

SOUTH ORANGETOWN CENTRAL SCHOOL DISTRICT

PROFESSIONAL DEVELOPMENT PLAN

2016-2017



Adopted: 1999
Revised, updated and approved: 2005, 2006, 2007, 2008, 2010, 2011, 2012, 2013, 2014, 2015, 2016

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500301060000

2016 – 2017 Planning Committee

The South Orangetown Central School District’s Professional Development Plan was developed by the following Committee

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INTRODUCTION

The work described in this document was undertaken by the District's Professional Development Committee during the 2015-2016 school year. The Committee reviewed the requirements of the most recent Commissioner's Regulations, including CTLE credits, the existing district Professional Development Plan, and the current needs of teachers to provide students with 21st Century Skills. This document represents the mechanism by which Professional Review and Professional Development continues to advance in South Orangetown. The committee believes that quality results will be evaluated by means of the document, the quality of thinking, cooperative dialogue, and collaboration that takes place within this committee and district staff. At the end of the Plan, there is a reference section aligning goals and objectives with suggested evaluation tools.

2016 – 2017

Professional Development Committee

Chairperson

Brian Culot, Assistant Superintendent for Curriculum and Instruction

Board of Education Member:

Rosemary Pitruzzella

Alternate Member:

TBD

Administration:

Nora Polansky – Principal – William O. Schaefer Elementary School

Alt - Jeannine Carr, Assistant Principal – William O. Schaefer Elementary School

Sheila Beglin, Assistant Principal – Cottage Lane Elementary School

Alt - Karen Ramirez – Principal – Cottage Lane Elementary School

Karen Tesik – Principal – South Orangetown Middle School

Alt - Chad Corey, Assistant Principal – South Orangetown Middle School

Jennifer Amos – Principal – Tappan Zee High School

Alt - Juliet Gevargis, Assistant Principal – Tappan Zee High School

Michele Fenster – Director of Special Education

Alt - Eleanor Young, Assistant to Director of Special Education/CSE Chair

Jeremy Barker – Director of Human Resources

George Brady, Director – Technology

Teachers:

Rebecca Williams – Cottage Lane Elementary School

Camille Viola – Cottage Lane Elementary School

Marc Eckert – Central Office

Kathleen Chichetti – Cottage Lane Elementary School

Nicole Lai – Tappan Zee High School

Dana Stranges – Tappan Zee High School

Parent Representatives

Vicki Caramante – SOCES PTA

SOUTH ORANGETOWN CENTRAL SCHOOL DISTRICT

Professional Development Plan

Our Professional Development Plan contains five components: ***Preamble, Theory of Action, Student Needs, Goals and Objectives, Implementation, Evaluation.***

Professional development activities are keyed to one or more objectives of the Professional Development Plan. When conceived and implemented professional development activities must include an indication of which evaluation activities will be used to determine the extent that objectives were achieved. When professional development activities are completed, evidence will be provided on how the objectives were achieved.

Each year, the Professional Development Team will review activities directed at achievement of goals and recommend adjustments or changes in the Plan.

Preamble:

Teachers will meet the needs of all students by continually re-examining their beliefs, actions, programs and expectations. A broad range of both quantitative and qualitative evaluation tools may be employed to measure and monitor student success.

Theory of Action:

If we develop a culture of trust which: Enables people to take risks, discuss best practice; engage in peer coaching, instructional rounds, professional learning communities (PLCs); and develop a common language around an integrated and aligned curriculum then we will improve teaching and learning for all students.

Student Needs:

Student needs are viewed as positive needs rather than as deficiencies.

1. Students will be actively engaged and self-reliant learners.
2. Students will be critical thinkers and problem solvers.
3. Students will be effective communicators.
4. Students will develop intellectual curiosity and a love of learning.
5. Students will acquire knowledge and understanding.
6. Students will appreciate and experience the social context of learning and growing.
7. Students will have opportunities and supports that will enable them to reach their fullest potential.

Goals and Objectives

Goals are aligned with New York State Learning Standards, New York State Teacher Standards, New York State Performance Review Criteria, South Orangetown APPR (Annual Professional Performance Review) and the District Goals. See Appendix.

Goal 1: Teachers will stay current with Best Practices and support their students in becoming responsible, self-reliant, and life-long learners and provide them with the skills necessary for success in the 21st century.

