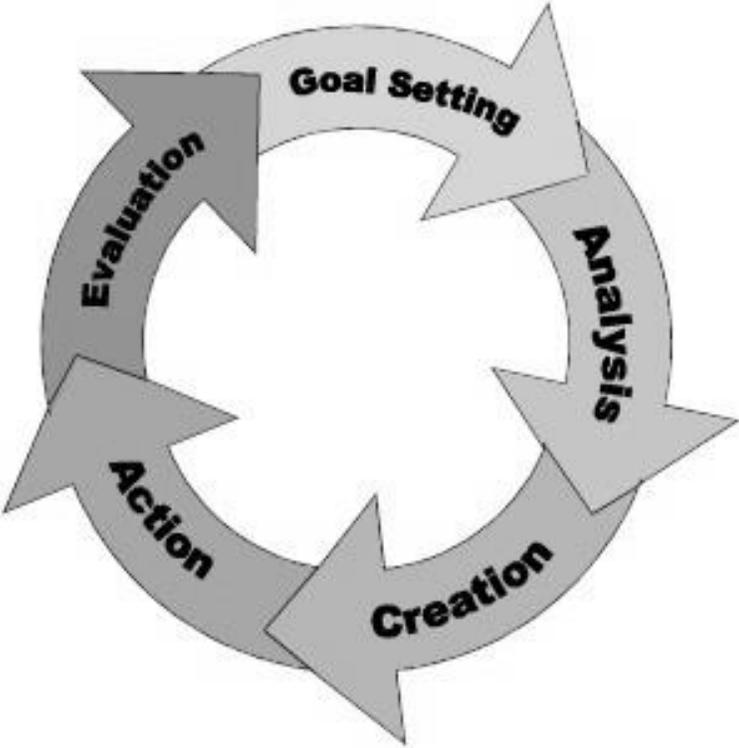


Gouverneur Central School District

*Professional Development Plan
2017-2018*



Gouverneur Central School District Professional Development Plan

District Name: Gouverneur CSD

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The Gouverneur Central School District Mission Statement is the impetus to the long-range Professional Development Plan 2017-2018.

Gouverneur Central School District Mission Statement

Gouverneur Central School District, in collaboration with the community, is dedicated to educating all individuals, in a safe environment, to be passionate learners and responsible citizens in a global society.

The Professional Development Plan focuses in on the skills, attitudes, and growth of the professional staff necessary to make the mission of Gouverneur Central School a reality.

Table of Contents

- I. Professional Development/Schoolwide Planning Team
- II. Professional Development Plan Yearly Requirement and Compliance
- III. Introduction
- IV. Needs Assessment
- V. Description of the Plan
- VI. Evaluation
- VII. New Registration and Continuing Teacher and Leader Education (CTLE)
- VIII. Provisions for Teachers Certified in Bilingual and English Language Learner (ELL) Education
- IX. Mentoring Program
- X. Provisions for School Violence Prevention and Intervention Training
- XI. Record Keeping
- XII. Annual Adoption
- XIII. Goals and Implementation Plans for Professional Development
- XIV. Goals and Professional Development Activities
- XV. Appendix A: New York State Teaching Standards and Elements
- XVI. Appendix B: The Interstate School Leaders Licensure Consortium Standards
- XVII. Appendix C: Thomas Guskey' Graphic: Evaluating Professional Development

I. Professional Development/Schoolwide Planning Team

| <u>Name</u> | <u>Title</u> |
|------------------------|--|
| Donna Runner | Assistant Superintendent |
| Shelley Burnham | 2 nd Grade Teacher |
| Jessica Cappellino | 4 th Grade Teacher |
| Mary Dixon | HS/MS Library Media Specialist |
| Jenafer Foster | Parent |
| Carrie Hartle | 3 rd Grade Teacher |
| Shawn Kirby | Parent/Volunteer |
| Jerrilyn Patton-Storie | HS Teacher/GTA Union Designee |
| Roberta Stillin-Dowman | Title I Coordinator |
| Pat Williams | 2 nd Grade Teacher |
| Charity Zawatski | Principal West Side Elementary/GAA Rep |
| Steve Coffin | Principal Middle School |
| Cory Wood | Principal High School |
| Victoria Day | Principal East Side Elementary |

A district team reviews and develops the Professional Development Plan (PDP). The Professional Development Planning Team has been actively involved in the following tasks:

- Data Analysis
- Prioritizing Needs
- Goal Setting
- Planning/Development Activities
- Plan Implementation
- Evaluation/Modifying Plan

II. Professional Development Plan Yearly Requirement and Compliance

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

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

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

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

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

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

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

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

III. Introduction

This Professional Development Plan for the Gouverneur 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.

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

The purpose of Gouverneur 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.

