



Center for Instruction,
Technology & Innovation

Your education destination

Professional Development Plan

2019-2023



The Center for Instruction, Technology & Innovation Mission is to be the leaders in bringing our community unique and effective educational solutions and services. We have a vision to achieve equity and excellence for the betterment of our entire community. As we strive to fulfill our mission and vision, we work to instill our core values.

These values include embracing innovation and creativity, making student-based decisions with honesty, respect and integrity, and collaborating with a focus on quality service, expertise and student success.

CiTi BOCES Professional Development Plan

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Introduction

An Amendment to the Commissioner's Regulations affected in September 1999 required all New York State school districts to devise a professional development plan to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development. In January 2009, the New York State Board of Regents adopted statewide standards that outline "high quality professional development", as defined by No Child Left Behind (2001).

The NYSED Regulation Requirements

- o By September 1, 2000, and annually by September 1st of each school year thereafter, each school district and board of cooperative educational services (BOCES) shall adopt a professional development plan that meets the content requirements prescribed in paragraph (2) of this subdivision. The purpose of the plan shall be to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development in order that they remain current with their profession and meet the learning needs of their students. The plan shall also ensure that holders of level III teaching assistant certificates and that substitute teachers who work on a long-term basis, as defined in section 80-5.4 of this Title, are provided the opportunity to participate in the professional development program of the BOCES.
- o A school district or BOCES shall include as part of its professional development plan a description of the professional development activities provided to all professional staff and supplementary school personnel who work with students with disabilities and English language learners to assure that they have the skills and knowledge necessary to meet the needs of students with disabilities and English language learners, respectively.
- o For plans covering the time period February 2, 2004 and thereafter, there must be a provision for a mentoring program included.
- o For Plans covering July 1, 2016, and thereafter, each school district shall describe in its plan how it will provide those teachers holding a professional certificate (transitional or initial professional certificates) with opportunities to maintain such certificate based upon successfully completing 100 hours of professional development every five years.
- o The PDP shall be developed through collaboration with a Professional Development Committee.
- o The Board of Education shall appoint the members of the Committee, a majority of which shall be teachers. The Committee shall include the Superintendent or his/her designee; school administrators designated by their collective bargaining association; teachers designated by their association
- o The final determination on the content of the PDP shall be the decision of the Board of Education.
- o Each year, the Superintendent shall certify to the Commissioner that the requirements of this regulation have been met and that the District has complied with the PDP applicable to the current school year.

The following is a four year plan (2019-2023) that has been generated to address the professional development needs of the Center for Instruction, Technology & Innovation. It has been developed to support the learning needs of students within the BOCES, the related professional needs of the instructional staff and the guidelines established by the NYS Commissioner of Education regarding mandated professional development requirements.

CiTi BOCES Professional Development Committee

| Name | Title | Program |
|----------------------|--|-----------------------|
| John E. Ramin, Ed.D. | Director of Curriculum & Instruction | Student Programs |
| Marla Berlin | Director of College & Career Education | Student Programs |
| Stephanie Maturo | Director of Instructional Technology | Student Programs |
| Robyn Proud | Principal | Alternative Education |
| Sally Doran | ENL Teacher | Alternative Education |
| Shannon Frezza | EBI Teacher | Alternative Education |
| Savannah Zohler | Teacher | CTE |
| Joe Hawksby | Teacher | CTE |
| Sarah Burrows | Teaching Assistant | CTE |
| Julie Landy | Director of Exceptional & Alternative Education | Exceptional Education |
| Holly Thompson | Teacher of the Visually Impaired | Exceptional Education |
| Julia Hanson | Art Teacher | Exceptional Education |
| Michelle Wade | Teaching Assistant | Exceptional Education |
| Jen Delaney Kristen | | |
| Foland Liane | Teaching Assistant | Exceptional Education |
| Benedict | Director of Instructional Support Services | ISS |
| | Staff Development Coordinator | ISS |

Staff were approached to participate on the PDP committee looking to be representative of CiTi.

Summary of Composition

4 District Level Administrators
1 Program Level Administrator
2 Itinerant Teachers
4 Center Based Teachers
3 Teaching Assistants
2 ISS Representatives

Purpose

CiTi BOCES is committed to providing an educational environment that promotes and sustains the growth and development of ALL students. CiTi recognizes that to create the necessary environment to achieve this objective, faculty and staff must have the opportunity to engage in meaningful and continuous professional development that is in alignment with district and building goals. The Professional Development Committee has created a Professional Development Plan that supports this intention.

Professional Development Standards

The New York State Professional Development Standards informed the development of this plan. It is the belief of the committee that creating opportunities for all stakeholders to enhance their professional practice will yield substantially positive results for student learning outcomes.

➤ *Standard 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.

➤ *Standard 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.

➤ *Standard 3: Research-Based Professional Learning*

Professional development is research-based and provides educators with opportunities to analyze apply and engage in research.

➤ *Standard 4: Collaboration*

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

➤ *Standard 5: Diverse Learning*

Professional development ensures that educators have the knowledge and skills to meet the diverse learning needs of all students.

➤ *Standard 6: Student Learning Environments*

Professional development ensures that educators are able to create a safe, secure, supportive, and equitable learning environment for all students.

➤ *Standard 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.

➤ *Standard 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.

➤ *Standard 9: Technology*

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

➤ *Standard 10: Evaluation*

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

CiTi BOCES Professional Development Plan

Determining CiTi BOCES Professional Development Needs

A professional development needs survey was administered in May 2018. The results of this survey can be found in Appendix A of this document. The results were reviewed approximately five weeks after the initial survey. The Professional Development Committee will use the information gleaned from this survey to guide the direction of professional development activities over the course of the next five years. Additionally we considered the tenets within the [Diagnostic Tool for School and District Effectiveness](#) (DTSDE) as a reference for what makes a highly effective educational environment.

While efforts will be focused on developing comprehensive Standards Aligned Curriculum, Reading/Writing Instruction, Lesson Planning and strong Instructional Practices related to student engagement, supporting Trauma Informed Instructional Practices and Mindfulness, CiTi recognizes that staff may wish to engage in additional growth-producing experiences. If a staff member would like to participate in professional development beyond what the district is offering, they have the opportunity to participate with their administrators' approval and the expectation that they will be sharing what they learned with their colleagues. In addition, CiTi recognizes that there are mandatory trainings related to new staff members as well as staff that work with students with disabilities. All required professional development will also be supported by CiTi.

This PDP is intended to be a fluid document, one that is in a constant state of renewal based on the shifting needs of students and teachers. It is intended that while the plan is written to reflect a four year period, annual reviews and revisions will be appropriate. The CiTi Mentor Program reflects the type, scope and intensity of support necessary for beginning staff members.

After the larger group of PDP members reviewed the data and crafted general goals, a sub-committee focused that information to include SED mandates, etc. as well as structure the design toward a MTSS model.

Professional Development Goals

In reviewing the data as well as specific District initiatives the professional development efforts over the next four year period will focus on:

1. Multi-Tiered Students Supports:

- SEL & Mental Health Curriculum & Instruction at the Universal level
- SEL & Mental Health Educator/Staff Self-Care and Resilience

2. Evidence-Based Instructional Practices:

- Curriculum Development to Improve Student Engagement and Achievement
- Implementation of Instructional Strategies to Improve Student Engagement and Achievement

3. Evidence-Based Behavioral and Restorative Supports:

- Increase Organizational Practices of Positive Behavior Interventions/Supports and Restorative Approaches

Specific Goals & Timelines

| 2019-2023 | |
|-------------------|---|
| GOAL | Develop and Implement a Multi-Tiered System of Support for students and staff at all levels of the organization |
| FOCUS AREA | SEL and Mental Health |
| OBJECTIVE | Curriculum and Instruction at the Universal Level |

