

Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES
Organizational Professional Development Plan
2016-2017

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1. Introduction

This Professional Development Plan for the Jefferson-Lewis BOCES 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 districts. Throughout this document, we reference the ultimate goal of professional development; improved student learning.

Professional development will consistently be an ongoing process that involves sustainable improvement in student learning and instructional practices. This requires evaluation of student performance and teacher self-assessment, identifying possible courses of action, testing new approaches, assessing results and then beginning the process anew. Program and Professional Development in the BOCES will support administrators and teachers to implement PD on an on-going basis.

In the Jefferson-Lewis BOCES, 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.

Mission

The Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES, in cooperation and partnership with our component school districts, community agencies, higher education, business, industry, and the State Education Department:

- Provides high quality and cost-effective educational programs, enabling students of all ages to find success.
- Provides life-long learning opportunities that facilitate college, career, and community readiness.
- Provides leadership, resources and support services for component districts to achieve success. Communicates with districts and the community regarding educational developments and priorities.

Vision

Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES will lead, create, implement and sustain educational programs that meet the ever-changing needs of the students and communities we serve.

2. Professional Development Committee Membership [REQUIRED ELEMENT FROM PART 100]

Name	Title
Jeannette Rushford	Supervisor

Linda Torres	Assistant Director
Dan Myers	Teacher
elly Foote	MSW
Deanna Hughes	Teacher
Amber Hanni	MSW
Tracy Granger	Teacher
Dawn Froedtert	Teacher Assistant
Joanne Galavitz	Teacher
Nancy Howard	Teacher
Ann Blocher	Teacher Assistant
Matthew Fagan	Teacher
Tracy Largett	Regional Behavioral Specialist
Laura Trombley	Teacher
Barb Edgar	OT
Nikki Marks	PT
Laurie Fitzsimmons	OT
Ellen Paladini	OT
Paula Cooper	Speech
Kristina Green	S P
Linda Carroll	Supervisor

Susan Ambrose	Workplace Coordinator
Alicia Ross	CDOS Specialist
Shelly Cobb	Assistant Supervisor
Patty Cohen	Teacher
Mallory Sullivan	Work-based Learning Coordinator
Todd Galarneau	CDOS Curriculum Specialist
Barbara Ryan	Teacher
Jeff Scofield	Teacher
Brian Taube	Teacher
Nichole Workman	Nursing Assistant Teacher
Dawn Fargo	Special Education Teacher

3. New York State Department Regulations and Requirements

This professional development plan is in compliance with Commissioner Regulations 100.2 (dd) that requires each district and BOCES 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 Jefferson-Lewis BOCES 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.

4. Philosophy

Professional development at the Jefferson-Lewis BOCES is a vital component of our commitment to serving our component school districts as their Essential Partner. We are committed to high-quality, research-based professional development to provide ongoing growth for practitioners within our organization, as well as to the assessment of ongoing professional development initiatives. Professional development provided to internal employees is tailored to the needs of the individual district, and building, progresses across grade levels (PreK-graduation) and when appropriate, is continuous and sustained.

We strive to provide professional development in alignment with the New York State Professional Development Standards (<http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>):

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** 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 skills 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 their 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.

5. Organizational Professional Development Goals/Action Plan

Programs for Exceptional Students

TO: Leslie LaRose
 FROM: Michael Lively
 DATE: June 3, 2016
 RE: Professional Development Plan, Programs for Exceptional Students Department

Attached please find Attachments II, IV & V for our department’s component of the annual Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES Professional Development Plan. Data was collected and reviewed by the administrative team, and through discussions at regional faculty meetings, individual conferences, and feedback from mentoring programs, professional development recommendations have been created for the 2016-2017 School Year. These efforts will include a focus on the use of data in decisions regarding both academic and behavioral interventions, and reflect the State Education Department’s *Blueprint for Improved Results for Students with Disabilities*.

In a review of academic and behavioral data, we note that we were unsuccessful in meeting our goals from last year as indicated in this table:

Goal	Target	Actual
Goal #1: Decrease out-of-school suspension rate in alternative education programs.	25%	27%
Goal #2: Increase the percentage of students achieving a passing Regents score.	30%	25%
Goal #3: Increase the percentage of students who achieve a Level 2 or greater on the 3-8 NYS ELA & Mathematics Assessments	27% ELA 30% Math	25% ELA 23% Math

Although there may be multiple factors that have contributed to not meeting our goals – staff shortages, changes in curriculum and assessments, as well as increasing behavioral health needs in our region, we believe that continued professional development that is aligned with the identified needs of our students as well as increased opportunities for focused practice through the use of instructional and behavioral specialists will lead to improved results in the future. As a result, we have incorporated a range of professional development recommendations within our plan, including but not

limited to student-centered learning, specially designed instruction, research-based instructional strategies, multi-tiered interventions for academic and behavioral supports, and effective IEP goal-writing and management.

Serving the following school districts:

Serving the following school districts:

ADIRONDACK • ALEXANDRIA • BEAVER RIVER • BELLEVILLE HENDERSON • CARTHAGE • COPENHAGEN • GENERAL BROWN • INDIAN RIVER • INLET
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Attachment II: Needs Assessment Prioritizing

Programs for Exceptional Students

Congruence between student and teachers' needs and district goals and objectives will determine plan priorities.