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

As such, professional development in the Gouverneur Central School District will:

- reflect a commitment to ongoing and continuous professional development that is based on the analyses of multiple sources of data
- include sufficient time and follow up support provided to staff to master new content and strategies
- ensure that content of professional development focuses on what students need to know and be able to do and is explicitly linked to the effect on student learning
- make certain that content of professional development will provide opportunities to gain an understanding of the theory underlying the knowledge (context) and skills being learned
- support the implementation of best practices as evidenced by research
- provide both a focus on instructional repertoire and content-specific skills. Instructional improvement requires that teachers possess a deeper understanding of both their academic disciplines and of specific pedagogical approaches
- impart opportunities to explore, question, and debate in order to integrate new ideas into classroom practice
- maintain a differentiated and developmental approach to meet individual and district needs relating to the teaching and learning process
- involve teachers in the identification of what they need to learn and in the development of the learning experiences in which they will be involved
- include the use of flexible times and models are essential for successful implementation of professional development

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

IV. Needs Assessment

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

- Student Achievement Data
- School Report Card
- BEDS data
- NYS and District Assessments (e.g., 3-8 testing and Regents exams)
- Disaggregated Student Achievement Data
- Student Cohort Data
- Report Cards
- VADIR/DASA Reports

- Supervisor and Department Recommendations
- Counseling Records
- Student Attendance and Discipline reports
- Graduation and Drop-out Rates
- Special Education Identifications and Annual Reviews
- NYS Learning Standards
- College Placement Rates
- Academic Intervention Services and RtI Records
- Elementary Benchmark Reading Assessments
- College Boards (AP, SAT) Surveys
- Professional Development Needs Assessment Surveys
- Professional Development Evaluation/Feedback Surveys
- Additional Data Sources
- Longitudinal Student Performance Data
- Teacher Retention and Turnover Rates
- Professional Performance Reviews and Observations/Evaluations
- Program Evaluations
- SED Regulations and Mandates
- Mentor Program Evaluations

V. Description of the Plan

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

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

The Ten Standards for High Quality Professional Development

1. **Designing Professional Development:** Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
2. **Content Knowledge and Quality Teaching:** Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
3. **Research-based Professional Learning:** Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research.

4. Collaboration: Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.
5. Diverse Learning: Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
6. Student Learning Environments: Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
7. Parent, Family and Community Engagement: Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.
8. Data-driven Professional Practice: Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
9. Technology: Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
10. Evaluation: Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

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

Professional development opportunities currently existing are:

- Grade Level/Interdisciplinary Team/Department Meetings
- Collaborative Problem Solving Cadres
- Examining Student work
- Turn-Key Training
- Faculty meetings
- Staff Development Days
- Technology/Standards Support
- Coaching/Mentoring Program
- Teacher Center or BOCES workshops/trainings
- Workshops (standalone/embedded in meetings)
- Conferences
- Distance Learning/webinars
- Training of Trainers
- Peer collaboration and visitation

- Summer curriculum development
- Speakers/consultants invited to present or work with teachers on research based practices (e.g., vocabulary instruction, differentiated instruction, artists in residence)
- In-service/Research/Case Studies on specific topics
- Study Groups/Book Studies
- Action Research
- After school collaborative meetings
- District sponsored summer workshops/research programs
- Affiliation with an institute of higher education
- Graduate courses
- Online courses
- Professional Organizations and Networks
- Partnerships with Community, Business Industry, and Universities

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

Key ideas of effective professional development include:

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

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

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

VI. Evaluation

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

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

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

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

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

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

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

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

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

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

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

IX. Mentoring Program

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

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

The Mentoring Program includes:

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

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

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

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

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

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

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

X. Provisions for School Violence Prevention and Intervention Training

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

The Gouverneur Central School District will provide refreshers on school violence prevention and intervention yearly.

XI. Record Keeping

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

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

XII. Annual Adoption

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

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

XIII. Goals and Implementation Plans for Professional Development

The following professional development goals and objectives have been identified for the 2017-2018 school year. The goals are arranged into six areas or tenets taken from New York State Education Department: DTSDE 2.0 Rubric Resource Guide developed for school and district improvement plans.

District Leadership and Capacity: The district examines the school systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure all students are successful.

School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement

Curriculum Development and Support: The school has rigorous and coherent curriculum and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student learning outcomes.

Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.

Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

Family and Community engagement: The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

<http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/documents/DTSDEResourceGuide.pdf>

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

XIV. Goals and Professional Development Activities

Tenet 1 - District Leadership and Capability: The district examines school systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure that all students are successful.

