated instruction and identified needs for successful implementation of Tier I interventions	<p>Communication Artifacts from school Rtl teams (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.)</p> <p>Observation/feedback notes from Building Principals</p>	Office of Instruction, Building Principals	Ongoing

Develop differentiated instructional practices to inform lesson planning and Tier I interventions.	Inclusion of instructional practices in lesson plans	Office of Instruction, Building Principals, Instructional Staff	Fall 2014
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Goal #4: Establish a community focused on the prevention of harassment and discriminatory behaviors through the promotion of education measures meant to positively impact school culture and climate.

Objective 4.1: Code of Conduct and Dignity For All Students Act - Provide professional development to help staff understand and follow all revisions to the District's Code of Conduct and Board policies

Essential Question: How can a safe and respectful school community foster learning and student achievement?

- Activities and Strategies**
- Plan and implement PD programs designed to prepare staff to fully implement practices and expectations articulated in the Code-of-Conduct and Board policies
 - Build capacity and skill amongst staff via study groups, building teams, and district-wide committee for safe and Respectful Schools
 - Facilitate and support action research in the areas of bullying and school climate

Actions	Evidence	Responsibility	Timeline
Plan and implement opportunities for presentation of code- of-conduct developed for district at all levels	Inclusion of instructional practices in common curriculum and school-wide presentations Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.)	Office of Instruction, Building Principals, Instructional Staff, Olweus Committee	Ongoing
Prepare and distribute to all stakeholders developmentally appropriate versions of the codes-of-conduct	Inclusion of revised codes-of-conduct in all parent and student handbooks Posting of all codes and policies on district web site Promotion of behavioral expectations in all	Building Principals , Dean of Students, Staff	Ongoing

	schools and classrooms		
Develop curricular links which promote civility, citizenship, and character education on a consistent and ongoing basis	Inclusion of instructional practices in Common Core curriculum documents/maps Direct observation of instructional practices by evaluators	Office of Instruction, Building Principals	Ongoing
Implementation of Olweus Bullying Prevention Program	Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.)	Office of Instruction, Building Principals, Olweus Committee, Instructional Staff	Ongoing

Other Annual Professional Development Commitments

Goal: To continuously improve teaching and learning by being demonstrating competence in knowledge of skills both in area of specialization and methods of teaching.

Objective: To induct, train and support new teachers.				
Strategy	Activity (ies)	Who	Time Frame	Performance Measure
New Teacher Training	Standards/Best Practices	Teacher Mentors, New teachers, Instructional Support Staff, Administrators	Annually	My Learning Plan
	Cultural Sensitivity			
	School District Tour			
	Lifelines			
Mentor Program	Guidance from Teacher Mentors	Mentors, Teachers, New Teachers	Ongoing	Mentor Logs (eventually My Learning Plan)
	Classroom Management			
	Instructional Strategies			
	Practices and Procedures			
Violence Prevention/ Bullying Awareness/Sexual Harassment Trainings	Training during Superintendent's Day	District Staff, New Teachers, Teaching Assistants	Throughout the School Year	My Learning Plan & Completion Certificates

Additional New Teacher support on curriculum, standards, and assessment, APPR evaluation	Department meetings	New Staff, Teacher Mentors, Instructional Support Staff, Building Principals, BOCES Network Team, TQLP, Director of Instruction	Ongoing	Agendas, Meeting Minutes, My Learning Plan
	Faculty meetings			
	Grade Level Meetings			
	PLC Meetings			
	New Teacher meetings			

Objective: To use technology as a tool for curriculum development.				
Strategy	Activity (ies)	Who	Time Frame	Performance Measure
Teacher and TA Technology Topics Training Planbookedu.com, PD 360, Teachingchannel.com, Schoooltool, Reading A-Z, School website, My Learning Plan, Khan Academy, Edoctrina	Workshops	Teachers, Technology Liaisons, BOCES Network Team, Staff	Ongoing	Teacher Feedback, Teacher Usage, Student Projects

Objective: To meet the needs of diverse students in the classroom.				
Strategy	Activity (ies)	Who	Time Frame	Performance Measure
Workshop on Bullying/ Olweus Training	Series of workshops on preventing bullying	Teachers, Olweus Trainers	Ongoing	My Learning Plan
Classroom Management	Workshops on effective strategies for classroom management	Teachers, Teacher Assistants	Annually	Teacher Feedback, Observations
DASA	Workshops, Meetings, Speakers (as needed)	Director of Instruction, Building Principals	Yearly	My Learning Plan
Active Learning Strategies	Series of workshops	Teachers, BOCES Network Team, TQLP	Ongoing	Teacher Usage, Classroom Walkthroughs
Interim Assessment Analysis	Meetings	Teachers, Instructional Support Staff, Building Principal	Quarterly	Interim Analysis Action Plan

Objective: To support teaching and learning by integrating New York State Learning Standards into curriculum and to address meaningful assessment.