Action Plan

| Strategy “What” | Approach “How” | Responsibility | Timeline | Measure of Effectiveness & Accountability |
|--|--|--|-----------------|---|
| Enhance the current building SEL approach to be implemented in all elementary classrooms | Teachers and Administration will be trained in implementing Pax GBG | Elementary Principals and Staff Director of EE and Alt Ed Director of Curriculum and Instruction Teacher Leaders | 2019 - 2021 | Decrease in Discipline referrals across all Elementary classrooms by student Increase in student attendance |
| Develop a consistent SEL curriculum to be implemented at the elementary level | Teachers and administration examine what is currently happening in each location as well as various SEL programs for implementation in our elementary classrooms | Elementary Principals & Staff Director of EE and AE Director of CI Director of ISS Teacher Leaders | 2020-2021 | Adopt a viable curriculum |
| SEL Curriculum 7-12 | Counselors well trained in implementing DBT - Dialectical Behavioral Therapy across full-day secondary programs | Secondary principals and staff in partnership with Cognitive Behavioral Consultants (CBC) Director of EE and Alt Ed Director of Curriculum and Instruction | 2019 - forward | Decrease in Discipline referrals across all Secondary classrooms by student Increase in student attendance |
| K - 12 Mental Health Framework and Curriculum | R and D | Director of Curriculum and Instruction Curricular Teams Teacher Leaders | 2019-2020 | Curriculum presented to Leadership Team for consistency in June 2020 Student Survey to create benchmark data |
| K - 12 Mental Health Framework and Curriculum | Implementation of organizationally adopted curriculum | Director of Curriculum and Instruction Principals Curricular Teams | 2020-2023 | Continuum of PD offerings for all staff Student survey |

Specific Goals & Timelines

| 2019-2023 | |
|-------------------|---|
| GOAL | Develop and Implement a Multi-Tiered System of Support for students and staff at all levels of the organization |
| FOCUS AREA | SEL and Mental Health |
| OBJECTIVE | Educator/Staff Self-Care and Resilience |

Action Plan

| Strategy “What” | Approach “How” | Responsibility | Timeline | Measure of Effectiveness & Accountability |
|--|--|--|-----------------|---|
| Continuum of Professional Development offerings for all members of the organization, including role specific opportunities | Offer regular professional development focused on topics which may include: -Poverty -Mindfulness -Brain Research -Trauma Informed Practices -Mental Health First Aid -Restorative Practices -SEL Competencies and practices -Self Care/Resilience | Instructional Support Services Directors of Student Programs Principals Teacher Leaders | 2019-2023 | Climate and culture surveys Increase in staff attendance |
| Organizational Self Care | Provide embedded opportunities for mental/physical wellness | SEL Implementation Team, Administration, ISS Team, Teacher Leaders | 2019-2023 | Climate and culture surveys Increase in staff attendance |

Specific Goals & Timelines

| 2019-2023 | |
|-------------------|---|
| GOAL | Develop and Implement a Multi-Tiered System of Support for students and staff at all levels of the organization |
| FOCUS AREA | Evidence-Based Instructional Practice |
| OBJECTIVE | Curriculum development to improve student engagement and achievement |

Action Plan

| Strategy “What”: | Approach “How”: | Responsibility | Timeline | Measure of Effectiveness |
|--|---|--|-----------------|---|
| Develop an understanding of the Next Generation Standards, including the Essential Elements, for ELA, Math, Science, Social Studies Frameworks, Fine Arts, Health and Physical Education, ISTE, LOTE, Technology, Industry | Offer regular professional development, which may include: Participation in events such as the organization curriculum collaborative, Literacy Network, Math Teacher Network, etc. | Director of Curriculum & Instruction, Principals, ISS, Teacher Leaders | 2019-2023 | Assessment performance (3-8, Regents, NYSAA) |
| Develop a standardized curriculum that can be prioritized and differentiated based on student needs | Address prioritization through curriculum collaboratives, new curriculum development, curriculum mapping | Director of Curriculum & Instruction, Principals, ISS, Director of College & Career Education, Director of ExEd/AltEd, Teacher Leaders | 2019-2023 | Completed, living curriculum documents based in specific contents |
| Develop an effective system for providing credit recovery | Determine CR criteria for access and dismissal Introduce, understand and utilize online supports (ie. edgenuity, etc) | Director of Curriculum & Instruction, Principals, Counselors, Teacher Leaders | 2019 - 2020 | Completed procedure for CR admittance and dismissal, |

Specific Goals & Timelines

| 2019-2023 | |
|-------------------|---|
| GOAL | Develop and Implement a Multi-Tiered System of Support for students and staff at all levels of the organization |
| FOCUS AREA | Evidence-Based Instructional Practice |
| OBJECTIVE | Implementation of instructional strategies to improve student engagement and achievement |

Action Plan

| Strategy “What”: | Approach “How”: | Responsibility | Timeline | Measure of Effectiveness |
|--|--|--|-----------------|--|
| Implement and enhance evidence-based Literacy instruction | OCLI, Literacy Network, Targeted Literacy strategies at the secondary level | Director of Curriculum & Instruction, Principals, ISS, Director of College & Career Education, Director of ExEd/AltEd | 2019-2023 | Positive changes with ORF (K-3), Growth in Star scores, anecdotal growth |
| Implementation of instructional teaching models including explicit and direct instruction as well as collaborative planning/teaching | Sharing during content collaboratives,, classroom/school visitations, PD in Personalized learning, participation in regional and national conferences, | Director of Curriculum & Instruction, Principals, ISS, Director of College & Career Education, Director of ExEd/AltEd, IT, Teacher Leaders | 2019-2023 | Documentation through SFS (APPR), Increased use of digital resources |

Specific Goals & Timelines

| 2019-2023 | |
|-------------------|---|
| GOAL | Develop and Implement a Multi-Tiered System of Support for students and staff at all levels of the organization |
| FOCUS AREA | Evidence-based behavioral and restorative supports |
| OBJECTIVE | Increase organizational practices of positive behavior interventions/supports and restorative approaches |

Action Plan

| Strategy “What”: | Approach “How”: | Responsibility | Timeline | Measure of Effectiveness |
|--|---|---|-----------------|---|
| Provide professional development for consistent implementation of evidence-based practices to support PBIS | TCIS CALM TEACCH DBT PAX GBG Restorative Practices Poverty Digital Citizenship | Director of Curriculum & Instruction, Principals, ISS, Director of College & Career Education, Director of ExEd/AltEd, IT | 2019-2023 | Reduction of restraints Reduction of disciplinary referrals Increase in attendance Increase in grade |
| Develop and implement universal systems across the organization | Attendance, RTI, PBIS, SEL/MH, RP, DDI | Director of Curriculum & Instruction, Principals, ISS, Director of College & Career Education, Director of ExEd/AltEd, IT, DDC, Teacher Leaders | 2019-2020 | Reduction of restraints Reduction of disciplinary referrals Increase in attendance Increase in grade |
| Articulate and plan secondary and tertiary supports | Attendance, RTI, PBIS, SEL/MH, RP, DDI | Director of Curriculum & Instruction, Principals, ISS, Director of College & Career Education, Director of ExEd/AltEd, IT, DDC, Teacher Leaders | 2020-2023 | Reduction of restraints Reduction of disciplinary referrals Increase in attendance Increase in grade |

Further action steps will be developed through smaller goal focused groups:

- *SEL Implementation Team*
- *Curriculum/Instruction Collaboration Team*
- *Restorative Team*

Professional Development Activities

Based on the identified needs, objectives and strategies, professional development activities are planned on a yearly basis and take multiple forms including:

- *Summer in-district trainings*
- *Superintendent staff development days*
- *Professional organization workshops/conferences*
- *College courses/workshops*
- *Mentoring*
- *Faculty, department and/or grade level meetings*
- *Visitations*
- *ISS facilitated workshops and networks*
- *NYSED Webinars*
- *Teacher Center offerings*
- *New Teacher Orientation*
- *District and or school based committees*
- *PLC meetings*
- *Coaching*

Evaluation of Professional Development

The Center for Instruction, Technology & Innovation is committed to providing professional development that can be measured based on the following benchmarks:

- The professional development program is aligned to the [District's Mission, Vision and Goals](#)
- The professional development program is centered on research-based content.
- The professional development program encourages continuous improvement.
- The professional development program actively seeks staff input.