Student Performance Deficiency	Teacher Content/Practice Need(s)	District Goal/Objective No.
<p>PES 1. The out-of-school suspension rate (percentage calculated by students suspended compared to enrollment) in PES alternative education programs was 21% for the 2014-2015 School Year. To date, the suspension rate in PES alternative education programs has increased to 27%.</p>	<p>PES 1. Increased student engagement and participation can significantly improve student behavior. Continued professional development with a focus on student-centered learning strategies and differentiated instruction would help address student engagement concerns. Staff in the alternative education settings should also continue to work to full institution of the Positive Behavioral Intervention and Support model. Staffing turnover and changes have impacted the PBIS initiative resulting in the need for continued training for the alternative education faculty. The addition of a Behavior Specialist in the department will facilitate the provision of ongoing professional development opportunities and localized direct training of staff.</p>	<p>PES Goal #1</p>

PES 2 & 3. The average student passing rate on the five required NYS Regents Examinations for all students in BOCES alternative education programs was 25% in the 2014-2015 School Year.

The percentage of students in BOCES special education programs scoring at Level 2 or above on the NYS 3-8 ELA exams was 25% in the 2014-2015 school year. The percentage of students in BOCES special education programs scoring at Level 2 or above on the NYS 3-8 Math examinations was 23% in the 2014-2015 school year.

PES 2. Continued professional development in with a focus on student-centered learning strategies as well as student engagement would address this performance deficiency. In addition, increased professional development in using data to drive instructional decisions as well as greater collaboration and cross-disciplinary instructional strategies (professional development opportunities with a focus on co-planning, target-setting, and common instructional goals for students) could positively impact student performance on NYS Regents assessments. The PES Department will continue the use of curriculum mapping software, as well initiate new diagnostic and assessment tools using Renaissance Learning's STAR 360 suite. Extensive professional development to ensure teachers have full understanding and access to these programs is included in the plan,

PES Goals #2 & 3

**Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES Professional Development Plan
Attachment IV & V: Implementation Plan/Evaluation Plan
Programs for Exceptional Students**

PES Goal #1: Decrease the out-of-school suspension rate (percentage calculated by students suspended compared to enrollment) in PES alternative education program.

Objectives: By May 2017, the suspension rate for students enrolled in PES alternative education programs will decrease or maintain compared to the current 2015-16 rate of 27%.

Strategy	Activities	Who	Timeframe	Performance/Measure/Data Source	Evaluation Plan
Increase student engagement in classroom activities	Curriculum & Assessment catalog/web links & training; Co-Teaching Strategies; Atlas Curriculum Mapping software training/activities; Student Centered Learning Professional Learning Communities to meet individual population needs; Project-Based Learning; Standards-Based IEP Training Differentiated Instruction Training IEP Goal-Writing	<ul style="list-style-type: none"> • Curriculum & Assessment Committee • PES Administrators; • All ACES faculty • Alternative Education Advisory Committee • Related Service Providers • School Social Workers • PES Behavioral Specialist 	July 2016-June 2017	Suspension Data Incident Reports Report Cards/Progress Reports Teacher Observation and Walkthrough Data Student Surveys Review of Completed STAR Diagnostic Assessment Data SWIS Reporting Data BOCESDirect Discipline Data	The administrative team will review related data quarterly to evaluate progress toward goal. This data will be shared with alternative education teachers at regular faculty meetings. Teacher observations and walkthroughs will also be incorporated as data collection for classroom management, PBIS incorporation and student engagement data.

	<p>Data Management</p> <p>Diagnostic Software Training (STAR)</p> <p>Lead Evaluator Training for Administrators</p> <p>English Language Learner Training</p> <p>Multiple Pathway Training</p> <p>Critical Components for Special Education Classroom Training</p> <p>Multi/Cross-Content Planning training Related Services Integration Transition Planning guidelines; pathways to graduation; CDOS</p>				
<p>Increase student involvement in program planning</p>	<p>Transition Planning guidelines; pathways to graduation; CDOS credential; post-graduation planning</p> <p>Student Government Processes</p>	<ul style="list-style-type: none"> <input type="checkbox"/> PES Administrative Team <input type="checkbox"/> Transition Planning Committee <input type="checkbox"/> Student Government Committees <input type="checkbox"/> PES Behavioral Specialist 		<p>Continuation and expansion of Student Planning Groups in both alternative education locations Meeting minutes/Advisor Reports</p> <p>Addition of student members to Alternative Education Advisory Committee</p>	

<p>Increase faculty participation in PBIS, including expansion to PBIS Tiers II & III</p> <p>Increase faculty awareness & understanding of behavioral disabilities</p>	<p>Provide professional development on PBIS Tiers II & III</p> <p>Reclaiming Youth/Restorative Justice Training</p> <p>FBA/BIP Guideline review and software management training</p> <p>Partnering with community agencies; Family-home-school connections;</p> <p>Non-Violent Crisis Intervention Training</p> <p>Mental Health Awareness Training</p>	<p><input type="checkbox"/> RSE-TASC Regional Behavioral Specialist PES Administration</p> <p><input type="checkbox"/> FBA/BIP Committee PES Administrators</p> <p><input type="checkbox"/> All ACES faculty</p> <p><input type="checkbox"/> NCI Trainers</p> <p><input type="checkbox"/> PES Behavioral Specialist</p>		<p>Ongoing support of Tier 2 & 3 training with all alternative education staff.</p>	<p>Review of PBIS team meeting minutes</p> <p>Evaluation of FBA/BIP tool use</p> <p>Administrative team meetings with RSE-TASC Behavioral Specialist</p>
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**Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES Professional Development Plan
Attachment IV & V: Implementation Plan/Evaluation Plan**

Programs for Exceptional Students PES Goal #2: Increase the percentage of students in PES classrooms who achieve a passing score on the five required NYS Regents Examinations.

Objective: Increase the percentage of PES students achieving a passing score on the five required NYS Regents examinations from 25% in 2015-2016 to 30% in 2016-17.

PES Goal #3: Increase the percentage of students grades 4-8 who achieve a Level 2 or higher on the NYS 4-8 English Language Arts & Mathematics Assessments.