Strategy	Activity (ies)	Who	Time Frame	Performance Measure
Grade Level and Department meetings on standards, assessments, and curriculum	Meetings held monthly PLC Meetings	Principals, Teachers, BOCES Network Team, TQLP	Ongoing	My Learning Plan, Meeting Minutes, Curriculum

mapping				Calendars
Summer Curriculum Projects	Summer work to align curriculum with New York State Common Core Learning Standards	Teachers	Annually each summer	Projects, project dissemination, teacher self-evaluation
Conferences – A + Educators, Native American Educators Conference, Behavior Management	Teacher and Administrator Workshops	Teachers, Administrators, Instructional Support Staff	Ongoing	Feedback through reports from teachers, administrators, and staff
Writing in Elementary Grades	Workshops for Pre K-5 Teachers, Special Education Teachers	BOCES Network Team, Instructional Support	Ongoing	Teacher evaluation
Writing in Middle Level	Workshop for grade 6, 7, 8 & 9 Teachers	BOCES Network Team, Instructional Support	Ongoing	Teacher evaluation
Data Team	Meeting with teams from each building.	Director of Instruction, Building Principals, Teachers, Special Education Teachers, Data Coordinator	Ongoing	My Learning Plan
Data Driven Instructional Strategies	Workshops	Teachers, BOCES Network Team, TQLP	Ongoing	My Learning Plan
Evidence Based Practices/Strategies with a focus on higher level thinking and engagement	Workshops	Teachers, BOCES Network Team, TQLP	Ongoing	My Learning Plan
Foundations of the Common Core Learning Standards	Workshops	Teachers, BOCES Network Team, TQLP	Ongoing	My Learning Plan
Common Core Module Training in Math and ELA	Workshops	Math and ELA Teachers, CVES Staff	Ongoing	My Learning Plan

NEW TEACHER MENTORING PLAN

I. New Teacher Mentoring

The New Teacher Mentoring Program is designed to ensure that every new teacher is successful and effective during his or her first years of teaching. New teachers certified after 2/2/04 who are seeking the professional certificate are required to have a mentored experience in the first year of employment unless the candidate completed two years of teaching experience prior to such teaching in the public schools. Also substitute teachers in teaching assignments for forty plus days are required to have a mentored experience.

II. The Mentor Program will help ensure success for all newly hired teachers through collaboration, observation, inquiry and dialogue about excellent teaching with excellent teachers serving as positive role models.

III. Beliefs

We believe that successful mentoring:

- a. Gives new teachers explicit expectations, training in those expectations and coaching/feedback to implement and master those techniques.
- b. Involves all members of the educational community.
- c. Enhances recruitment and retention of newly hired teachers.
- d. Provides a structured system for teachers to gain new ideas, share their expertise, and seek advice.
- e. Provides an atmosphere where peers can examine classroom procedures and teaching methods in pursuit of continuous improvement.
- f. Contributes to student success through the use of instructional methods of best practice.
- g. Promotes the development of a common vocabulary relative to effective teaching practices.

IV. Effective Monitoring

As a result of participating in an effective mentoring program new teachers will:

- a. Become confident in themselves, their practice and their place in the classroom.
- b. Feel valued and supported by the entire school community.
- c. Be able to verbalize a clear understanding of effective teaching and learning.
- d. Consistently plan and deliver effective, sound fundamental lessons/instructions.
- e. Assess student learning and make adjustment as needed.
- f. Confidently practice strong classroom management skills.

V. Characteristics of Effective Mentors

- a. Attitude and Character
 1. Possesses a clear understanding of the Salmon River School District philosophy of teaching and learning.
 2. Will be a role model for other teachers.
 3. Exhibits strong commitment to the teaching profession.
 4. Willing to receive training to improve mentoring skills.
 5. Demonstrates a commitment to life long learning.