The following tools will be used to evaluate the District's professional development program:

- Feedback from participants using google surveys and MLP evaluations
- Participation rates
- Formal and informal staff evaluation
- Student achievement data

Annual Review Process

As per the NYS guidelines, the Professional Development Plan (PDP) is to be reviewed each year by a designated committee for the purpose of long-range planning and subsequent revisions to the original plan.

Professional Development Planning Committee's Charge

- The committee will meet a maximum of four times which will include an annual review of the effectiveness of the Professional Development Plan.
- Each summer, an initial calendar of professional development opportunities will be available to all teaching staff.
- The PD Committee will recommend topics for each school year, including adjustments in response to PD feedback.

CiTi BOCES Professional Development Plan

CiTi Mentoring Plan

Description: The CiTi Mentoring Plan will support the role of a mentor working with a mentee or small groups of mentees. Mentoring, itself, is a sub-component of professional development. A mentor provides the mentee(s) with “support, feedback, problem-solving, guidance and a network of colleagues who share resources, insights, practices, and materials.” The mentor-mentee(s) relationship is formative, supportive and non-evaluative. In order to support the development of a trusting and open relationship the mentor-mentee(s) relationship is confidential. This process also gives veteran staff the opportunity to share their knowledge and experiences and pass along to new staff members the art of the profession. All new teachers to the profession and replacement teachers of one-half year or more will be involved in mentoring. Veteran teachers who change grade level assignments, or who are new to the district, will be provided support as well.

Core Beliefs

- Mentoring is important to the success of teachers.
- Personal and professional empowerment can result from reflective practice.
- Teacher inquiry, teacher learning and teacher knowledge are vital components of teacher leadership. Teachers need opportunities to develop a sense of appreciation of their own expertise.
- A collegial community of professional teachers is critical to the excellence of a school.
- Teacher development is the key to student success.
- Mentoring allows for the breakdown of isolation and promotes the exchange of ideas through collaborative problem-solving.

Mentoring Plan Committee

Director of Curriculum & Instruction and the Director of College and Career Success; in collaboration with a Mentoring Council consisting of Director of Exceptional/Alternative Ed, a Principal Rep, Veteran Teacher Rep, New Teacher Rep, will oversee the CiTi Mentoring Plan.

Goals The CiTi Mentoring Plan is designed to meet

- Enhance student performance through training, information, and assistance for new teachers.
- Provide support and assistance to new CiTi teachers in making transitions to their new jobs.
- Train and assist experienced teachers to serve as mentors to new CiTi teachers.
- Introduce new teachers to culture, expectations, and visions of CiTi.
- Bring new teachers to high levels of competency quickly by identifying the major needs and concerns of beginning teachers, enabling them to be effective in meeting the diverse needs of their students, and focusing on professional success and retention of new teachers.
- Provide opportunities for new teachers to benefit from the expertise and experience of veteran teachers.

Mentor-Mentee Relationship

The mentor-mentee relationship is formative, supportive, and in no way is meant to be evaluative in nature. In order to support the development of a trusting and open relationship, the mentor-mentee relationship is strictly confidential. Confidentiality does not apply if there are safety issues.

Components

The Center for Instruction, Technology & Innovation Mentoring Plan, while having a structure and set of procedures, is expected to grow and evolve through practice and experience. The program should:

- Build a trusting, supportive and open relationship among colleagues;
- Provide awareness of CiTi operational procedures;
- Allow technology system access and understanding of procedures;
- Increase awareness of standards, curriculum, instruction and assessment information, procedures and policies;
- Facilitate effective teaching methods, practices and classroom management;
- Build effective communication and relationships with students;
- Involve colleagues, administration, parents and the community;
- Encourage the use of education research;
- Support the mentee in all aspects of professional performance evaluation including portfolio development.

Responsibilities and Expectations

Responsibilities of Mentees

- Plan, teach, facilitate, and evaluate the progress of students in own classroom.
- Commit to meet with a mentor on a regular basis
- Participate in needs assessment.
- Observe mentor's classroom once per quarter.
- Develop professional goals.
- Participate in a variety of professional development activities.
- Participate in an evaluation of the mentoring plan.
- Participate in the mentor-mentee process.

Responsibilities of Mentors

- Make a multi-year commitment, as necessary, to provide support for a new staff member.
- Commit to meet with mentee on a regular basis
- Follow the components and calendar outlined in the CiTi Mentoring Plan.
- Participate in the mentor training program.
- Assist CiTi with evaluation and improving the components of the mentor plan.
- Maintain a log of dates and times of meetings between mentor and mentee.
- Recognize that a mentor teacher may not supervise a student teacher during the time they are serving as a mentor teacher.
- Listen to concerns, questions and problems of mentee while maintaining confidentiality.
- Observe mentee's classroom once per quarter.
- Make mentee aware of the requirements of the Annual Professional Performance Review.
- Serve as a resource for ideas and be reflective in assisting the mentee in developing style and confidence as a professional educator.
- Support the mentee through encouraging discussions between the mentee and the supervisor regarding professional needs or means to support his/her practice.

Responsibilities of Supervisor/Administrator

- Facilitate faculty and community awareness and support for the Mentoring Plan.
- Approve selection of mentors in collaboration with the Mentor Coordinator(s).
- Begin mentor/mentee assignment process within two weeks of Board approval/ appointment.
- Approve schedules for release time requiring substitutes.
- Recognize and plan for changes in interpersonal relationships by working with the Mentoring Coordinator.
- Approve professional development activities for mentors/mentees.
- Assist in the evaluation and revision of Mentoring Plan for the following year.

Responsibilities of Mentoring Council

- Council will meet two times during the school year.
- The Mentoring Council will review the Mentoring Plan at least once a year, and make recommendations for revisions of the Plan to the District Superintendent or designee.

Responsibilities of Mentoring Coordinator

- Collaborate with Professional Development Committee to provide mentor training and meet mentor/mentee professional development needs.
- Oversee and participate in the selection of mentors.
- Ensure mentor/mentee participation in program evaluation.
- Collect and organize program documentation for discussion
- Report to District Superintendent or their designee.
- Remain neutral and respect confidentiality of mentor and mentee.
- Assist in the coordination of new teacher orientation in regard to Mentoring Plan.
- Be available if problems or concerns arise.
- Responsible for scheduling and chairing the
- Responsible for developing a needs assessment (pre & post) form.

Responsibilities of the District

- The District Superintendent will ultimately be responsible for providing a District Mentoring Plan.
 - To propose and manage a budget that provides funding to support the Mentoring Plan.
 - Encourage and support the accomplishment of the goals of the Mentoring Plan.
 - Serve as an advocate for the Mentoring Plan with the Board of Education and the community.
 - Ensure compliance with the contract and law.
 - Provide suggestions and feedback to the Mentoring Council.
-

CiTi BOCES Professional Development Plan

Record Keeping for Certificate Holders

The Board of Regents, at its March 2016 meeting, adopted a new 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 leaders 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.

These new Registration and CTLE requirements do not apply to holders of Continuing Teaching Assistant certificates and Pupil Personnel Services (PPS) certificates such as School Attendance Teachers, School Counselors, School Psychologists, School Social Workers, School Dental Hygiene Teachers and School Nurse Teachers.

Beginning on July 1, 2016 individuals who hold a permanent or professional certificate in the classroom teaching service or educational leadership service (i.e., school building leader, school district leader, school district business leader) or a Level III Teaching Assistant certificate prior to July 1, 2016, shall apply for initial registration during the 2016-2017 school year during his/her month of birth and shall renew his/her registration in the last year of each subsequent five-year period thereafter.

Holders of professional certificates in the classroom teaching service, educational leadership service and Level III teaching assistant certificate holders are required to successfully complete 100 clock hours of acceptable CTLE during the registration period if they practice in a NYS school district or BOCES.

The CTLE requirement may be completed at any time during the registration period. CTLE completed during a prior registration period may not be carried over.

Permanent classroom teacher and school leader certificate holders practicing in New York State school districts or BOCES will be subject to registration requirements, but will not be subject to CTLE.

The District uses MyLearningPlan, a web-based Professional Development Management System, which provides scheduling, managing, completing, and reporting of all components of the professional development process. All staff are required to use MyLearningPlan for in- district as well as out-of-district professional development opportunities.

