

HAMILTON-FULTON-MONTGOMERY BOCES

Professional Development Plan

2009-2012

Theme: Incorporating 21st Century Skills

This plan is based upon the beliefs that all professional development is meaningful within the context of the NYS Learning Standards and will result in improved student achievement.

BOCES:	Hamilton-Fulton-Montgomery BOCES
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COMPOSITION OF PROFESSIONAL DEVELOPMENT TEAM

BOCES-WIDE TEAM

# Administrators (3):	Dr. Lorraine Hohenforst Michael Jacob Stacy Ward
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# Teachers (4):	Michelle Rice Tara DiMezza Louise Huth Nancy Turnbull
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Professional Development GOALS for 2009-2012

- 1) HFM BOCES staff will increase their knowledge of instructional strategies and will develop and implement appropriate strategies to address student academic and career development needs.
- 2) HFM BOCES staff will develop and implement strategies that foster positive student social behaviors and attitudes that enable learning.
- 3) Division-specific goals, which may include improving the use of technology to enhance learning, as well as improving communication within BOCES.

HFM BOCES staff are encouraged to complete a minimum of 35 hours of staff development that address Goal 1, Goal 2, and/or Goal 3 that reflect the belief statement included in this plan as well as the BOCES' annual organizational goals.

NOTE: Holders of a Professional teaching certificate for classroom teaching are required to complete 175 hours every five years in order to maintain the validity of their certificates. The five-year period begins on July 1 following the effective date of the teacher's Professional teaching certificate. Staff members are encouraged to make appropriate progress each year toward the 175-hour requirement, an average of 35 clock hours each year.

In-service Hours: Pre-approved attendance at professional development opportunities that take place during non-school times. Fifteen (15) clock hours of instruction are equivalent to one (1) in-service credit. In-service credit counts toward PDP hours.

PDP Hours: Attendance at professional development opportunities, clearly linked to the BOCES' PDP and its goals, which take place during school OR non-school times. Obtain further details and necessary forms from your division administrator. Not all PDP hours will count toward in-service credit.

A. PROFESSIONAL DEVELOPMENT PLANNING TEAM

1) Describe briefly how the district plan will ensure that the needs of the divisions within the BOCES are met.

This plan focuses on the professional development needs of employees who are members of the Hamilton-Fulton-Montgomery BOCES Teachers Association. The intent of the plan is to improve student achievement within every division. Divisions are encouraged to conduct staff development beyond the PDP requirement ensuring that particular division needs are met. Professional development activities and progress will be a standing agenda item for the Supervisory Team.

2) On average, identify the number of hours a teacher will be involved with professional development on an annual basis. This may include the planning, delivery, application and/or evaluation of professional development activities.

HFM BOCES is committed to supporting professional development for its staff members. This plan will guide our efforts for the 2009-2012 school years, but may not reflect all staff development activities to be undertaken in 2009-2012. For the current year a minimum of **35** hours of staff development is encouraged. This recommendation may be met in the following ways:

- Attendance at conferences or staff development programs that relate to the three HFM BOCES goals
- Participation in curriculum-development activities
- Study groups
- University/college course work that is linked to one or more of the three HFM BOCES goals.
- Annual Professional Performance Review (APPR) growth options, where applicable.
- Professional committee participation with division administrator approval.
- Attendance at superintendent conference days and opening and/or closing days.

The above list is not all-inclusive.

All professional development hours must be completed by June 30 each year.

A record of all professional development completed by each staff member will be kept by the BOCES. Staff members are encouraged to keep personal records, as well.

B. NEEDS/DATA ANALYSIS FOR PROFESSIONAL DEVELOPMENT PLAN

1. Describe how the professional development plan is aligned with New York learning standards and assessments, student needs and is articulated within and across grade levels.

HFM BOCES is dedicated to providing standards-based instruction to all students. It is the intention of this plan to provide professional development that leads to improved student academic and career learning as stated in Goal 1.

Goal 2 addresses the social behavior and attitudes that encourage learning in the classroom. Sound strategies that foster positive social behavior and attitudes will favorably impact student achievement. By providing professional development to assist staff in these areas, students will more likely meet the demands of the New York State learning standards.