6. Is reflective and able to learn from experiences.
7. Is eager to share information and ideas with colleagues.
8. Is resilient, flexible, persistent and open-minded.
9. Exhibits good humor and resourcefulness.
10. Enjoys new challenges and solving problems.

b. Communication Skills

1. Is able to articulate effective instructional strategies
2. Listens attentively.
3. Ask questions that prompt reflection and understanding
4. Provides feedback in positive/productive ways.
5. Is efficient with use of time.
6. Conveys enthusiasm for teaching.
7. Maintains confidentiality.
8. Practices effective principles of feedback

c. Professional Competence and Experience

1. Is regarded by colleagues as an outstanding teacher.
2. Has excellent knowledge of subject matter and standards.
3. Demonstrates excellent classroom management skills.
4. Feels comfortable being observed by other teachers.
5. Collaborates well with other teachers and administrators.
6. Is willing to learn new teaching strategies to share with and model for new teachers.
7. Can model expected practice.
8. Can verbalize teaching/learning expectations.

d. Interpersonal Skills

1. Is able to maintain a trusting professional relationship.
2. Is approachable; easily establishes rapport with others.
3. Is patient.

VI. Mentoring Roles and Responsibilities

a. The mentor role is providing guidance and support.

b. The mentors' responsibilities include but are not limited to:

1. Attend mentor training
2. May attend new teacher orientation
3. Collaboratively develop a plan of activities with the new teacher to provide:
 - a. Goal setting
 - b. Feedback on lesson design
 - c. Observation of mentor and other teachers
 - d. Observe new teachers
 - e. Timeline for implementation
 - f. Guidance on curriculum
 - g. Assist new teachers in developing appropriate contacts
 - h. Lesson design feedback/co-planning
 - i. Assessment design/analysis
 - j. Classroom management strategies/case studies
 - k. Discussion/Reflection
4. Facilitate completion of the mentoring activity log.

5. Maintain Confidentiality

VII. Mentoring Activities

The Mentor will submit a monthly plan to the Director of Instruction. This plan will include time and dates and which mentoring activities will be conducted. Listed below are the approximate outside school day hours that will be available for mentoring:

August/September	5 hours
October	5 hours
November	5 hours
December	4 hours
January	4 hours
February	4 hours
March	3 hours
April	3 hours
May	3 hours
June	<u>4 hours</u>
Total	40 hours

Listed below are some possible mentoring activities:

- A. Modeling instruction
- B. Observations
- C. Joint lesson planning
- D. Team teaching
- E. Reflecting with the new teacher on lesson outcomes
- F. Coaching
- G. Orientation to the school culture
- H. Discussion of practice
- I. Discussion/Reflection
- J. Lesson design feedback/co-planning
- K. Assessment design/analysis
- L. Classroom management strategies/Case studies
- M. Relationship building
- N. Routines and procedures
- O. Discussion of individual needs and possible resources

VIII. Mentor Administrative Coordinator

The Director of Instruction working in partnership with the mentors will be responsible for coordinating and facilitating the mentoring program. Inherent in this position is an understanding and respect for the confidential nature of the new teacher/mentor relationship. The administrative coordinator will have responsibilities including:

- A. Facilitating the mentor program.
- B. Identifying and distributing resources supporting mentoring
- C. Supporting the district mentors by:
 - 1. Planning and facilitating mentor training and meetings

2. Facilitating the creation, distribution, collection and collating of forms including the mentoring activities log
- D. Making individual contact with, answering questions and providing support for mentors.
- E. Contacting/collaborating with other mentoring programs
- F. Fulfilling the mandated recording and documentation of mentoring activities.

IX. Mentor Pool

The Salmon River Central School District will maintain a mentor pool. Positions for mentors will be posted and mentors will be hired as soon as possible at the beginning of each new school year, according to the Salmon River Teachers Association.

Mentors will be matched with new teachers based upon:

- A. Common Building
- B. Common Certification
- C. Common Teaching Assignment

X. Mentor Preparation

Mentor training will include, but not be limited to:

- A. Peer/cognitive coaching training
- B. Adult learning theory
- C. Teacher development theory (inc. beginning teacher needs)
- D. Conferencing skills
- E. Reflective questioning skills
- F. Time management
- G. Reading/Writing in and across the content areas
- H. Teaching Standards
- I. APPR-related topics
- J. Other topics as needed, content area support for example