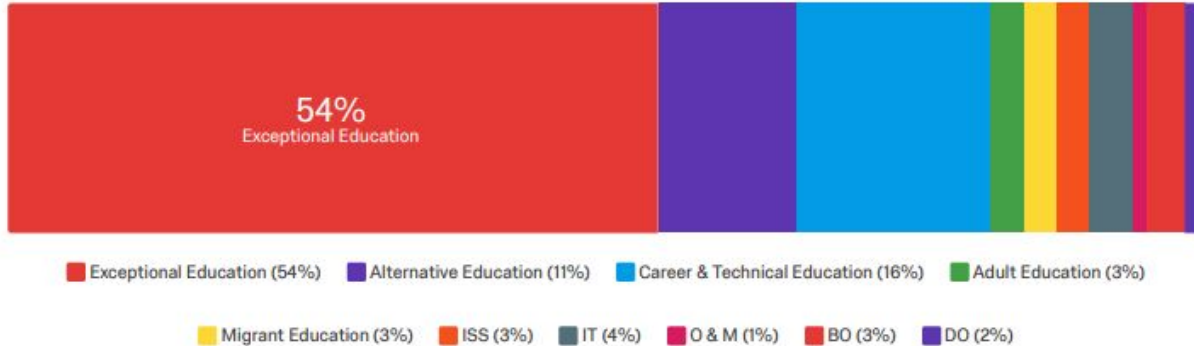
Appendix A

Professional Development Needs Survey Results

A survey was created to elicit impartial response from the various departments within CiTi.

The responses came from as follows:

Q1 - What is your department at CiTi?



| # | Field | Choice Count |
|----|------------------------------|--------------|
| 8 | O & M | 1.09% 2 |
| 5 | Migrant Education | 2.72% 5 |
| 7 | IT | 3.80% 7 |
| 6 | ISS | 2.72% 5 |
| 1 | Exceptional Education | 54.35% 100 |
| 10 | DO | 1.63% 3 |
| 3 | Career & Technical Education | 16.30% 30 |
| 9 | BO | 3.26% 6 |
| 2 | Alternative Education | 11.41% 21 |
| 4 | Adult Education | 2.72% 5 |

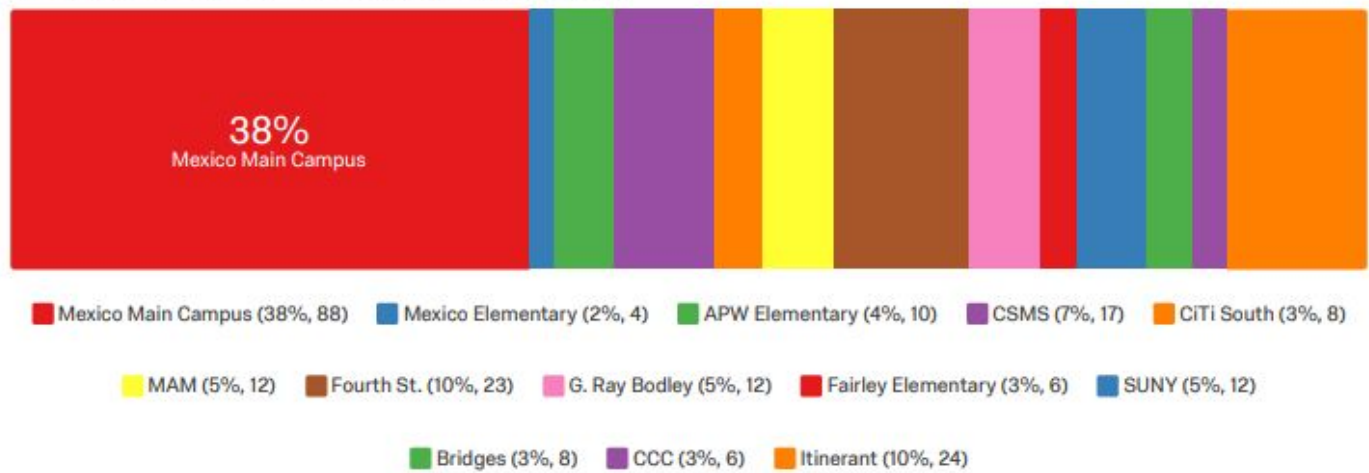
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The responses are reasonably proportionate to the staff design here at CiTi.

The respondents came from throughout our CiTi locations:

Q2 - Where is your work location(s)? (Select all that apply)

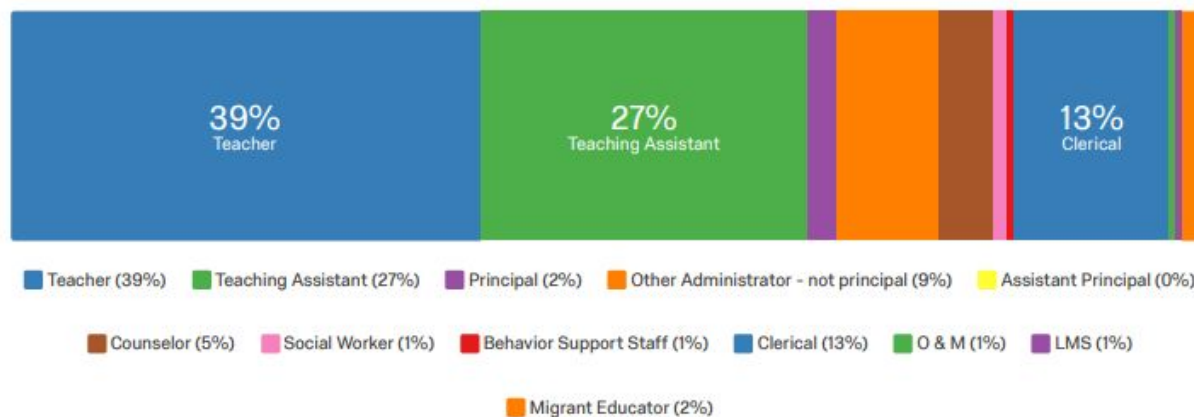


| # | Field | Choice Count |
|----|--------------------|--------------|
| 1 | Mexico Main Campus | 38.26% 88 |
| 2 | Mexico Elementary | 1.74% 4 |
| 3 | APW Elementary | 4.35% 10 |
| 4 | CSMS | 7.39% 17 |
| 5 | CiTi South | 3.48% 8 |
| 6 | MAM | 5.22% 12 |
| 7 | Fourth St. | 10.00% 23 |
| 8 | G. Ray Bodley | 5.22% 12 |
| 9 | Fairley Elementary | 2.61% 6 |
| 10 | SUNY | 5.22% 12 |
| 11 | Bridges | 3.48% 8 |
| 12 | CCC | 2.61% 6 |
| 13 | Itinerant | 10.43% 24 |
| | | 230 |

This is important as we are a diverse organization with varying needs connected with location.

Staff who responded included:

Q3 - What is your current role/assignment?



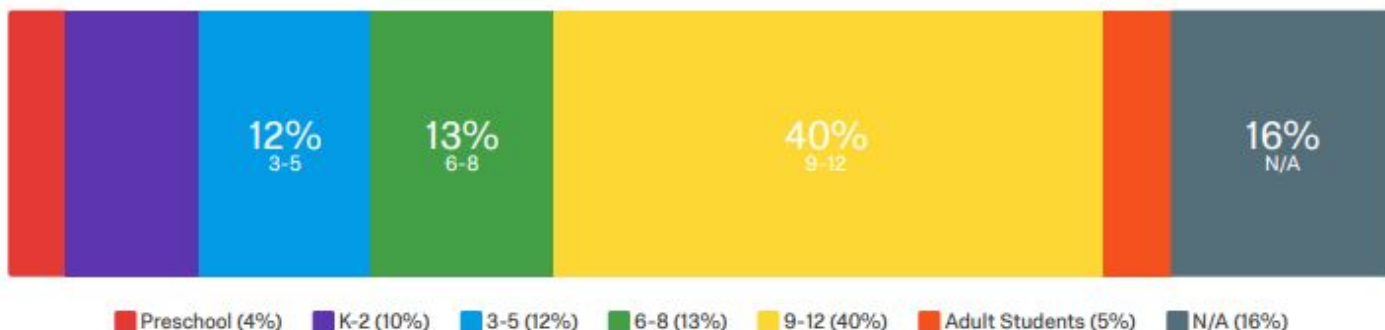
| # | Field | Choice Count |
|----|-------------------------------------|--------------|
| 1 | Teacher | 39.20% 69 |
| 2 | Teaching Assistant | 27.27% 48 |
| 3 | Principal | 2.27% 4 |
| 4 | Other Administrator - not principal | 8.52% 15 |
| 5 | Assistant Principal | 0.00% 0 |
| 6 | Counselor | 4.55% 8 |
| 7 | Social Worker | 1.14% 2 |
| 8 | Behavior Support Staff | 0.57% 1 |
| 9 | Clerical | 13.07% 23 |
| 10 | O & M | 0.57% 1 |
| 11 | LMS | 0.57% 1 |
| 12 | Migrant Educator | 2.27% 4 |

176

Although some areas were under represented, specifically teaching assistants (27%) and administration (11%), There were a decent amount of respondents (176) from the main stakeholder groups. These roles break down into the specific roles types of the organization.