Goal: By June 2018, 80% of all core lesson plans reviewed and classrooms visited by the school and district leadership will include differentiated activities designed to meet the individual needs of each student, as determined by student performance data.

| Start Date | End Date | Activity |
|-------------------|--------------------|---|
| September 1, 2017 | September 15, 2017 | By September 1, 2017, the Assistant Superintendent will develop a district-wide assessment calendar, distributed to all members of the district, to ensure consistent implementation of the assessment program so that benchmark data may be used to inform instruction. |
| September 1, 2017 | June 22, 2018 | By September 1, 2017, the Assistant Superintendent will arrange for professional development for teachers of grades K-8, Algebra 1 and English 1 on the implementation of the NWEA MAP Growth Assessments, MAP Skills Assessments and the use of their reports from the three benchmark assessments (September, January, June) in order for teachers to identify areas of needs and strengths to adjust curriculum and instruction. |
| September 1, 2017 | September 26, 2017 | The district leadership will work with the school leaders at the September Administrative Council to develop a process/protocol for benchmark data meetings using the data-driven dialogue to ensure meaningful discussions about student data to improve student outcomes. |
| October 2017 | June 1, 2018 | The school leaders will work with building level teams to review NWEA and other assessment information three times a year (October, February and June) in order to inform intervention supports for students to improve student outcomes on grade level expectations. |
| October 2017 | June 1, 2018 | The Assistant Superintendent will discuss NWEA MAP Growth results with each school leader after each benchmark assessment (October, February and June) to review student achievement and create an action plan to address any gaps to improve student achievement. |
| October 2017 | June 22, 2018 | The school leaders will share the benchmark assessments summary data at faculty meetings in October, February and June to share progress and identify gaps in achievement in order for teachers to adjust instruction and make recommendations for curriculum changes. |

| | | |
|--------------|---------------|---|
| October 2017 | June 22, 2018 | School leaders in grades K-8, Algebra 1 and English 1 will meet three times per year (October, February and June) with content area and grade level teams to review student performance, identify gaps in learning and create an action plan to remedy the gaps in student achievement. |
| October 2017 | June 22, 2018 | School leaders in grades K-8, Algebra 1 and English 1 will meet monthly with content area and grade level teams to review student data from MAP Skills and create an action plan to address noted gaps in student achievement. |

Strategy: The district will examine the school systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure all students are successful.

| Activities | Responsible | Time Frame | Evaluation |
|---|--|--------------------------|--|
| Facilitate district planning processes. | Superintendent | July 2017- June 2018 | Successful development of District Improvement Plan and Goals |
| Provide trainings on APPR and teacher observation which will review updates of CTLE requirements. | Superintendent/Principals | July 2017- June 2018 | Completion of School Wide APPR Plan |
| Provide district personnel with training on school violence prevention, DASA, and Your Right to Know. | Superintendent/Principals | September 2017-June 2018 | Completion of training/Course completion |
| Provide staff with training on the use of collaborative technologies for use in planning. | Principals | July 2017- June 2018 | Implementation of strategies by teachers |
| Other possible PD activities to meet specific district's needs | | | |
| District Planning <ul style="list-style-type: none"> • District Policies and Procedures • Fiscal Responsibility • Contracts • Resources and Materials • NYSED Updates • Grant Writing • Enrollment Process • Technology | BOE, Superintendent, and District Administrators | 2017-2018 | Measurable district improvement based on surveys, contracts, best practices, NYSED regulations, attendance, graduation rates and NYSED Report Card |

| | | | |
|---|--|--|--|
| <p>School Safety</p> <ul style="list-style-type: none"> • CPR, AED, and FEMA • School Violence Prevention • DASA Training • Right to Know | | | |
| <p>Teacher Evaluation and Support</p> <ul style="list-style-type: none"> • APPR • Teacher Mentoring Program | | | |
| <p>Districtwide Services</p> <ul style="list-style-type: none"> • Special Education • ELL • AIS-RTI | | | |

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

Goal: By June 2018, the district will increase the capacity of school leaders to provide specific actionable feedback to teachers so that so that 80% of teachers will deliver differentiated instruction as evidenced by collected summary data by school leaders and improved student achievement on assessments.

| Start Date | End Date | Activity |
|-------------------|-----------------|--|
| August 1, 2017 | August 30, 2017 | The Assistant Superintendent will arrange for training for school leaders in August 2017 in the effective and consistent use of the walk-through tool in a feedback cycle to offer actionable feedback to teachers so they can adjust instruction to meet the need of their students. |
| October 1, 2017 | June 22, 2018 | The school leaders will conduct bi-weekly class visits to all classrooms, utilizing the walk-through tool to collect data on the effective implementation of differentiated instruction in order to identify gaps and provide needed support. |
| November 1, 2017 | April 1, 2018 | The Assistant Superintendent will review monthly each school leader's summary walk-through data, which has been collected and shared in a google document, in order to identify areas of need and improvement. |
| September 1, 2017 | June 23, 2018 | The Assistant Superintendent will arrange for professional development for all teachers to be trained to use data to plan differentiated activities (learning tasks) to meet the needs of their students. After school and summer opportunities will be offered quarterly (October, January, April and July) in the form of face to face and webinar sessions. |