Objective: Increase the percentage of students enrolled in PES classrooms who achieve a Level 2 or greater on the Grades 3-8 NYS ELA & NYS Mathematics Assessments will increase from 25% (2014-15) to 28% on the ELA exam and 23% (2014-15) to 28% on the Mathematics exam.

Strategy	Activities	Who	Timeframe	Performance/Measure/Data Source	Evaluation Plan
<p>Increase student engagement in classroom activities</p>	<p>Provide professional development on student-centered learning concepts</p> <p>Provide training for PES Administrators in evaluation measures using OASYS, STAR data reporting, Danielson Rubric for Special Populations Guide, Critical Components for Success in the Special Education Classroom.</p> <p>Provide training to all faculty in data-driven instruction practices including training in Standards-Based IEP's, Differentiated</p>	<p><input type="checkbox"/> All PES Faculty <input type="checkbox"/> PES Administrative Team</p>	<p>July 2016-June 2017</p>	<p>Report Cards/Progress Reports Teacher Observation/Walkthrough Data Student Surveys Staff feedback from select professional development offerings Core subject area teachers will complete curriculum mapping projects using Atlas software Diagnostic Data from STAR Learning Administrator Review of Instructional Planning & IEP Goal-Writing</p>	<p>Benchmarking tests will be reviewed by program administrators on a quarterly basis;</p> <p>Administrators will meet regularly with core academic teachers to review curriculum mapping progress</p> <p>Administrators will review individualized instructional and educational goal setting with teachers</p>

	Instruction, STAR Diagnostics, IEP Goal Writing, Co-Teaching Strategies				
Continue data chat processes with PES instructors Encourage continuation of professional learning communities with curricula & instructional strategy focus.	PD Targets: -Development of benchmarking tools for assessment and Prediction -Curriculum mapping and alignment to ensure consistency with core course requirements. - Common Core Learning Standards and Student Learning Objectives -Co-teaching strategies -Student learning styles -Data-driven instructional practices -Assessment of student progress using diagnostic information from STAR;	<input type="checkbox"/> All PES Instructional Teams <input type="checkbox"/> PES Administrative Team	July 2015-June	Continuation of professional learning communities Submission of PLC action plans & completion reports Review of staff participation in targeted professional development	Review of PLC reports by administrative team Administrative review of curriculum maps Administrative review of IEP goals and progress monitoring using educational benefit strategies;
Expand established connections for teachers of core subjects to collaborate with	Schedule quarterly meetings for content-area staff to meet with district-based peers	<input type="checkbox"/> All PES Content Area Teachers <input type="checkbox"/> PES Administrative Team	July 2016-June	Creation of additional subject-area groupings; continuation of existing subject-area collaborations in region; Report Cards	Review of minutes of “departmental” meetings by administrative team;

district faculty		<input type="checkbox"/> PES Special		Student Progress Notes	Review of student
teachers of same Subject Improve utilization of consultant teacher model	Training on successful consultant teacher models	Education Teachers		STAR Diagnostic Data	performance data by PES Administration and Content/Special Education teams

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Attachment IV & V: Implementation Plan/Evaluation Plan
Programs for Exceptional Students
Data Samples

PES Goal #1: Decrease the out-of-school suspension rate (percentage calculated by students suspended compared to enrollment) in PES alternative education programs.

	Combined Out of School Only			
	Total Enrollment	Events	Days	Students Contributing
2015-16	110	52	84	30
2014-15	120	70	166	25
2013-14	131	112	255.5	47
2012-13	137	144	348.5	58
2011-12	92	83	235	47

Enrollment: Student Suspensions

2015-16	27%
2014-15	21%
2013-14	36%
2012-13	42%
2011-12	51%

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Attachment IV & V: Implementation Plan/Evaluation Plan
Programs for Exceptional Students Data Samples

PES Goal #2: Increase the percentage of students in PES Alternative Education classrooms who achieve a passing score on the five required NYS Regents Examinations. **PES Goal #3:** Increase the percentage of students grades 3-8 who achieve a Level 2 or higher on the NYS 3-8 English Language Arts & Mathematics Assessments.

2014-2015 School Year & January 2016 Regents Results - Lewis & Jefferson Alternative Education Programs

	English	Global	US History	Algebra	Geometry	Earth Science	Living
Students Tested	33	48	29	36	16	24	26
65 or greater	7	2	5	2	3	1	8
55-64 Safety Net	7	3	3	6	1	2	4
Passed	14	5	8	8	4	3	12
Passing Rate	25%						

2013-2014 SCHOOL YEAR Jefferson-Lewis ACES Combined (includes January 2014)

	English	Global	US History	Algebra	Geometry	Earth Science	Living Environment
Students Tested	46	64	34	65	9	38	39
65 or greater	11	3	9	5	1	0	13
55-64 Safety Net	6	4	2	8	0	1	10
Passed	17	0	11	13	1	1	23
Passing Rate	22%						

2012-2013 SCHOOL YEAR Jefferson-Lewis ACES Combined

	English	Global	US History	Algebra	Geometry	Earth Science	Living Environment
Students Tested	10	26	17	25	1	9	27
65 or greater	3	4	2	4	0	0	9
55-64 Safety Net	1	3	1	6	0	2	3

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NYS 3-8 Assessment Results, Programs for Exceptional Students

Counts of Students Tested <u>Exam & Year</u>	Total Tested	Overall Percentage of Students Tested (Average)	
		Level 2-4	Level 3-4
ELA			
2009-10	83	50.3%	10.8%
2010-11	86	51.1%	6.8%
2011-12	85	39.9%	10.9%
2012-13	87	35.9%	8.5%
2013-14	55	24%	0%
2014-15	69	25%	3%
MATHEMATICS			
2009-10	84	47.4%	10.9%
2010-11	85	47.0%	7.8%
2011-12	94	52.1%	11.3%
2012-13	93	46.2%	12.1%
2013-14	55	27%	.5%
2014-15	70	23%	1%

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School District Professional Development Plan 2016-2017

Career and Technical Education

Goal #1 Mapping, Assessment, and Planning for Improvement: Improve student performance in their career and technical programs as measured on and CTE technical assessments and final exams.