They are represented by:

Q4 - What is your primary assigned level?



| # | Field | Choice Count |
|---|----------------|--------------|
| 1 | Preschool | 4.13% 10 |
| 2 | K-2 | 9.50% 23 |
| 3 | 3-5 | 12.40% 30 |
| 4 | 6-8 | 13.22% 32 |
| 5 | 9-12 | 39.67% 96 |
| 6 | Adult Students | 4.96% 12 |
| 7 | N/A | 16.12% 39 |
| | | 242 |

These proportions are a depiction of our instructional structure, which aides in fair representation.

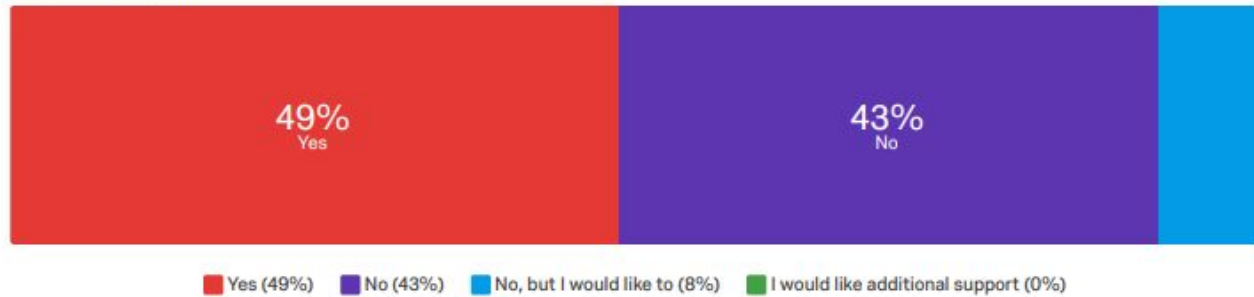
CiTi BOCES serves a diverse population of students, with a strong emphasis in Career and Technical Education as well as serving students with behavioral and/or social emotional struggles. These diverse needs required that over the years CiTi has had several initiatives to try and support students and staff with this needs. These include Therapeutic Crisis intervention for Schools, CALM behavior training for students with Autism, Mindfulness, Project-based Learning, Restorative Practices, Google Classroom/suite, Trauma Responsive, Academic Integration, Literacy Strategies, IEP Development, FBA/BIP Training, and Brain Research.

Staff were asked about whether they have been trained as well as their interest in learning more.

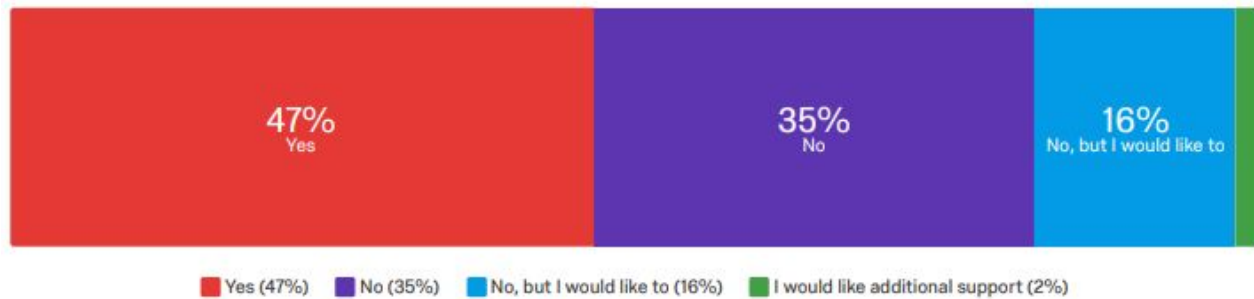
These results are as follows:

Q7 - Please indicate whether you have participated in training for: (Please select all that apply)