Goal 2: Teachers will be supported in helping students develop the habits of mind and skills needed to be independent, efficient, critical readers, writers, thinkers, communicators and researchers.

Goal 3: Teachers will address the diverse needs of all learners.

Goal 4: Teachers will create a community of learners and foster a respectful learning environment.

Implementation Component

Implementation of the plan will follow the process below. Each year, it is intended that teachers' professional goals will be aligned with school and district goals.

The District administration and/or the Professional Development Committee will decide on specific activities to achieve the defined goals and objectives. These activities will become part of the District's professional development opportunities and catalog.

Or,

Building administrators and/or building teams may decide on specific activities to achieve plan objectives.

Or,

Individual teachers may design professional development activities keyed to the achievement of specific objectives.

Implementation will occur through one or more of the following activities. All of the objectives and goals in the plan can be achieved through the use of one or more of these implementation techniques. A key to successful implementation is thoughtful and reflective consideration of one's teaching and learning experiences.

Professional Development

- In-service course work
- Graduate course work
- Workshops and conferences
- Mentor program

- Staff development days
- Work with consultants or District instructional resource team
- School/University partnerships
- Professional Learning Communities
- Instructional rounds

Inquiry

- Action research
- Professional Learning Communities
- Coaching for Excellence
- Essential Elements of Instruction
- Data collection and analysis (Looking at Student Work)
- Library and technology-based research
- Instructional rounds

Observation and Evaluation

- Administrative observation and evaluation

Guided Staff Development

- Peer collaboration/Instructional Rounds
- Reading/Text-based discussion
- Portfolios
- Examination of teacher and student work
- Participation in professional networks
- Participation in virtual learning communities
- Supervision of student teachers
- A reflective journal
- Mentoring Program

New state regulations will require a different number of (100) professional development hours and the type of professional development that will meet this criteria will also change.

Continuing Teacher and Leader Education (CTLE): The new law also requires, commencing with the 2016-2017 school year, that holders of a professional certificate in the classroom teaching service or educational leadership service and holders of a Level III Teaching Assistant certificate (but not holders of permanent certificates) who are practicing (see definition of practicing above) in a New York public school or board of cooperative educational services (BOCES) to complete 100 hours of Continuing Teacher and Leader Education (CTLE) during each five year registration period. This is a change from the current requirement of 175 hours for those who hold professional certificates and from 75 to 100 hours for those who hold a Level III Teaching Assistant certificate.

It is each educator's responsibility to complete and enter these hours in mylearningplan.

Evaluation Component:

The intent of this plan is to provide for a variety of methods to assess progress toward achieving the goals of the Professional Development Plan. Each professional growth endeavor must have an evaluation component.

In general, the following tools are available to assess progress toward achievement of goals and objectives:

- Administrative observation and evaluations
- Peer observations
- Portfolio review
- Action research
- Student interviews and surveys
- Analyses of student work
- Teacher interview and surveys
- Test data analyses (Disaggregated and longitudinal data)
- Behavioral data analyses
- Local assessments
- New York State and other standardized assessments
- Consultant review/Tristate review
- District/School Report Card
- BEDS Data

District-Wide Opportunities

Teachers College Reading and Writing Project

These sessions will count as in-service workshops towards salary credit or a stipend and towards CTLE Hours.

[Summer Institutes 2016 - Click here for more information](#)

June 20 - 24, 2016 - Writing

June 27 - July 1, 2016 - Reading

August 1 - 5, 2016 - Writing

August 8 - 12, 2016 - Reading

The Writing Institute is designed for educators, classroom teachers, school administrators, and curriculum specialists who are committed to turning classrooms into richly literate reading and writing workshops.

During this five-day institute, small and large group sections will tackle, headfirst, the following topics and much more: the central role of curriculum development and planning in the teaching of writing, units of study in writing workshop, helping students write well about reading, genre studies in reading and writing memoir, poetry and short fiction, the importance of assessment-based instruction, methods of holding our students accountable for doing their best work, using literature to help students craft their writing, and classroom structures that support inquiry and collaboration.

The Reading Institute is designed for educators, classroom teachers, school administrators, and curriculum specialists who are committed to turning classrooms into richly literate reading and writing workshops.

During this five-day institute, small and large group sections will tackle, headfirst, the following topics and much more: the central role of curriculum development and planning in the teaching of reading, units of study in reading workshop, comprehension strategy instruction, the importance of assessment-based instruction, the role of the read-aloud book, methods of holding our students accountable for doing their best work, helping students grow ideas about literature, and classroom structures that support inquiry and collaboration.