According to SIRS, during 2014-2015, 80.46% of students who took the three-part technical assessment passed it. 71.11% of those with disabilities passed the assessment. According to our own records, 81% of students who took the technical assessment passed it and 68.5% of SWD who took the technical assessment, passed it. According to our records, in 2015-2016, 84.3% of all students who took the final exam in their CTE program passed it.

Objective: The number of CTE concentrators in approved programs who pass the three-part technical assessment will increase by 2%. The number of students with disabilities who pass the three-part technical assessment will increase by 2%. The final exam pass rate will increase by 1% in 2017.

Strategy	Activities	Who	Timeframe	Performance/ Measure/Data Source	Evaluation Plan
Curriculum Mapping and Common Core Learning Standards (CCLS)	Final exams will be administered and graded. Teachers will analyze and reflect (bi-yearly) on results and how performance ties to taught curriculum. Members of the PDP	Teachers	June 2017	All final exams will meet criteria established by joint faculty committee. All students will take final exam.	Teacher teams will meet in June to review results, modify exams as needed, and strategize to improve results next year. PDP committee members

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	<p>committee will attend training in Burlington, MA (October 17 and 18, 2016) to help them better understand curriculum mapping. PDP members will provide turnkey training and coaching to help increase Atlas usage.</p> <p>Teachers will update maps, participate in a peer review PD session to work on map quality, and update maps again</p>	<p>Teachers and Administration</p> <p>All staff and Administration</p>	<p>2016-2017 school year.</p> <p>June 2017</p>	<p>Participant feedback Administrative review of curriculum maps</p> <p>Participant feedback and review of all curriculum maps by administration and TCTW curriculum committee.</p>	<p>will feel confident to train remaining staff; Administrative review will indicate that staff is implementing provided training.</p> <p>Participants will feel confidence in using their curriculum maps. Maps will indicate alignment between content, skills, assessment, and CCLS standards in all units. Maps will reflect quality based on quality mapping rubric.</p>
<p>Assessments and Data Driven Instruction (DDI)</p>	<p>Training in interim assessments and their use in improving instruction; teachers will write, administer and evaluate interim assessments results.</p> <p>PD in assistive technology and specific strategies to assist students with</p>	<p>Instructional staff, administrators</p> <p>Instructional Staff, Administration, and</p>	<p>September 2016- January 2017</p> <p>2016-2017 school year</p>	<p>Teacher feedback survey. Administrators and teachers will reflect on the process.</p> <p>Final Exam results and Technical Assessment results</p>	<p>Administrators will evaluate exams based on established criteria and provide feedback to teachers. Surveys will reflect satisfaction with the process.</p> <p>The number of concentrators and</p>

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	disabilities and at-risk learners.	Technology Staff			students with disabilities who pass the technical assessment will increase and pass rate on final exams will increase.
APPR Work	Teachers will be trained on the new APPR expectations.	Instructional Staff and Administration	2016-2017 school year	Administration will gauge teacher understanding during pre- and post-conference meetings.	Administration will determine any further professional development needs.
	Danielson Rubric Domains Training	Instructional Staff and Administration	Early 2016	More teachers will determine what it takes to move to a 3 or a 4 and submit evidence in needed categories.	Staff will demonstrate a better understanding of what constitutes a 3 or 4 on the Danielson Rubric.
	Provide training on the OASYS program, which is replacing TeachScape	Teachers and Administration	Early 2016	The number of teachers using OASYS successfully will increase.	Principals will be able to gauge teacher understanding of OASYS based on the materials submitted through the program.

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6. Provisions for Mentoring Program Required [ELEMENT FROM PART 100]

The Jefferson-Lewis BOCES Mentoring Program is defined by Board of Education policy, as outlined below:

All new teachers at Jefferson-Lewis BOCES holding an initial certificate will complete a mentored teaching experience within their first year of employment as a teacher. The purpose of the mentoring program is to provide support for new teachers, retention of teachers, and to increase the skills of new teachers.

The mentoring program shall be developed and implemented consistent with any collective bargaining obligation required by Article 14 of the Civil Service Law (i.e., the Taylor Law); however, Commissioner's Regulation does not impose a collective bargaining obligation that is not required by the Taylor Law.

In accordance with Commissioner's Regulations, the elements of the mentoring program include:

Understanding reached regarding payment for extra work for mentors

- a. The mentoring program is voluntary, but, in the event there are not enough Association members willing to serve as mentors, the President and the Superintendent will work together to identify necessary unit members to serve as mentors. Mentors will be appointed for durations no longer than one (1) year in time. Mentors once appointed will be remunerated according to the following:
 - I. Mentors required to participate in one (1) full day of new staff orientations in August will be entitled to credit for one (1) day of their Additional Staff Development Day requirement; and
 - II. Mentors must choose at the beginning of their mentoring assignment (and at the beginning of the following school year if the assignment spans two (2) school years) to have their mentoring time counts as either: (1) credit towards the mentor's Additional Staff Development Day requirements; or (2) to be paid on an hourly basis as defined below.

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- (1) Mentors who meet face-to-face for a minimum of 30 minutes per week will be entitled to credit for one (1) full day towards their Additional Staff Development Day requirements for every twelve (12) weeks of mentoring.
- (2) Mentors choosing to be paid and who meet face-to-face for a minimum of 30 minutes per week will be compensated at the rate of \$25/hr. for mentoring time worked upon the submission of the required weekly/biweekly time sheets, up to a maximum of 20 hours per mentoring assignment.