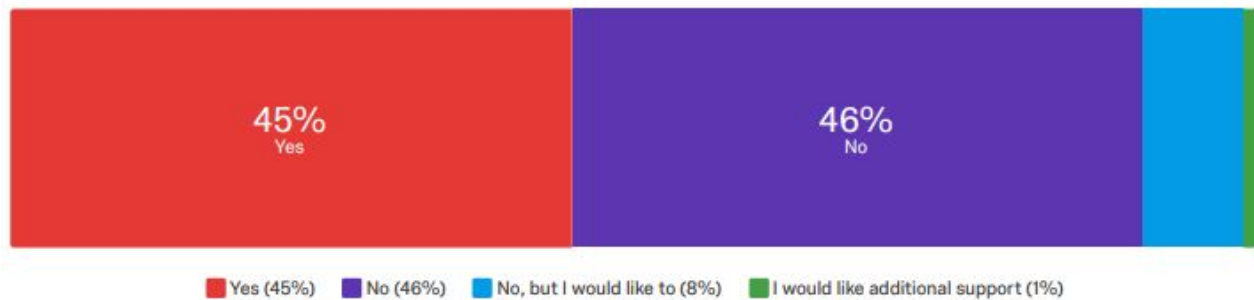
Q7_1 - TCIS/CALM



Q7_2 - Mindfulness



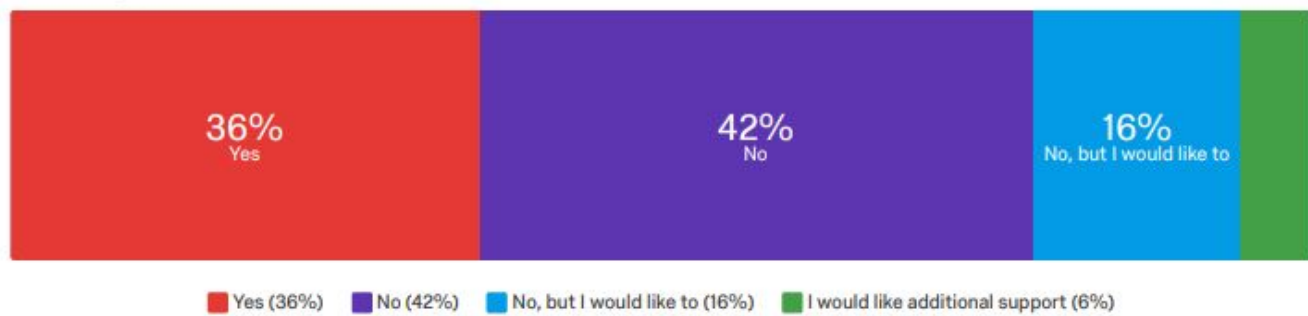
Q7_3 - PBL



Q7_4 - Restorative Practices



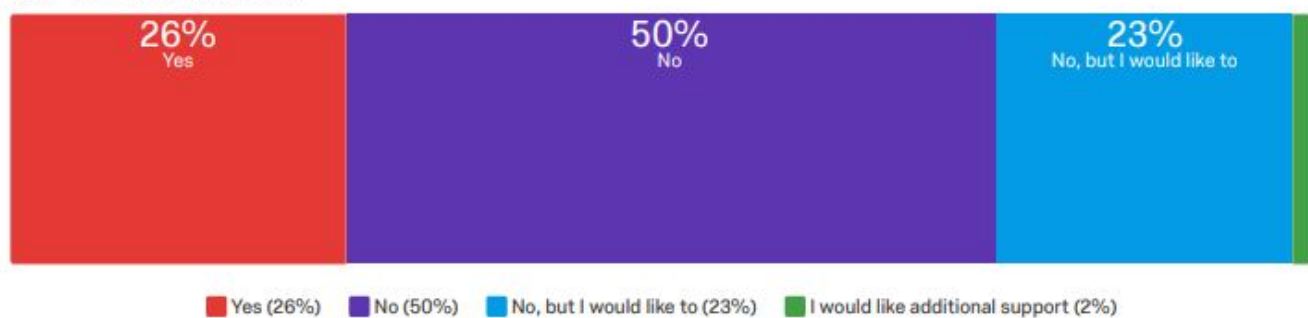
Q7_5 - Google classroom/suite



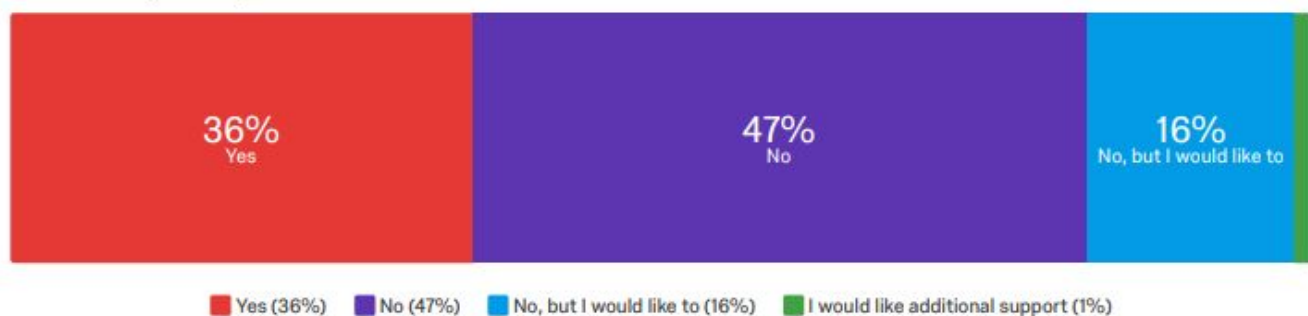
Q7_6 - Trauma Responsive



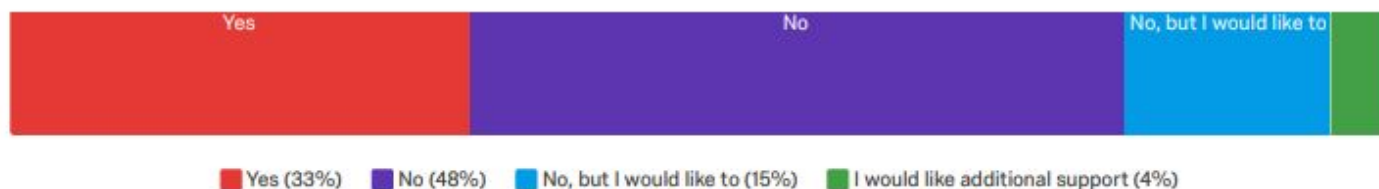
Q7_7 - Academic Integration



Q7_8 - Literacy Strategies



Q7_9 - IEP Development



Q7_10 - FBA/BIP



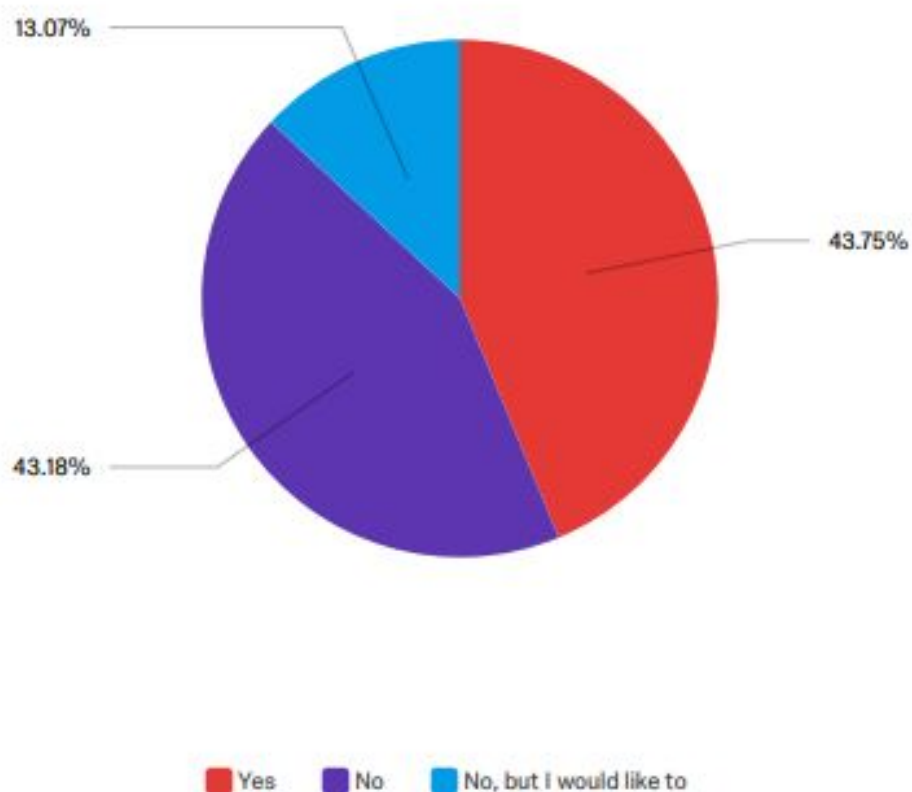
Q7_11 - Brain Research



When looking at the data collected we see that not all staff have the same training in the various initiatives. It appears that with the exception of TCIS, Calm and Mindfulness that the majority of staff do not have experience with the various initiatives. Of those who do not have the training, less than half of those who responded indicated that they are interested in learning more about that specific initiative. We as a PDP committee highlighted that there are several initiatives that we would like to pursue with our staff. They include Instructional strategies, curriculum and standards, reading and writing instruction, instructional technology/assistive technology, classroom management, student engagement, lesson planning and preparation, and social-emotional learning.

When examined staff participation in the various options listed and this is what we found:

Q8 - Have you attended anything that has to do with instructional strategies?



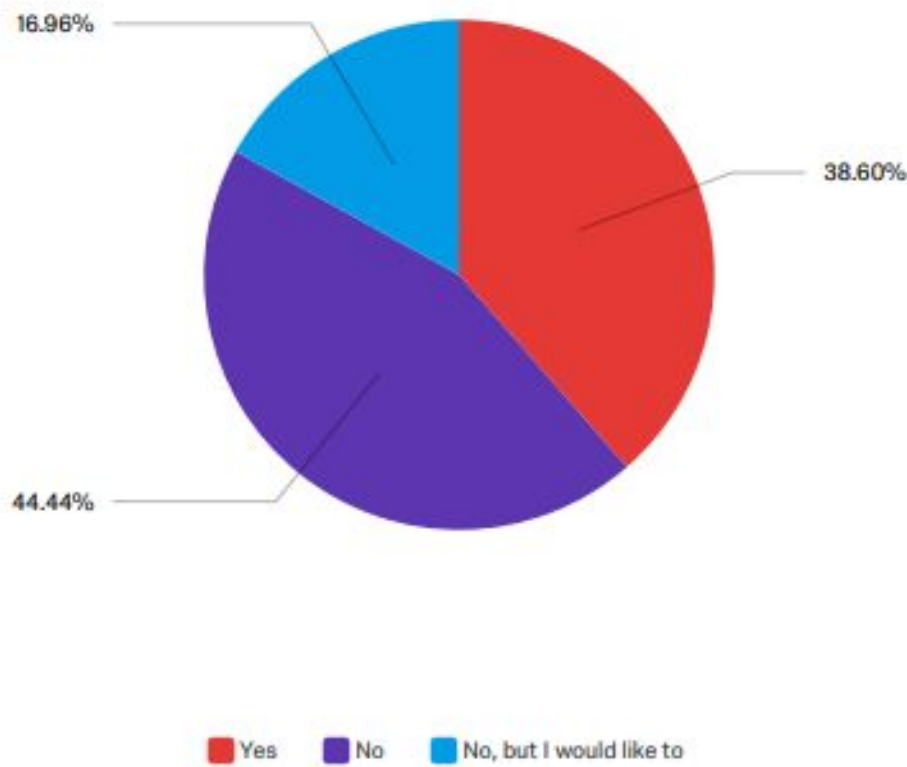
It is about an even split with those who have had some training with instructional strategies and those who have not. Some of the instructional strategy offerings that staff indicated that they have attended include:

- “Targeting the Problem”- math training with Suzanne Fox
- “Working With Kids That Hit Your Hot Buttons” training
- Linda Hogden’s “Visual Strategies”
- Instructional classes with Iraina Gershwin
- “LeMoyne College Research-Based Instructional Strategies” seminar
- Five Practices for Effective Math Instruction
- Hadley School for the Blind webinars
- Classes at SUNY Oswego
- Autism, ODD and ADHD training
- TEACCH trainings
- PBL trainings
- LDC
- MTSS
- RTI
- TCTW and HSTW sessions
- Technology centers and EDI
- Schoology trainings
- Google Suites trainings
- “Implementing the New AASL Library Standards and Instructional Strategies” training
- Integration of Google Classroom at NYSCATE
- Using Quick Phonics Screener (QPS) to target instructions
- Using Plicker and Kahoot in the classroom
- LANGUAGE Live!
- Strategies and online tools for supporting ELL learners in content areas
- TASC & Common Core subjects
- Michigan ELAs
- Vocabulary development
- Literacy strategies
- Reading groups
- Jigsaws
- Word walls
- Guided reading
- Teacher mentor meetings
- Scaffolding instruction
- Explicit instruction (holistic)
- Differentiated instruction
- Cooperative learning
- Co-teacher strategy training and models
- Learning targets
- Simulations
- Independent webinars
- Group activities
- Science workshops (to introduce new standards)

When surveyed about if staff needed support for this area 56% of those who responded indicated that they did not while 43% indicated that they did.

The next area explored was professional development related to curriculum and/or standards. Staff responded:

Q9 - Have you attended anything that has to do with curriculum and/or standards?



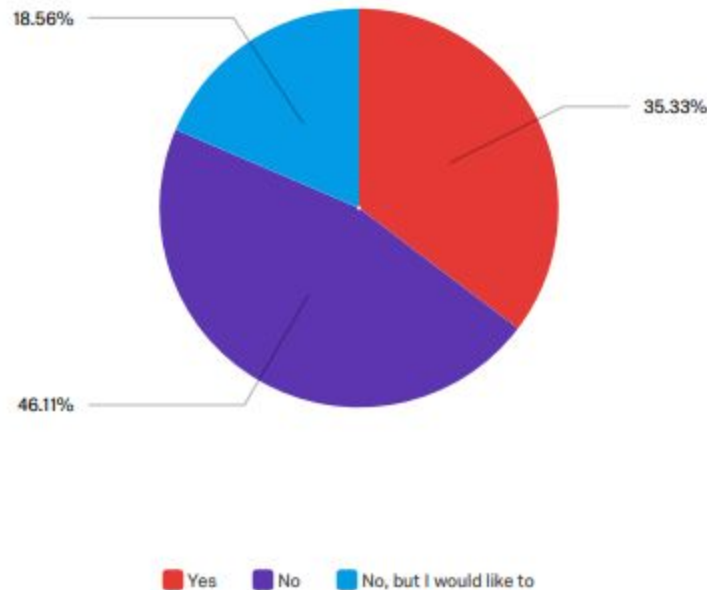
Staff indicated that they attended various offerings including:

- Mentor meetings
- English teacher meetings
- Bi-annual consortium meetings
- Department meetings
- Principal meetings
- County network meetings
- Staff Development days
- Planned meetings to cross-share successful strategies with other districts
- Digital media workshops
- SUNY Oswego Class: "Vocational Curriculum Development"
- Marla & John's new Teacher Program
- "Professional Development on FBA/BIPs" with MJ Hart
- Safe Haven training
- "Aligning the Standards" training
- TCTW and HSTW sessions
- NYSED trainings in Albany
- DASA training
- LDC Quality Task Course
- ELA standards and rubrics
- Bilingual Common Core Progression Initiative
- Common Core and national standards overview and strategies
- NEXT generation standards
- CTE nursing instructor
- Deaf Education
- Curriculum writing
- Standards-based instruction
- Curriculum alignment
- Cross-curricular unit planning
- CDOS

When asked if staff needed additional support in these areas 67% indicated that they **do not** while 33% indicated that they do.

The next area that was inquired about is instructional technology/assistive technology:

Q10 - Have you attended anything that has to do with Instructional Technology/Ass...

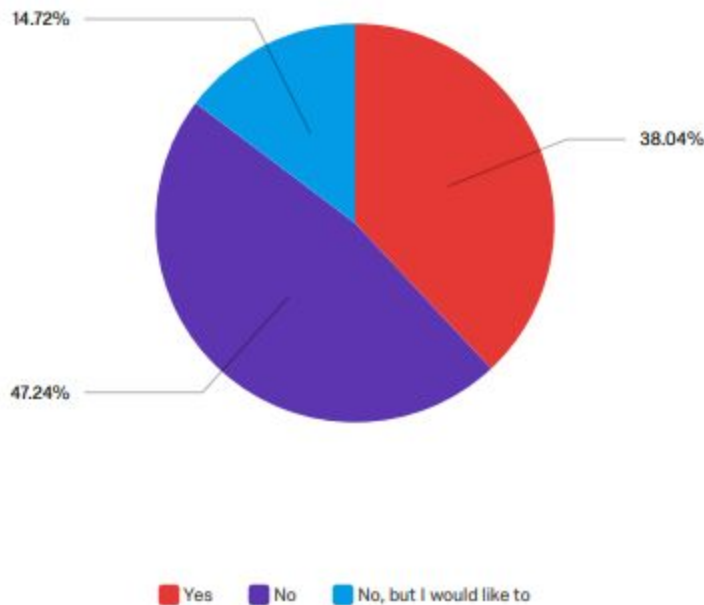


Some of the sessions that staff indicated participating in were:

- Introductory courses with the technology department
- Trainings with Dan Rupert from Google
- Peri Nelson's training regarding useful technology in the classroom
- Google seminars
- Smartboard and PEVO trainings
- DynaVox trainings
- RAEN trainings
- Chromebook workshops
- Independent workshops
- Assisted Technology Conference (ATIA)
- CEC DADD Conference
- NYSCATE Conference
- Google Classroom
- Schoology
- Classmate
- Quizlet
- Kahoot
- BoardDocs

When staff were asked if that needed additional support, 57% indicated that they do not while 43% indicated that they do.