Goal 3 continues to target division specific goals and the improvement of communication within BOCES. Divisions may wish to offer or encourage attendance at technology training programs. Technology in the classroom can be a powerful tool in terms of improving student learning. Improving communication within BOCES, between and among divisions, is critical to overall organizational understanding and effectiveness.

2. Describe how the professional development plan is continuous, reflecting a multi-year approach to improve student performance.

This plan is a formalized BOCES-wide staff development effort and has been developed in order to allow review and assessment of the results of the plan. It is the intention of the BOCES that all professional development will be linked directly to the improvement of student performance.

The “guiding principles” of the Plan are high expectations for students and developing a good framework for instruction. Staff development should be driven by student needs. Disaggregated student data, teacher data, current professional development efforts, outside financial resources, and BOCES funds budgeted for professional development will be analyzed each year as the Plan is reviewed and revised. The PDP team’s goal is to provide continuous professional development that is relevant, meaningful, and leads to improved student achievement.

Staff development will include the following key components:

- Input from all staff to determine a staff development focus
- Easily implemented in the classroom
- High-level of relevance to the programs/divisions
- Measurable results in increased student success
- Job embedded
- Has the support of the whole organization
- On-going
- Involves periodic review, analysis and response to data

The BOCES Plan will include common areas of need for all staff as well as specific needs for adult education, alternative education, career education, the incarcerated youth program, special education, itinerant services and the 21st Century Schools program.

Needs Assessment Sources Used

1. Career & Technical Education Follow-Up and Placement Report
2. District student achievement reports on statewide assessments
3. HFM BOCES Call to Action Report Card
4. HFM BOCES Report Card

HFM BOCES PROFESSIONAL DEVELOPMENT PLAN
RESOURCES

What professional development funds, staff resources, external professional development providers, and other human and fiscal resources are available or may be developed in your community?

Identify the internal and external resources you will use to help you meet your goals:

Fiscal resources

The HFM BOCES budget reflects a sum of approximately \$80,000 for staff development. The Carl Perkins Vocational and Technical Education Act (dependent upon federal funding) provides approximately \$10,000) for staff development that is targeted for the Career & Technical Education staff.

Staff resources

 X Curriculum developers

 X Content specialists

 X Exemplary teachers

BOCES has a number of staff available to assist with and/or provide staff development (i.e., SETRC, Instructional Services, Instructional Resource Center, and staff from each division).

**Teacher Mentoring Plan
as per Section 100.2(dd) of the Commissioner's Regulations**

The goals and expected outcomes of the mentoring program are:

- Increased student achievement
- Retention of teachers
- Increased teacher competence
- Promote a supportive community of learners, including sharing of mentor experiences
- Expand professional teaching knowledge base, including reading and applying current literature
- Evaluate the program and modify the mentoring program if necessary

The word “teacher” throughout the mentoring document refers to all certified and/or licensed and professional staff who provide direct or indirect services for students. This term includes, but is not limited to, teachers, teacher assistants, therapists, psychologists, school counselors, social workers and teaching nurses.

Introduction. Induction of new teachers is an important part of the overall preparation and professional development of beginning practitioners and those experienced teachers new to the organization. It is part of the new teacher's continuum of experiences---building on preparation programs and accomplishments, and anticipating continued development over the course of the teacher's career. Mentoring is an essential strategy in teacher induction.

The Hamilton-Fulton-Montgomery BOCES mentoring program structure will include a BOCES-wide mentor program coordinator and Division Mentor Selection-Review-Adjustment (SRA) teams – consisting of one division administrator and two division teachers. All new teachers to the BOCES are required to participate in a year-long mentoring program unless waived by the mentor program coordinator. Additional years of mentoring will be available if deemed necessary by the administrator, if requested by the new teacher, or if the new teacher needs additional assistance in the second year to make satisfactory progress toward tenure.

Official orientation will be planned for no later than the first superintendent's conference day of the school year. During the official orientation, new teachers will meet with the mentor program coordinator, identified mentors and their immediate supervisor. The Professional Partnership booklet, designed to provide new teachers with an overview of HFM BOCES including frequently asked questions and organizational information (developed by the NYSUT local), will be distributed.