III. Beginning November 1, 2014, subparagraphs I. and II above notwithstanding, mentors will be paid for weekly meetings on an hourly basis. Mentors who meet face-face for a minimum of 30 minutes per week will be compensated at the rate of \$25/ hour for mentoring time worked upon the submission of the required weekly/bi-weekly time sheets, up to a maximum of 20 hours per mentoring assignment per school year.

For the 2015-2016 school year and beyond:

- IV. The parties agree that the mentoring program is voluntary, but, in the event there are not enough Association members, the President and the Superintendent will work together to identify necessary unit members to serve as mentors. Mentors will be appointed for durations no longer than one (1) year in time but they may volunteer for consecutive years. Mentors once appointed will be remunerated according to the following:
- (1) Mentors are required to participate in the New Staff Orientation Day with their mentees. Mentors will be paid their per diem daily rate of 1/200 of their regular contract salary for participation in the New Staff Orientation Day.
 - (2) Mentors are expected to meet face-to-face for a minimum of 30 minutes per week throughout the school year with their mentees. For the meeting time throughout the school year beyond the New Staff Orientation Day, mentors will be compensated at an hourly rate of \$25 per hour upon the submission of the required weekly/bi-weekly time sheets, up to a maximum of 20 hours per mentoring assignment per year.

DEPARTMENT OF PROFESSIONAL & PROGRAM DEVELOPMENT

To: Mentor Teachers for 2016-2017
From: Stacey Eger, Mentor Teacher Program Coordinator
RE: Mentoring
Date: August 16, 2016

The Office of Professional & Program Development would like to first say, thank you! We appreciate you volunteering to share your expertise by providing “access to success” for our new teachers. As a mentor teacher, you will have a great influence on the development of a teacher as a new professional in education. This responsibility is highly significant, and we thank you for your partnership.

Your director or supervisor may have answered some of your questions regarding the mentoring process, but more specific information is included in this letter. Because of the importance of the mentor’s role in helping new teachers achieve professional success, the BOCES Mentor/New Teacher Program has specific expectations for its mentors. **In recognition of the time and energy mentors spend in carrying out their responsibilities, mentors will be paid at the hourly rate of \$25 for the weekly or bi-weekly meetings hold with an assigned new teacher, up to 20 hours.** Time sheets should be completed in order to receive payment. **Please note that this means that mentors will not earn credit for BOCES Additional Staff Development Time.**

The requirements for fulfilling the grant requirements are below. If you have any questions or concerns regarding requirements or logistics, etc. please contact **Stacey Eger, Supervisor of Professional & Program Development, at seger@boces.com or 779-7070.** Should any issues arise with regard to the instructional practice, mentee assignments, etc. please contact your Director.

MEETINGS

- **Attend the Mentor Program Orientation on September 22, 2016, in the PES Large Conference Room, Watertown, from 8:30a.m. - 3:00p.m.** In the morning, mentors/new teachers will **convene at 8:30** to participate in a mentor-new teacher orientation. At **9:00**, you will participate in a workshop titled *First Days of School/Teach Like A Champion*. A luncheon for BOCES mentors and new teachers will be provided.

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- ❑ **Hold a *minimum of 1 thirty-minute meeting every week or every other week*** with your new teacher *before* or *after* school. New teachers may have a more frequent need to phone, email or meet briefly with their mentor, so please remember that accessibility is crucial. Also, experience has shown that having a regular meeting time provides excellent mentoring opportunities. The dates of these meetings will be recorded in a monthly log to be submitted to the Mentor Program Coordinator. Please submit the monthly logs by the first Friday of the next month.
- ❑ **Attend the following meetings** to gauge progress. The May meeting is primarily a celebration to honor mentors and interns but also provides an opportunity to conduct the annual program evaluation.
 - ❑ **November 15, 2016** **Conference Room C, Watertown** **3:30-5:30**
 - ❑ **March 14, 2017** **Conference Room C, Watertown** **3:30-5:30**
 - ❑ **May 16, 2016** **Conference Rooms A/B, Watertown** **3:30-5:30**

RECORD KEEPING / PAPERWORK

- ❑ Complete and submit a monthly log of activities to the Mentor Program Coordinator. Confidentiality is critical and therefore the information requested focuses on number and duration of meetings and a record of any special activities that have occurred rather than on specific content of mentor meetings. **New regulations governing certification require that records be kept for mentoring activities.**
- ❑ Complete a program evaluation/survey in May.
- ❑ Assist the new teacher in developing his/her professional growth plan. The professional growth plan should be developed near the end of the first quarter after the new teacher has had classroom experience and can identify areas for his/her growth. The role of the mentor is to act as a coach in this process, maintaining confidentiality and a non-evaluative perspective.

CLASSROOM OBSERVATIONS

- ❑ Visit the classroom to observe and/or model teaching strategies. Non-evaluative observation and feedback is an essential mentoring tool. **It is expected that a mentor will observe the classroom at least once during the first quarter of the school year and again in the second quarter.** Additional visits during or after that time would be at the discretion of the mentor and the new teacher. Visits should be no less than half day in duration. The mentor program provides a consultant that will visit each classroom throughout the school year.

Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES Organizational Professional Development Plan 2016-2017

- ❑ Open the mentor's classroom to visits from the new teacher for the purpose of modeling teaching strategies. **It is expected that the new teacher will visit the mentor's classroom at least once during the first quarter of the school year although additional visits may occur throughout the year at the discretion of the mentor and new teacher.** Visits should be no less than half day in duration.
- ❑ **As an FYI – Jefferson-Lewis BOCES provides a consultant to visit each classroom throughout the year.** These are non-evaluative visits.