The next area inquired about was classroom management. They were asked if they had attended anything that had to do with classroom management. The results were:



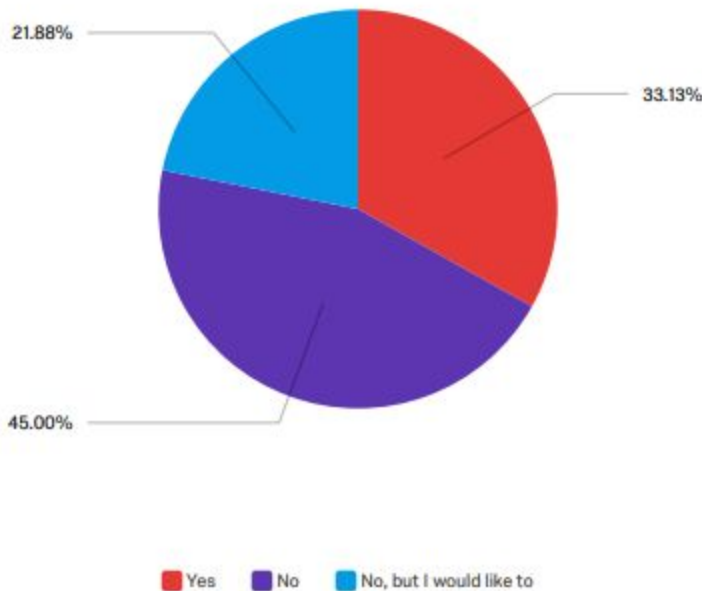
Some of the offerings that the staff noted participating in were:

- Differentiated instruction
- Mentors
- De-escalation techniques
- Observations via Brenda McGuire (outside evaluator and public speaker)
- LSCI
- TCIS
- CALM
- HSTW
- PBIS
- PBL
- Circle of Courage model
- RTI approach
- MTSS online/book study
- SUNY Oswego: "Methods of Teaching" course
- CAY 101 program
- Trainings via PESI
- Master Teacher eLearning, workshops, books and guides
- "Restorative Practices" training
- Speaker: "Teaching Difficult Children"
- Jen Mulcahey presentation
- "Managing the Disruptive Student" training
- "Engaging the Reluctant Learner" training
- "OCD, ADD and Spectrum Disorder in the Classroom" training
- "Behavior Management" training
- "Teach Like A Pirate" seminars
- Robyn Proud's "Classroom Environment and Student Engagement" session
- "Restorative Justice" training

- “Capturing Kids Hearts” training
- “No Nonsense Nurturer” training
- ODD behavioral management training

When staff were asked if they felt they needed additional support 77% indicated that they do not while 23% indicated that they do.

Staff were asked if they had attended anything that has to do with Student Engagement. The responses indicated that:



Some of the professional development offerings staff have participated in include:

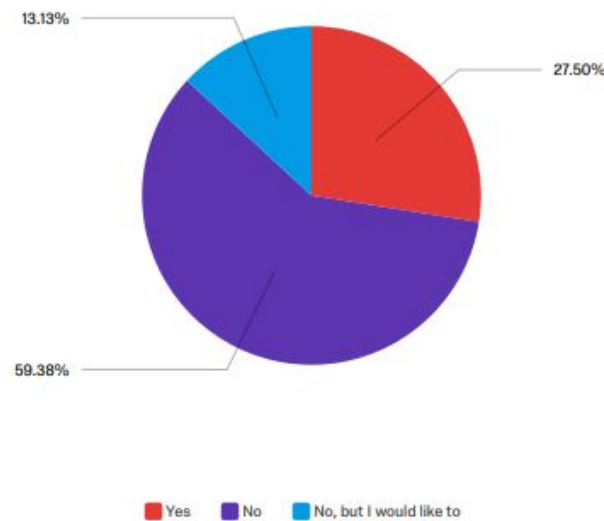
- “When to Give Them Space” - TCIS training
- “Restorative Practices” training
- “Behavior and Psychiatric Effects of Childhood Trauma, Autism and Suicide Intervention” training
- “No Nonsense Nurturer” training
- “Teach Like A Pirate” seminars
- Advocacy to Self-Advocacy; Trauma Informed Instruction
- Courses instructed via Cindy Pauldine
- CAY 101 program
- Various SUNY Oswego courses
- DASA
- PBL
- TCTW & HSTW sessions
- Active lesson planning
- Differentiated Instruction
- Mentor and mentoring sessions
- Independent online offerings
- Independent book studies
- Staff meetings
- Science workshops
- Mindfulness
- Utilize NYS MEP Graduation Plan as an engagement tool

- Circle of Courage model
- Best Practices- SIOP (Sheltered Instruction Observation Protocol)

When asked about if staff needed additional support with regard to student engagement 77% indicated that they do not while 23% indicated that they do.

It is important to note that there were only 52 respondents to this question out of the 160 that completed the initial portion of this question. This may not accurately represent participants true needs.

Staff were then asked whether or not they had attended any professional development regarding lesson planning and preparation. One hundred and sixty staff members responded. The respondents indicated:



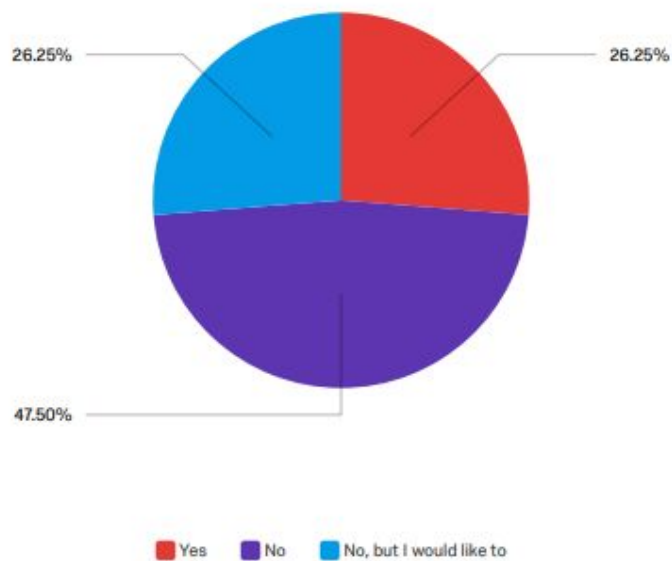
Some of the professional development offerings included:

- “How to create a lesson plan” training
- “Making the Most of the Block” training with Roseann Bayne
- “No Nonsense Nurturer” training
- “How to Increase Student Engagement” training
- “High Schools at Work” conference
- “How to Write a Lesson Plan” training
- “Lesson Planning With a Purpose” (with Marla)
- “Charting a Path for Your Students Using easyCBM Data to Drive Instruction” training
- “Pulling Standards” training
- “Backwards Building” training
- “Matching Assessment to Standard” training
- “Restorative Practices” training
- “Mindfulness” training
- PBL
- SIOP
- TCTW and HSTW sessions
- RAEN
- DASA

- LMC curriculum writing
- LDC Quality Task Course
- Tennessee Conference
- Various trainings, seminars, and trainings in the state of Michigan
- College and mentor meetings
- Various online offerings and book studies (non-specific)
- The 5- Star Approach
- C3 format
- Safe Haven Project
- Expectations
- Staff meetings
- Science workshops
- Leadership Forum
- Differentiated Instruction

When asked if they needed additional support with lesson planning and preparation, 44 staff members responded. Eighty-four percent of them indicated that they do not need additional support while 11% indicated that they did.

The next area inquired about was whether staff has participated in anything to do with social-emotional learning. One hundred and sixty staff members responded. The results were:



Some of the sessions they participated in include:

- LSCI
- TCIS
- TEACH
- SEL
- "Restorative Practices" training

- “Trauma and Trauma-Informed Care” conference
- “Mental Health Issues and Planning” training
- Alternative Education Conference
- “Yoga For Children” training
- “Brain Research” conference with Roseanne Bayne
- Mentoring sessions
- “Healing Teen Trauma Informed Care” conference
- “Amygdala Hijack” training with Roseanne Bayne
- Mindfulness trainings (various)
- Second Step
- CiTi’s Opening Day
- Independently read articles and books

Fifty-four participants responded as to whether they need additional support. Sixty-seven percent indicated that they did not need additional support while 33% indicated that they did.

This section was concluded by asking what staff would like to learn about to improve their practice or knowledge in the field. A listing of what they responded is as follows:

- Workshops regarding mental health
- Trauma training
- Transitional Living options
- Outside agency presentations
- The effects of medications on students
- Technology integration
- Technology devices for those that are blind or visually impaired
- School safety
- SUNY Oswego Course: “Teaching Special Needs Learners in Vocational Education”
- Software applications
- SchoolTools
- Classmate
- Adobe
- Milady Instructional Training
- Microsoft programs
- IEP Direct Program
- Maximizing software usage
- Latest classroom technology use
- Best practices in award winning schools
- Interpreter skill development
- Identifying reading problems
- Direct input from students coming from other countries
- Behavior intervention
- Historical Sites in CNY that could be used for field trips

When looking to support staff it is important that you offer flexibility as to when and how PD is offered. We asked the staff when they would prefer to have professional development. This is how they responded:

Q16 - When would you prefer to have professional development? (Select all that ap...