A mid-year orientation will be held for the staff hired after the summer orientation.

Program coordination. There will be BOCES-wide mentor program coordination. This will include maintaining records of mentor and new teacher matches, and hours and activities of mentoring. This coordination will be shared between BOCES administration and representatives from the teachers association. Coordination includes:

- Planning official orientation, which will take place no later than the first superintendent's conference day of the school year
- Arranging for initiation of the mentoring relationship, e.g. joint orientation, common training or social events early in the school year
- Scheduling three joint meetings for all mentors and new teachers. The first meeting will include mentors, new teachers and division SRA teams.
- Scheduling mentor training. Mentor training will be provided during the summer and as needed during the school year providing there is sufficient enrollment. This training will include study of the theory of adult learning, the theory of teacher development, the elements of a mentoring relationship, reflective practice, establishing effective communication with parents and colleagues, an understanding and familiarity with Charlotte Danielson's components of professional practice (Planning and Preparation, The Classroom Environment, Instruction, Professional Responsibilities), available resources for support, peer coaching techniques, and time management methodology. Mentors will have access to division SRA teams as needed for support. In addition, mentor support group meetings will be held as needed. Mentor refresher training will be scheduled every two years.
- Review of monthly reports.

Role of Division Administrators. Division administrators will:

- Participate in mentor selection
- Facilitate assignment of new teachers to mentors as a member of the SRA team
- Support and champion mentoring as integral to the division's professional development planning to other teachers and parents
- Assist with scheduling for program activities, which may include release time for mentor/new teacher meetings
- In consultation with the SRA team, address issues that may arise; make adjustments as needed

Role of the Division Selection-Review-Adjustment Team. Division SRA teams will:

- Participate in mentor training refresher
 - Identify potential mentors for the school year
 - Contact each potential mentor
 - Select and match mentors with new teachers
1. One consideration will be matching subject matter or area of specialty. Whenever possible classroom teachers will be paired with classroom teachers; support service staff (for example, school psychologist) will be paired with like support service staff. However, the primary role of the mentor is not necessarily to impart subject-specific knowledge.
 2. Another consideration will be proximity of the new teacher and the mentor; in the same building would be ideal.
 3. If no mentor is available, the SRA team may make an outreach to retired teachers.
- Provide notification of mentor/new teacher matches as soon as possible
 - Make adjustments to the mentor and new teacher pairings if needed
 - Participate in the first mentor/new teacher meeting each year prior to October 15 (if the division has a new staff member).

Key characteristics of a mentor:

Attitude & Character

Willing to be a role model for other teachers
Exhibit strong commitment to the teaching profession
Willing to advocate on behalf of colleagues
Willing to receive training to improve mentoring skills
Demonstrate a commitment to lifelong learning
Is reflective and able to learn from mistakes
Is eager to share information and ideas with colleagues
Is resilient, flexible, persistent and open-minded
Exhibits good humor and resourcefulness
Enjoys new challenges and solving problems

Professional Competence & Experience

Is regarded by colleagues as an outstanding teacher
Has excellent knowledge of pedagogy and subject matter
Has confidence in his/her own instructional skills
Demonstrates excellent classroom-management skills
Feels comfortable being observed by other teachers
Maintains a network of professional contacts
Understands the policies and procedures of the BOCES
and Teachers' Association
Is a meticulous observer of classroom practice
Collaborates well with other teachers and administrators
Willing to learn new teaching strategies from new teachers

Communication Skills

Is able to articulate effective instructional strategies
Listens attentively
Asks questions that prompt reflection and understanding
Offers critiques in positive and productive ways
Is efficient with the use of time
Conveys enthusiasm, passion for teaching
Is discreet and maintains confidentiality

Interpersonal Skills

Is able to maintain a trusting professional relationship
Knows how to express care for a new teacher's emotional
and professional needs
Is attentive to sensitive political issues
Works well with individuals from different cultures
Is approachable; easily establishes rapport with others
Is patient

Role of the mentor. The mentor can fulfill a variety of roles for the new teacher: guide, advocate, confidante, subject expert, "critical friend", champion, and reflective partner. Information emerging from mentoring activities and the mentoring relationship is *confidential*. However, the regulation creates several specific exceptions to this confidentiality requirement:

- Where withholding the information would pose a danger to the life, health or safety of students or school staff
- Where information emerges that the new teacher has been convicted of a crime
- Where information emerges that raises a reasonable question regarding the new teacher's moral character.