Strategy: School leaders ensure school community shares vision, mission/goals, makes strategic decisions to utilize resources, use APPR practices, and evidence-based systems to improve schoolwide practices.

| Activities | Responsible | Time Frame | Evaluation |
|--|--------------------|---------------------|---|
| Continued calibration and training of administrators for teacher evaluations. | Superintendent | July 2017-June 2018 | Administrators will successfully complete teacher evaluations |
| Professional development will be provided for school and district management: fiscal, instructional, human resource, et. al. | Business Manager | July 2017-June 2018 | Successful implementation of WinCap |

| | | | |
|--|------------------|--------------------------|---|
| Professional development on data driven instruction – assessments, evaluation, student feedback. | Principals | September 2017-June 2018 | Completion of DDI meetings |
| Other possible PD activities to meet specific district’s needs | | | |
| School Management and Planning <ul style="list-style-type: none"> • Fiscal Responsibility • Scheduling • Community and School Planning • Online/Distance Learning • SchoolTool • Technology • Instructional Resources and Materials | District Leaders | 2017-2018 | Measureable School Improvement using observations, “look for” tools, assessments, data-driven instruction, APPR, NYSED School Report Card, and trainings. |
| Leadership <ul style="list-style-type: none"> • Specific Trainings on Leadership • Innovation • Communication and Collaboration • Research | | | |
| Teacher Evaluation <ul style="list-style-type: none"> • APPR • Evaluator Experiences • Teacher Evaluation • “Look For” Tools • Informed Teaching and Evaluation Methods • My Learning Plan | | | |
| Schoolwide Instructional Programs and Practices <ul style="list-style-type: none"> • DDI • Interdisciplinary Collaboration • RTI Practices • Standards Based Grading • Utilizing Learning Resources | | | |

Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

Goal: By June 2018, data from classroom visits will indicate that 80% of all teachers will reflect a link between grade level standards, learning objectives and learning task as evidenced by the school leaders' quarterly summary of walk-through data.

| Start Date | End Date | Activity |
|----------------|---------------|--|
| September 2017 | June 2018 | The Assistant Superintendent will arrange for professional development (September, October) K-8 teachers to learn how to use the curriculum maps to use to plan instruction that links the grade level standards to learning objectives and learning tasks to improve student achievement. |
| September 2017 | March 2018 | The Assistant Superintendent will make arrangements so that all grades K-4 and content area grades 5-8, Algebra 1 and English 1 teachers will meet September, February and April to develop common teacher made assessments to ensure consistency in the taught curriculum in order to improve student outcomes on grade level expectations. |
| October 2017 | June 2018 | The school leaders will ensure that all grades K-4 and content area grades 5-8, Algebra 1 and English 1 teachers will review benchmark data (October, February, June) to measure student growth in common core assessments to develop plans to address any identify gaps in student learning. |
| September 2017 | June 2018 | All school leaders will review lesson plans weekly as part of formal and informal classroom observations to ascertain teacher understanding of connecting grade level standards to learning objectives and learning tasks to improve student outcomes on grade level expectations. |
| October 2017 | November 2017 | Throughout the fall, the Assistant Superintendent will arrange for professional development on different protocols to review student work to be delivered during grade group, content area meetings, faculty meetings and afterschool opportunities so that every teacher has been trained on the use of the protocols. |
| October 2017 | June 2018 | The school leaders will ensure that all grade and content area teachers will use an identified protocol monthly to analyze student work in order gain information about student understanding of concepts and skills so that adjustments can be made in instruction to improve student outcomes on grade level expectations. |

| Strategy: Develop vertically and horizontally aligned UPK-12 Curriculum and Assessments for all content areas based on Common Core Learning Standards (CCLS) to improve UPK-12 student academic achievement on local and state assessments. | | | |
|--|--|--------------------------|---|
| Activities | Responsible | Time Frame | Evaluation |
| Provide professional development to school leaders on curriculum work - standards prioritization and pacing. | Principals | September 2017-June 2018 | Completion and review of curriculum maps |
| Provide teachers with training to identify curricular gaps as evidenced by NYS and local assessments. | Principals/DDI Teams | July 2017-June 2018 | Gap analysis meeting completion/ review of curriculum maps |
| Continue teacher to teacher work focused on reviewing assessment results and update prioritized curriculum. | Principals/DDI Teams | July 2017-June 2018 | DDI Meeting Completion |
| Provide support to all staff for literacy across all content areas. | District Improvement Team | July 2017-June 2018 | Summary of training attendance of BOCES offerings |
| Provide opportunities for teachers to deepen their understanding of subject specific content. | Principals | July 2017-June 2018 | Summary of training attendance of BOCES offerings |
| Lessons and unit planning will take place based upon increasing rigor & relevance of learning opportunities | District Improvement Team | September 2017-June 2018 | Completion and implementation of quad D learning activities |
| Other possible PD activities to meet specific district's needs | | | |
| Curriculum Planning <ul style="list-style-type: none"> • CCLS • Curriculum Alignment and Pacing • Curriculum Maps • Prioritize Curriculum • Curriculum Gap Training • Curriculum Modifications and Adaptations | Superintendent, School Principals, and Leaders, Teachers | 2017-2018 | Curriculum Alignment Data- Increased academic achievement for all students; APPR |