Serving the following school districts:

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TO: New Teachers and Related Service Providers

FROM: Stacey Eger, Mentor Teacher Program Coordinator

RE: Mentor Program

DATE: August 16, 2016

Welcome to BOCES! The start of the school year is quickly approaching, and we are excited to have you join our organization!

Some of you are coming to BOCES with previous experience, but all of you are new to BOCES, and, over the years, BOCES has found that novice teachers regard their participation in a mentoring program as an invaluable support system. Long before New York State teacher certification requirements mandated mentoring for first-year teachers, BOCES has made that commitment to new members of our profession and our organization. Experience has also taught us that sometimes even experienced teachers coming into BOCES appreciate and profit from mentoring. The program directors, supervisors, and principals have recruited an experienced mentor for each new staff member; you will meet your mentor shortly into the school year.

Throughout the mentoring program, which takes place during the entire academic year, it is expected that new teachers will complete the activities mentioned below.

Should any questions or concerns arise during the course of the mentor program about logistics, programs, etc. please contact **Stacey Eger, Supervisor of Professional Development**, at seger@boces.com or 779-7070. Specific questions about instruction and other teaching-related responsibilities should be brought to your Director.

MEETINGS

- ** Attend New Staff Orientation on Tuesday, August 30, 2016, in BOCES Conference Room A & B, Watertown from 8:30a.m. - 3:00p.m.**
- ** Attend Mentor Program Orientation on Thursday, September 22, 2016 in the BOCES PES Large Conference Room, Watertown, from 8:30-3:00.** In the morning, mentors and new teachers will **convene at 8:30** in **PES Large Conference Room** on the Bohlen Campus to participate

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in mentor-training orientation. At **9:00**, you will participate in a workshop titled *First Days of School/Teach Like a Champion*. A luncheon for new teachers and mentors will be provided.

- ❑ **Hold a *minimum* of 1 thirty-minute meeting every week or every other week** with the mentor *before or after* school. Experience has shown that having a regular meeting time provides excellent mentoring opportunities. The dates of these meetings will be recorded in a monthly log to be submitted to the Mentor Program Coordinator by the first Friday of the next month (see RECORD KEEPING/PAPERWORK).
- ❑ **Attend additional Professional Development sessions (scheduled throughout the year; topics may vary)**
These are optional workshops, but it is recommended new staff attend some workshops throughout the year. See the Jefferson-Lewis BOCES Workshop Calendar on www.boces.com for more information and a listing of workshops.
- ❑ **Attend the following meetings** to gauge progress. The May meeting is primarily a celebration to honor mentors and interns but also provides an opportunity to conduct the annual program evaluation.
 - ❑ **November 15, 2016** **Conference Room C, Watertown** **3:30-5:30**
 - ❑ **March 14, 2017** **Conference Room C, Watertown** **3:30-5:30**
 - ❑ **May 16, 2017** **Conference Rooms A/B, Watertown** **3:30-5:30**

RECORD KEEPING / PAPERWORK

- ❑ Complete and submit a monthly log of activities to the Mentor Program Coordinator by the first Friday of the next month. Confidentiality is critical and, therefore, the information requested focuses on the number and duration of meetings and a record of any special activities that have occurred rather than on specific content of mentor meetings. **New regulations governing certification require that records be kept for mentoring activities.**
- ❑ Complete a program evaluation/survey in May.
- ❑ Develop a professional growth plan with the assistance of the mentor/supervisor. The professional growth plan should be developed near the end of the first quarter after the intern has had classroom experience and can identify areas for his/her growth. The role of the mentor is to act as a coach in this process, maintaining confidentiality and a non-evaluative perspective. The plan is a personal document shared only between the mentor and intern and is not submitted.

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CLASSROOM OBSERVATIONS

- ❑ Receive classroom visits/observations from the mentor. **It is expected that a mentor will observe the classroom at least once during the first quarter of the school year and again in the second quarter.** Additional visits during or after that time would be at the discretion of the mentor and the new teacher. Visits should be no less than half day in duration. It must be emphasized that the visits **are confidential** and **are not performance appraisals.**
- ❑ Visit the mentor's classroom to observe teaching strategies. **It is expected that the new teacher will visit the mentor's classroom at least once during the first quarter of the school year although additional visits may occur throughout the year at the discretion of the mentor and new teacher.** Visits should be no less than half day in duration.
- ❑ **Jefferson-Lewis BOCES provides a consultant to visit each classroom at least twice throughout the year.** These are non-evaluative visits.

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**Mentor Teacher Internship Program (MTIP)
Reapplication for 2016-2017**

**District/
BOCES** Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES

Address: 20104 State Route 3
Watertown, NY 13601

2016-2017 Project Number: 0663-17-0118

Project Coordinator: Stacey Eger

Title: Supervisor, Professional & Program Development

Address: 20104 State Route 3
Watertown, NY 13601

Telephone: 315-779-7070

Fax #: 315-779-7009

E-mail Address: seger@boces.com

Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES Organizational Professional Development Plan 2016-2017

REAPPLICATION DUE by June 10, 2016

Return signed original + one copy of all documents to:

**NYS Education Department
Office of Higher Education
2016-2017 Mentor Teacher Internship Program
Education Building Room 5N, Attention Elena Bruno
Albany, NY 12234**

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of Higher Education
Albany, New York 12234

SED Use Only
Log-In No.: _____
Project No. 0663-16: _____

2. Contact Person

Name : Stacey Eger

Title: Supervisor, Professional & Program Development

Phone: 315-779-7070 **Fax:** 315-779-7009

E-Mail: staceyeger@gmail.com

PLEASE TYPE OR PRINT

1. Applicant District or BOCES

District/BOCES Code 229000000000

Name Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES

Address: 20104 State Route 3

City Watertown **Zip** 13601

Superintendent Stephen J. Todd

2. Contact Person

Name : Stacey Eger

Title: Supervisor, Professional & Program Development

Phone: 315-779-7070 **Fax:** 315-779-7009

E-Mail: staceyeger@gmail.com

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District 3-Year MTIP Teacher Retention Rate* 85%
District 3-Year Non-MTIP Teacher Retention Rate* 92%

* Please specify the number of MTIP teachers hired in the 2013-2014 school year and the percentage of this cohort still teaching full-time in the district in the 2015-2016 school year. Where new teachers not participating in MTIP were hired in 2013-2014, please provide the same data for this cohort.