Innovative Designs in Education (IDE)

These sessions will count as in-service workshops towards salary credit or a stipend

**June 29-30 and July 5-8
Tappan Zee High School Library**

Please click on the following link to learn more about designing student-centered, problem-based classrooms.

- [Videos and more information on the *Learner-Active, Technology-Infused Classroom*](#)

Some of the topics in the workshop include:

- *Learner-Active, Technology-Infused Classroom* design
- Embedding the 4Cs in class every day
- Align science, engineering, and technology curriculum and instruction with NGSS.
- Align social studies curriculum and instruction with the New York Social Studies Framework
- Connecting units to a problem-based task
- Student-centered differentiated structures:

- o Ideal for those who want to avail themselves of targeted support to design model student-centered classrooms

- o Further connect student-centered structures and strategies to develop a more effective classroom system

- o Building student executive function skills and growth mindset

Innovative Designs in Education will also work with teachers in-district in a mentor/coaching model throughout the school year.

Essential Elements of Instruction: Heart of Change

Designed for teachers with any level of teaching experience to enhance curriculum and instructional practices in your classroom

These sessions will take place during the school day

SOMS Room 304

October 21, 2016

November 14, 2016

February 13, 2017

April 24, 2017

May 19, 2017

The Essential Elements of Instruction Program is derived from the research on the brain and human learning. Fundamental to this approach is the belief that teaching is decision-making and that the teacher is the key to effective instruction. The model:

- Identifies the decisions that all educators make
- Supplies educators with a repertoire of research-based skills and strategies
- Encourages educators to select those strategies and processes, which are appropriate in order to increase learning.

The program provides educators with a body of knowledge and an inventory of skills that they can apply when deciding which instructional actions to take. The body of knowledge that is taught in the program undergirds all other effective models or modes of teaching (Balanced Literacy, Math, Resnick's Principles of Learning, Workshop Model Format, direct instruction, concept attainment, multiple intelligences, thinking skills, functional grouping, differentiated instruction, lesson design, cooperative learning/team learning strategies, etc.) because it identifies the decisions that all teachers must make regardless of the chosen method of instruction.

APPENDIX A

New York State Professional Development Plan

The Professional Development Plan (PDP) is a requirement of New York State Education Commissioner's Regulations. Its purpose is: to improve the quality of teaching and learning by ensuring that all teachers participate in substantial professional development to meet the learning needs of their students. An important feature of the PDP is that professional development must be linked to improved outcomes for students.

The Plan must include a needs analysis, goals, objectives, implementation strategies, activities, and evaluation standards. The Professional Development team reviewed data related to student achievement and determined that our District would be best served by a plan that addressed generic and positive student needs rather than student deficiencies.

We also determined to develop relatively broad goals and objectives to encompass a range of professional development opportunities directed at the student needs. Given that the goals are broad, the evaluation activities are suggestive and intended to be made more specific as specific professional development projects are conceived.

It is expected (and required by Regulation) that all teachers will participate in professional development activities each year through one or more of the mechanisms specified in the implementation component. It is also expected that each professional development activity – whether created at the district level, building level, or by individual teachers – will specify the goals and objectives that are being addressed and the manner by which the participants will know if the objective was achieved.

It is envisioned that the Professional Development Plan along with the Annual Professional Performance Review (APPR) will integrate professional development and teacher review toward the common goal of improved student outcomes.

Highlights of the State Plan

Goals of the Professional Development Plan

- To improve the quality of teaching and learning through differentiated professional development
- To meet the diverse learning needs of students
- To be based on teachers' needs
- To be tied to student achievement
- To provide for participation in planning
- To coordinate planning process
- To strengthen evaluation

Professional Development Plan Required Components

- Needs analysis
- Goals
- Objectives
- Strategies
- Activities (Implementation)
- Evaluation standards

For Teachers:

- Provides substantial professional development
- Is aligned with students' learning needs and teacher capacity
- Participation is expected
- Is aligned with NYS learning standards
- Is articulated across grade levels
- Is continuous and sustained
- Indicated how effectiveness is determined

For New Teachers entering September 2016):

- Provides CTLE 100 hours of participation every five years to maintain Professional Certification