| | | | |
|--|--|--|--|
| <ul style="list-style-type: none"> • Use of technology integration for Curriculum (hardware, software, and) • Lesson and Unit Plans • Targeted Needs and Curriculum • Instructional Shifts • Curricular Models • Vertical/Horizontal Planning • Customized Learning • All Curricula Areas: ELA, Math, SS, Science, STEM etc. • Electives • Credit Acquisition • Interdisciplinary • Instructional Resources and Materials • ELL Curriculum | | | |
| <p>Literacy Curriculum</p> <ul style="list-style-type: none"> • Core Knowledge and Expeditionary Learning • Common Core Vocabulary Instruction • Writing Curriculum | | | |
| <p>Assessments</p> <ul style="list-style-type: none"> • Grading- Standards-Based • Formative and Summative Assessments • Rubrics • Feedback to students | | | |

Tenet 4. Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.

Goal: By June 2018, teachers will implement daily lessons that include formative assessments and use the results to adjust and differentiate instruction as evidenced by a minimum of 80% of classroom visits conducted by the school leaders rated as developing or above using the walk through tool.

| Start Date | End Date | Activity |
|----------------|---------------|--|
| October 2017 | November 2017 | The Assistant Superintendent will arrange for two follow-up sessions in the fall with a consultant for school leaders to focus on the effective strategies for using data to inform instruction (daily formative assessments and student feedback) that are components of the Danielson rubric, in order to monitor and support teachers to improve instruction. |
| September 2017 | May 2018 | The school leaders will conduct bi-weekly class visits to all teachers to collect evidence of data driven instructional strategies using the class walk-through tool and will summarize the evidence monthly to share in a Google document with the Assistant Superintendent, in order to identify areas for improvement and needed support. |
| September 2017 | May 2018 | The Assistant Superintendent will discuss data driven instructional elements monthly with each school leader in order to share best practices for improvement. |
| October 2017 | May 2018 | The Assistant Superintendent will arrange for group and individualized coaching in October, January and March by a consultant for school leaders on giving teachers actionable feedback to improve instruction. |
| October 2017 | May 2018 | The Assistant Superintendent will arrange for professional development 4 times per year fall, winter, spring and summer for all teachers on providing student feedback on formative assessments to improve student engagement in their learning and achievement. |
| October 2017 | May 2018 | The Assistant Superintendent will arrange for professional development, offered during release days and after school, 4 times per year fall, winter, spring and summer for all teachers to differentiate instruction to improve instruction and achievement. |
| October 2017 | June 2018 | The school leaders will ensure that by June of 2018, all grade and content area teachers will use formative assessments to check for student understanding in order to make adjustments in instruction to improve student outcomes on grade level expectations. |

| Strategy: Utilize effective instructional practices to increase student achievement as demonstrated by data. | | | |
|--|--|--------------------------|--|
| Activities | Responsible | Time Frame | Evaluation |
| Professional development will include the demonstration/modeling the use of technology as applicable. | Technology Committee/Principals | September 2017-June 2018 | Observation of lesson planning and teaching strategies aligned with the NYS Learning Standards |
| Provide professional development for individual curricular areas. | Principals/Teachers | July 2017-June 2018 | MyLearningPlan summary of training |
| Provide professional development on evidenced-based instructional practices such as for student engagement, for increasing rigor in questioning and learning tasks, for teachers to use data to driven instruction, differentiated instruction, brain-based learning, and mindfulness. | Principals/District Improvement Team | July 2017-June 2018 | DDI Meeting schedule/PLC meeting schedule and goal analysis |
| Provide special education teachers with RSE-TASC and ACCES-VR professional development. | Special Education Administrator/Principals | July 2017-June 2018 | Successful completion of training and implementation |
| Provide professional development for meeting NYS Teaching Standards. | Principals | July 2017-June 2018 | Observation of lesson planning and teaching strategies aligned with the NYS Learning Standards |
| Provide professional development based upon increased rigor, relevance, and relationships | District & Building improvement Teams | September 2017-June 2018 | Analysis and observation of student learning activities |
| Other possible PD activities to meet specific district's needs | | | |
| Instructional Strategies <ul style="list-style-type: none"> • Effective Teaching • Differentiated Instruction | Superintendent, School Principals, and Leaders, Teachers | 2017-2018 | Data- Increased academic achievement for all students; |