2016-2017 New York State Mentor Teacher-Internship Program Funding Request Form

Funding Request (Max. = 2015-2016 Award)	\$41,000
A. Number of interns (beginning teachers) the district plans to support with MTIP grant funds in 2016-2017	Approx. 10
B. Number of beginning teachers the district plans to support with <u>sources other than MTIP</u>	0
C. Total number of beginning teachers the district plans to hire in 2016-2017	Approx. 10

* Please specify the number of MTIP teachers hired in the 2013-2014 school year and the percentage of this cohort still teaching full-time in the district in the 2015-2016 school year. Where new teachers not participating in MTIP were hired in 2013-2014, please provide the same data for this cohort.

Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES Organizational Professional Development Plan 2016-2017

D. Contractually obligated hours of instructional time annually in the district (the basis for calculating release time for participating mentors and interns):

Elementary Level Instructional Program: 1274 hours/annually

Secondary Level Instructional Program: 1274 hours/annually

STATEMENT OF ASSURANCES (MUST BE COMPLETED AND SUBMITTED FOR FUNDING)

2016-18 New York State Mentor Teacher-Internship Program

Statement of Assurances

In order for the District or BOCES to be eligible for funds under the Mentor Teacher-Internship Program, compliance with the below statements must be attested to by the superintendent and the representative of the teachers' employee organization:

The plan to establish and implement a Mentor Teacher-Internship Program (MTIP) has been approved by the BOCES.

The plan and budget have been developed in accordance with the provisions of Article XIV of the Civil Service Law; that is, cooperative planning occurred and all components of the plan have been agreed upon by the Superintendent of Schools (or a representative) and by the local teacher organization representative. Any amendments to the approved budget also will be developed in accordance with Article XIV of the Civil Service Law.

The applicant agency hereby applies for a grant of State funds to provide educational activities as set forth in this application.

The information contained in this application is correct and in total compliance with appropriate statute and regulation. This includes the stipulation that intern teachers will be released at least 10 percent from instructional duties to participate in this program, and mentor teachers will be released at least 10 percent from instructional duties to participate in this program. Failure to provide intern/mentor release time described above will result in the rescinding of grant funds awarded to this district or BOCES.

Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES Organizational Professional Development Plan 2016-2017

Date _____ Signature of Superintendent
Stephen J. Todd
_____ Print Name of Superintendent

_____ Date _____ Signature of Teachers' Employee Organization President
_____ Print Name of President

2016-18 New York State Mentor Teacher-Internship Program Statement of Assurances

Directions: Please affirm (check) that the continuing project in 2016-2018 will comply with the following statutory and regulatory provisions. This must be completed and **submitted with the reapplication to be considered for funding in Year 4-5 of the 2013-2018 operation (2016-2018)**. The district must maintain documentation showing compliance with these provisions. Failure to comply with statutory and regulatory provisions may result in rescission of Year 4 funding under MTIP.

Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES Organizational Professional Development Plan 2016-2017

I. **Release-Time Component** [*Statutory/Regulatory Reference—Ed. Law Section 3033(4); Commissioner’s Regulations 85.1(a)(1), 85.1(b)*]

The mentor and the intern will each be released from their classroom at least ten percent of their instructional time.

II. **Selection of Mentors** [*Statutory/Regulatory Reference—Ed. Law Section 3033(4); Commissioner’s Regulations 85.1(a)(1), 85.1(b)*]

There is evidence described and accepted by the district by which the mentor candidate demonstrates excellence in the skills and dispositions listed below:

- Pedagogical Skills
- Instructional abilities
- Willingness of participate in the mentoring program
- Subject matter knowledge
- Interpersonal qualities

The superintendent or designee is involved in assignment of mentors to participating first- or second-year intern teachers.

The mentor is permanently certified in the same area of certificate title as the intern, or permanently licensed in the same licensure area as the intern. In the event that an appropriately certified mentor is not available, the school district or BOCES may assign a teacher to serve as a mentor who is permanently certified or licensed in a certificate title or licensure area other than that of the intern, but reasonable efforts must be made to assign a teacher in a closely- related certificate title area who is physically located in a proximate area. In this instance, a completed Request for Variance of Mentor Qualifications must be submitted with the reapplication.

There are appropriate processes in place in the event that original mentor-intern assignments need to be adjusted.

III. **Role of the Mentor** [*Regulatory Reference—Commissioner’s Regulations 85.2(b)(2)(iii)*]

Indicate which of the conditions will apply in the district-mentoring program during Year 2 of operation (check only one:)

Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES Organizational Professional Development Plan 2016-2017

The mentor's role will be solely of guidance and support for the assigned intern; no evaluative role is defined for the mentor. Thus, information obtained in mentor/intern interactions will not be used in the evaluation of such intern.

OR

The mentor's role will be to provide guidance and support, as well as participation in evaluation of the assigned intern. This role is prescribed by the contractual agreement negotiated by the district and the local teachers' organization. A COPY OF PERTINENT CONTRACTUAL LANGUAGE MUST BE ATTACHED.