Mentors will:

- Attend required HFM BOCES mentor training programs, including biannual refresher training
- Attend three after school mentor-new teacher meetings
- Meet and conference with the new teacher according to the Time Allocation chart on Page 11.
- Have weekly contact with the new teacher (as recommended – see Time Allocation section)
- Orient new teachers to school, district and community
- Link new teachers to resources
- Provide continuing systematic support to new teachers
- Enable new teachers to analyze their teaching practice
- Conduct peer observations to assist the new teacher in fine-tuning his/her skills
- Facilitate classroom observations/cross visitations of the mentor or others by the new teacher
- Facilitate or assist in professional development of new teachers
- Model continual professional development and assist the new teacher in designing his/her own professional development plan
- Participate in the evaluation of the mentoring program
- Assist in the development or revision of the mentoring program for the next year
- Maintain a log of mentor activities and hours
- Attend refresher training
- Share problems or concerns with the division SRA if the mentoring relationship is not constructive and positive

The HFM BOCES mentor *will not* perform annual professional performance reviews nor provide information for those official reviews.

Role of the new teacher.

- Attend new teacher orientation and training programs
- Participate in a variety of professional development activities
- Participate in classroom observations/cross visitations with mentor and/or other faculty
- Meet and conference with the mentor according to the Time Allocation chart on Page 11.
- Participate in three after-school mentor-new teacher meetings
- Have weekly contact with the mentor (as recommended – see Time Allocation section)
- Share problems or concerns with the division SRA if the mentoring relationship is not constructive and positive
- Share new practice and research with the mentor
- Maintain a log of mentor activities and hours
- Participate in the evaluation of the mentoring program

Mentoring activities. For all mentoring activities, Danielson's work will be the frame of reference. Mentoring activities may include:

- Orienting the new teacher to the school culture
- Joint lesson planning
- Coaching
- Observations
- Demonstrations
- Reflection activities
- Curricula development around the NYS Learning Standards
- Problem-solving
- Modeling
- Feedback
- Sharing professional practice

Other activities as defined by the new teacher and the mentor.

Time allocation. Mentors and new teachers are required to meet according to the chart below, exclusive of record keeping tasks. Meeting opportunities may occur during common planning and conference sessions, release time for the mentor and the new teacher from a portion of their instructional and/or non-instructional duties, during superintendent conference days, before and after the school day, and/or during summer orientation sessions. ***It is strongly recommended that the mentor have at least weekly contact with the new teacher.***

September 4 hours

October 4 hours

November 3 hours

December 3 hours

January 4 hours (18 hours should be accumulated by the end of January)

February 3 hours

March 4 hours

April 3 hours

May 4 hours

June 3 hours (35 hours should be accumulated by the end of June)

Record-keeping requirements. Mentors and new teachers are required to complete a Mentoring Activity form by the end of every month. This report will include the name and certificate number of the mentor and new teacher, the type of mentoring activities (see list), the number of clock hours successfully completed for mentoring activities, and Danielson's domain and component information. These monthly reports will be submitted to the Assistant Superintendent's Office. Records must be maintained by the BOCES for a minimum of seven years. It is recommended that both the mentor and the new teacher keep a record as well.

Mentoring and annual professional performance reviews. The presence of a mentoring program should never be construed as limiting or replacing the process of annual professional performance reviews conducted by school administrators or others who supervise the new teacher. The mentor program should complement the annual professional performance review process, sharing the common goal of excellent teaching and increasing student achievement.

Program evaluation. Evaluation of teacher mentoring programs is done for the purposes of accountability and program improvement. Information on the mentor program will be collected from the mentors and the new teachers at the end of the school year. The PDP team will review the gathered information and make changes to the plan as needed. The evaluation will be available to the HFM BOCES community.