| | | | |
|--|--|--|--------------------------------|
| <ul style="list-style-type: none"> • Vocabulary Instruction • Instructional Strategies/CCLS Strategies • Learning Styles • Deep-level Thinking and Questioning Practices and Strategies – Rigor • Coaching/Mentoring/Collaboration • Intensity and Duration of Instruction • Informed Teaching • Game-Based Learning • Project-Based Learning • Growth Mindset • Cooperative Learning • ELL strategies • Technology Integration | | | NYSED School Report Card, APPR |
| AIS-RTI <ul style="list-style-type: none"> • Progress Monitoring • Student Goals and Needs • Differentiated Instruction • RtI Interventions • Grouping | | | |
| Data Driven Instruction <ul style="list-style-type: none"> • Questioning Practices • Data meetings • Question Banks | | | |
| Special Education <ul style="list-style-type: none"> • Co-Teaching • Explicit Direct Instruction • Customized Learning • Modified Grading • Instructional Modifications and Adaptations | | | |

Tenet 5: Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

Goal: By June 2018, as a result of the district wide implementation of effective social-emotional and academic school supports, 70% of grades K-9 at-risk students identified with 3 or more risk factors in September will meet their growth goals on the NWEA MAP assessments.

| Start Date | End Date | Activity |
|-------------------|--------------------|---|
| September 1, 2017 | September 30, 2017 | At each school, during the month of September, the Assistant Superintendent will meet with a newly developed pupil personnel team (counselor, psychologist, social worker, nurse, teachers, etc.) to document the school and community resources available for the social emotional support of students to communicate this information with staff and parents and to develop a list of the top 5 risk factors for their school population. |
| September 1, 2017 | June 22, 2018 | In September, the school leaders, with their pupil personnel teams, will identify the at-risk students with three or more risk factors to develop individual plans with goals and needed supports/interventions. The team will quarterly monitor the identified students in order to assess their goal progress and adjust needed supports/interventions. |
| September 1, 2017 | September 30, 2017 | In September, the Assistant Superintendent, school leaders and pupil personnel teams will develop and implement a progress monitoring tool to be used to track the progress of the identified students in order to provide needed supports. |
| September 1, 2017 | November 1, 2017 | In the fall, the McKinney-Vento Grant Support Liaisons will provide training on working with families in poverty and share trauma sensitive strategies at each school's faculty meeting so that teachers will have the knowledge to implement effective strategies to improve the academic achievement of children in poverty. |
| March 29, 2018 | March 29, 2018 | In the spring, the Assistant Superintendent will schedule all staff to participate in the Poverty Simulation coordinated by the Teachers' Learning Center and McKinney-Vento sub-grant to better understand the challenges faced by families in poverty in order to effectively work with these families. |
| September 1, 2017 | December 1, 2017 | The Assistant Superintendent will arrange for all newly hired elementary classroom teachers to be trained in the Responsive Classroom program, which is being fully implemented at the elementary schools, in order to reduce bullying and student behaviors that are a barrier to learning. |

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| July 20-21, 2017 | June 1, 2018 | The Assistant Superintendent will ensure that on July 20-21, 2017 teams of teachers at the elementary school will be trained in working with students of poverty and trauma and will turnkey that training in the fall and spring at the elementary building to create a plan for supporting students who have experienced trauma. |
|------------------|--------------|--|

| Strategy: Social and emotional learning and skill-based instruction will lessen barriers to learning will allow students to develop social-emotional learning skills. | | | |
|---|--|--------------------------|---|
| Activities | Responsible | Time Frame | Evaluation |
| McKinney-Vento turnkey trainers provided with strategies and suggestions for working with students from poverty and mindfulness strategies | District McKinney Vento Trainers | September 2017-June 2018 | Faculty Meeting Minutes/Trainer Logs |
| McKinney-Vento trainings on education of homeless children and youth for district staff, district liaison and Title I Mentors. | District McKinney Vento Trainers | September 2017-June 2018 | Faculty Meeting Minutes/Trainer Logs |
| Provide monthly family engagement trainings and offering throughout the school year. | Community Schools Counselor | September 2017-June 2018 | Community School Counselor's Action Plan/Log |
| Provide professional development in the area of improving relationships with students and families to increase student engagement | District Improvement Team | September 2017-June 2018 | Community School Counselor's Action Plan/Log |
| Provide professional development for behavior management | Principals/APL Effective Teaching | August 2017-June 2018 | Completion of Training |
| Other possible PD activities to meet specific district's needs | | | |
| District Policies and Regulations <ul style="list-style-type: none"> • DASA Training • Training in school violence prevention • Digital Citizenship and Online Safety • Classroom Management Techniques and Interventions • School Climate • Community Outreach | BOE, Superintendent, District Administrators, Counselors | 2017-2018 | Data: Attendance, Suspensions, Referrals, Surveys |