IV. Interns *[Regulatory reference—Commissioner's Regulations 85.2 (b)(4)]*

There is a process in place for the selection of interns, in the event that there are more new teachers than can be accommodated in the program.

There are described duties, responsibilities, and anticipated activities of interns both within and beyond the MTIP.

Program Evaluation *[Regulatory reference—Commissioner's Regulation 85.2 (b)(6)]*

There is a plan by which the district will assess the program's benefit to mentors and interns in 2015-2018.

BUDGET FORMS: BUDGET NARRATIVE PAGES AND FS 10 (BUDGET SUMMARY)

Please go to <http://www.oms.nysed.gov/cafe/forms/>
To find the electronic version of Form FS 10

**Be sure to print and include a signed
Budget Summary Form (not attached hereto)**

Salaries for Professional Staff	
Subtotal- Code 15	\$23,595

Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES Organizational Professional Development Plan 2016-2017

Specific Position Title	Full-time Equivalent	Annualized Rate of Pay	Project Salary
Grant Coordinator/ Professional Developer	0.20	\$80,472	\$16,095
Mentor Teacher Support	0.20	\$35,000	\$7,500

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Jefferson Lewis BOCES Mentoring Program Mentoring Log 2015-2016

Directions: Please use this form to record all mentoring activities. Please send this form no later than the 5th of the following month to the Mentor Program Coordinator. For **each** activity completed, please record the date, indicate the type of activity and provide a brief description, and note the amount of time spent as well as who participated in the activity (mentor, new teacher, or both).

New Teacher Name: _____ Mentor Name: _____

<i>Date of Activity</i>	<i>Time of Activity</i>	<i>Type of Activity</i>	<i>Description of Activity</i>	<i>Who Attended</i>
		<input type="checkbox"/> <i>Biweekly Meeting</i> <input type="checkbox"/> <i>Mentoring Program</i> <input type="checkbox"/> <i>Professional Development*</i> <input type="checkbox"/> <i>Classroom Visit**</i> <input type="checkbox"/> <i>Other (please describe):</i> _____ _____		<input type="checkbox"/> <i>New Teacher</i> <input type="checkbox"/> <i>Mentor</i> <input type="checkbox"/> <i>Both New Teacher and Mentor</i>
		<input type="checkbox"/> <i>Biweekly Meeting</i> <input type="checkbox"/> <i>Mentoring Program</i> <input type="checkbox"/> <i>Professional Development*</i> <input type="checkbox"/> <i>Classroom Visit**</i> <input type="checkbox"/> <i>Other (please describe):</i> _____ _____		<input type="checkbox"/> <i>New Teacher</i> <input type="checkbox"/> <i>Mentor</i> <input type="checkbox"/> <i>Both New Teacher and Mentor</i>

Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES Organizational Professional Development Plan 2016-2017

		<input type="checkbox"/> <i>Biweekly Meeting</i> <input type="checkbox"/> <i>Mentoring Program</i> <input type="checkbox"/> <i>Professional Development*</i> <input type="checkbox"/> <i>Classroom Visit**</i> <input type="checkbox"/> <i>Other (please describe):</i> _____ _____		<input type="checkbox"/> <i>New Teacher</i> <input type="checkbox"/> <i>Mentor</i> <input type="checkbox"/> <i>Both New Teacher and Mentor</i>
		<input type="checkbox"/> <i>Biweekly Meeting</i> <input type="checkbox"/> <i>Mentoring Program</i> <input type="checkbox"/> <i>Professional Development*</i> <input type="checkbox"/> <i>Classroom Visit**</i> <input type="checkbox"/> <i>Other (please describe):</i> _____ _____		<input type="checkbox"/> <i>New Teacher</i> <input type="checkbox"/> <i>Mentor</i> <input type="checkbox"/> <i>Both New Teacher and Mentor</i>
		<input type="checkbox"/> <i>Biweekly Meeting</i> <input type="checkbox"/> <i>Mentoring Program</i> <input type="checkbox"/> <i>Professional Development*</i> <input type="checkbox"/> <i>Classroom Visit**</i> <input type="checkbox"/> <i>Other (please describe):</i> _____ _____		<input type="checkbox"/> <i>New Teacher</i> <input type="checkbox"/> <i>Mentor</i> <input type="checkbox"/> <i>Both New Teacher and Mentor</i>

Total Hours _____

* *Mentoring Program Professional Development means attendance at a staff development activity sponsored by the mentoring program. Example: Effective Teaching Workshop*

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****Mentor –New Teacher Classroom Visit means a visit by either teacher to the other’s classroom for the purpose of observing or co-teaching. Please indicate whose classroom was observed.**

Intern Teacher Signature

Date

Mentor Teacher Signature

Date

OFFICE USE: Signature of Mentor Program Coordinator _____ Date: _____

7. Provisions for School Violence Prevention and Intervention Training REQUIRED ELEMENT FROM PART 100

Jefferson-Lewis BOCES 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.

Upon request or determination of necessity, Jefferson-Lewis BOCES will provide refreshers on school violence prevention and intervention.

In instructional settings, Jefferson-Lewis BOCES will also utilize the interpersonal violence prevention education package provided by the State Education Department. These materials will be incorporated as part of the health or other related curricula or programs for students in grades K through 12.

8. Provisions for Teachers Certified in Bilingual and English Language Learner (ELL) Education REQUIRED ELEMENT FROM PART 100

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 Jefferson-Lewis BOCES teachers will utilize the expertise and trainings provided by the Regional Bilingual Education- Resource Network to fulfill these requirements.

For all other faculty and staff, Jefferson-Lewis BOCES 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 Jefferson-Lewis BOCES total student population as of such date as established by the commissioner.*

Appendix A – Lists for CTLE Requirements