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|--|--|--|--|
| <ul style="list-style-type: none"> • Support Resources | | | |
| <p>Social Emotional Strategies</p> <ul style="list-style-type: none"> • Behavior Modification Training • Therapeutic Crisis Intervention • Social Thinking • Mindfulness • Growth Mindset • Families in Poverty • Family Engagement • Informed Teaching • Positive Reinforcements | | | |
| <p>Programs</p> <ul style="list-style-type: none"> • Responsive Classroom • PBIS/Olweus • Bullying Prevention • Counseling • McKinney-Vento • Research-Based Programs | | | |
| <p>Special Education</p> <ul style="list-style-type: none"> • Referral Process • Behavioral Supports • RtI Practices | | | |

Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

Goal: By June 2018, all teachers will implement reciprocal communication strategies with families so that 100% of families will participate in reciprocal communication a minimum of twice per year, to discuss each child's needs, progress and ways that the parent can support their child's academic achievement at home, as evidenced by the school leaders' quarterly review of the communication between teachers and families and a review of parent survey results.

| Start Date | End Date | Activity |
|----------------|---------------|---|
| September 2017 | December 2017 | The Assistant Superintendent, in collaboration with the school leaders, will arrange for a professional development session for teachers during a faculty meeting (September, October or November 2017) by a parent engagement consultant on effective strategies for communicating with families. There will ongoing sharing of best practices by volunteer teachers at bimonthly faculty meetings at each school to provide support and information for teachers in order to implement the strategies to improve communication with families. |
| September 2017 | December 2017 | The Assistant Superintendent will support the school leaders in the work of the elementary schools' FACE (Family and Community Engagement) committees and to develop a Parent Partnership committee at the middle and high school by October 30, 2017. The committees will review and develop plans by December 30, 2017, to improve the reciprocal communications strategies that are used, including the awareness that many parents have limited access to technology and the internet. |
| September 2017 | December 2017 | The Assistant Superintendent, in collaboration with the school leaders, will develop a plan to present a SchoolTool parent portal training at each school during a fall parent/student event to increase the understanding and use of the parent portal to increase communication with families. |
| March 2018 | June 2018 | The Assistant Superintendent will work with each school leader individually, from March to May 2018 to improve the transition and orientation programs for incoming UPK, kindergarten, middle school students and freshmen in order to make them more beneficial for students and more informative for parents. |
| September 2017 | June 2018 | The Assistant Superintendent, with school leaders, will develop a family climate survey to be conducted in May 2018 at school events and electronically to assess families' satisfaction with the communication strategies to plan for improvement. |

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| October 2017 | November 2017 | In the fall (October and November) , the Assistant Superintendent, with the Shared Decision Making Committee, will create a list of best ways to communicate with parents and create a marketing campaign to get the word out about the opportunities to improve family engagement. |
|--------------|---------------|---|

| Strategy: Regular communication with students and families will identify student’s strengths and needs, and foster high expectations for student achievement. | | | |
|--|---|------------------------------|--|
| Activities | Responsible | Time Frame | Evaluation |
| Provide professional development on Math and Movement, literacy and other parent/child activities. | Principals/ Teachers | September 2017- June 2018 | Review of sign in sheets and parent feedback survey |
| Professional development on developing parent partnerships with school. | Community School Counselor | September 2017- June 2018 | Review of sign in sheets and parent feedback survey |
| Professional development on working with families in poverty. | McKinney Vento District Trainers | September 2017- June 2018 | Faculty Meeting Minutes |
| Other possible PD activities to meet specific district’s needs | | | |
| Communication <ul style="list-style-type: none"> • SchoolTool Portal • One Call Now • District Newsletter • Title I Annual Meeting • AIS/RTI Notifications • Enrollment Process • Communication/Collaboration | Superintendent, District Administrators | 2017-2018 | Data: Attendance, Suspensions, Referrals, Surveys, Communication Logs |
| Parent Education and Engagement <ul style="list-style-type: none"> • Title I Services • Home School Supports | | | |

| | | | |
|--|--|--|--|
| <ul style="list-style-type: none">• Post-Secondary Information• Grade/School Transitions• Web Sites• Student Learning and Development Tips and Tools• CTE programs• Family-School Partnership Building• Links to NYS CCLS- www.engageny.org• Counseling | | | |
|--|--|--|--|

XV. Appendix A

New York State Teaching Standards and Elements

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

Standard 1: Knowledge of Students & Student Learning

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

Standard 2: Knowledge of Content and Instructional Planning

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

Standard 3: Instructional Practice

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

Standard 4: Learning Environment

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

Standard 5: Assessment for Student Learning

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

Standard 6: Professional Responsibilities and Collaboration

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

Standard 7: Professional Growth

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

XVI. Appendix B

The Interstate School Leaders Licensure Consortium Standards (ISLLC Standards)

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

Facilitating the development, articulation, implementation, and stewardship of learning that is shared and supported by all stakeholders

- A. Collaboratively develop and implement a shared vision and vision
- B. Collect and use data to identify goals assess organizational effectiveness and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Promote continuous and sustainable improvement
- E. Monitor and evaluate progress and revise plans

Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth

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

Ensuring management of the organization, operation, and resources for a safe, efficient and effective learning environment

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

Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources

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

Acting with integrity, fairness, and in an ethical manner

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

- C. Safeguard the values of democracy equity and diversity
- D. Consider and evaluate the potential moral and legal consequences of decision making
- E. Promote social justice and ensure that individual student needs inform all aspects of schooling

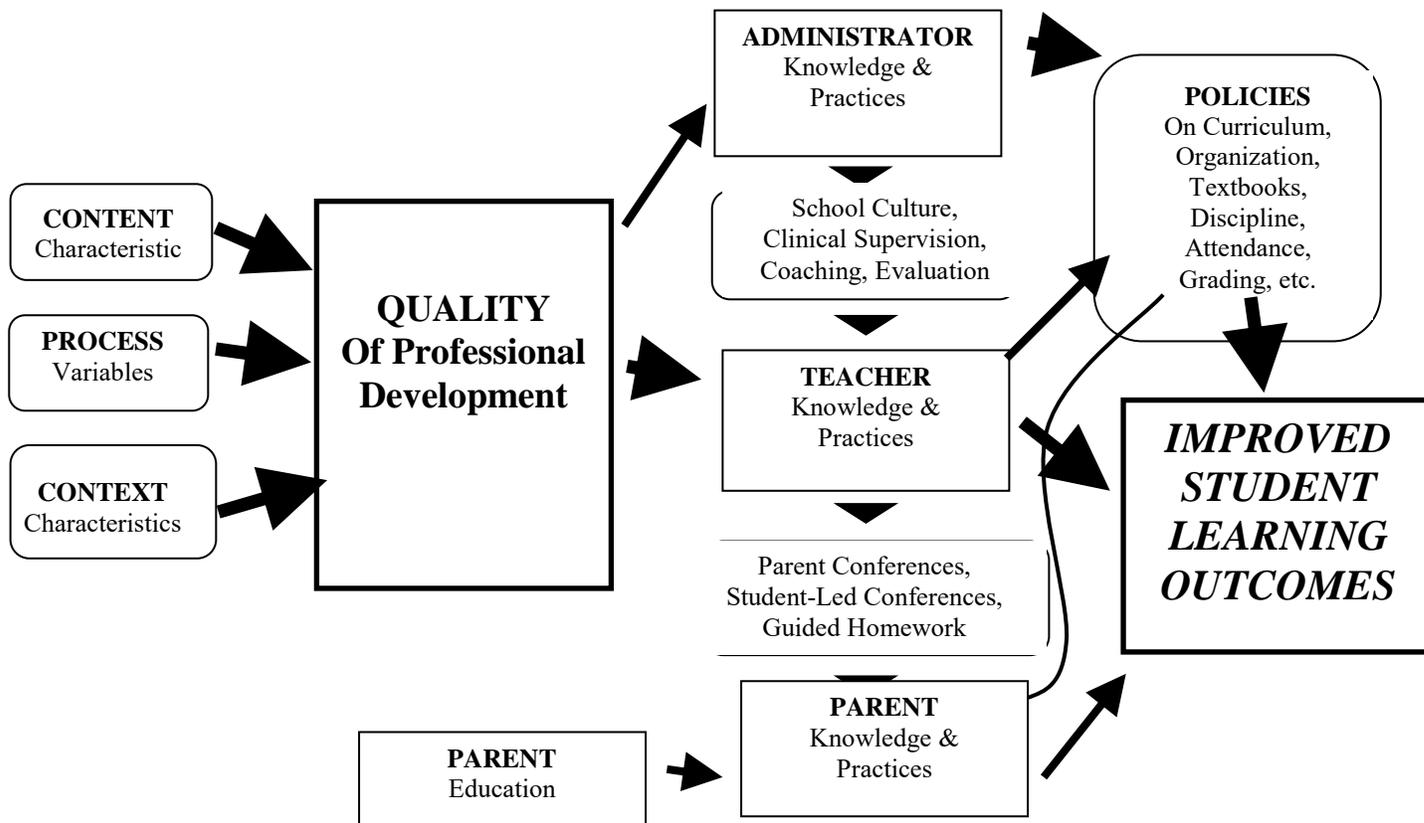
Understanding, responding to, and influencing the political social, economic legal and culture context

- A. Advocate for children, families and caregivers
- B. Act to influence local, district, state, and national decisions affecting student learning
- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

XVII. Appendix C

Evaluation of Professional Development

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



Thomas Guskey
Evaluating Professional Development 2000