Members of the Professional Development Team

- Appointed according to Board of Education policy
- Must have a majority of teachers (appointed by bargaining unit)
- Must include Superintendent or designee
- Must include school administrators (selected by bargaining unit)
- Must include at least one parent (selected by parent group)
- Must include a curriculum specialist
- A higher education representative (where feasible)

Professional Development Team Schedule

- Has 180 days to develop a Plan
- Must convene prior to October 8, 2016
- First year for plan implementation: September, 2000

Board of Education Role and Schedule

- Board of Education may accept or reject plan in whole or in part
- Professional Development Team must resubmit revised components by 6/30/16
- BOE must act on Plan by 9/01/16
- Plan must be in place by 9/1/16
- Plan must be reviewed annually or multi-plan must be reviewed annually by the Professional Development Committee

Reporting Requirements**Superintendent assures:**

- That the District has complied with the Professional Development Plan requirement in the current year
- That the District has a plan in place for the succeeding year

Commissioner may request a copy of the plan and recommend changes

Other Provisions:

- Voluntary participation by teachers for after-school hours or subject to collective bargaining
- Variance for districts with existing contracts which conflict with regulations.

APPENDIX B

SOUTH ORANGETOWN CENTRAL SCHOOL DISTRICT

MISSION STATEMENT

In a rapidly changing world, the South Orangetown school community affirms its positive vision of the future by providing a safe and a caring environment where the excitement of teaching and learning is shared by all, and where we encourage and nurture the uniqueness of each child.

Through diverse and challenging programs, we promote high academic standards, creative and critical thinking, self-respect and respect for others, and acceptance of our responsibilities in a global society.

We are committed to fostering a love of learning in our students.

APPENDIX C

South Orangetown Central School District Mentoring Program

New Teacher Induction and Mentoring Program

Each year we provide mentors to all new teachers. We also provide mentors during the second year if necessary. The district works with the union to provide the best match between the new teachers and the mentors. The mentors and mentees meet with the Assistant Superintendent for Curriculum and Instruction to review the areas that need to be covered.

The new teachers are involved in a New Teacher Orientation before school starts. This session was held on August 29, 2016 and focused on lesson planning, project-based learning, student-centered classrooms as well as the Teacher Evaluation system (3012-D) used by the district. The new teachers also spend time at their new buildings with activities planned by the building administrators. New teachers are issued their passwords and receive technology training.

During the course of the year there is an in-service class with multiple sessions planned for their needs. The in-service class provides 15 hours of instruction and one in-service credit for each teacher.

During the probationary period, each new teacher is observed formally at least three times using our district's teacher evaluation program which includes a pre-observation, observation and post observation. In addition the teachers are observed informally via learning walks. The teacher has a mid- year and end of year conference with the administrators. They receive a written report of their progress at that time.

If a probationary teacher is not progressing in a satisfactory manner, a professional improvement plan is suggested. This is described in the teacher's contract. A panel is convened that includes administrators and teachers. Specific goals and outcomes are developed based on identified needs. If the teacher improves the professional improvement plan will be suspended. The district's expectation is that a teacher receiving tenure will reach effective in most of the evaluated areas.

APPENDIX D

Evaluation System

Our district's APPR is in compliance with Education Law 3012-D and the Charlotte Danielson's evaluation model. We customized the indicators based on the district's goals and expectations. New administrators are offered training in this model if there is a need. During the course of the year, the Assistant Superintendent for Curriculum leads professional development on the evaluation mode. The principals and assistant principals share their evaluation write ups and act as critical friends using tuning protocols to help improve their work. Administrators are expected to work with all probationary staff and tenured staff who are up for review, using this process. In addition, informal observations happen on a frequent basis through the district's focus learning walks. All observations, formal and informal are logged in a shared district document. Central office administrators also observe probationary staff. All administrators collaborate on the midyear and end of year reviews.

Administrators are also evaluated using a similar APPR. Each year the administrators develop their goals based on their individual strengths and needs. They review these goals with their Superintendent and they develop their yearly plan. They meet for a midyear and end of year review. There are merit raises in the administrators' contract based on the attainment these goals.

A new teacher evaluation system went into effect on September 1, 2016. This portion of the Professional Development Plan will be revised by the committee once this law goes into effect. Any changes will be reflected.

APPENDIX E

Professional Development Goals/Matrix

Goal # 1: Teachers will stay current with Best Practices and support their students in becoming responsible, self-reliant, and life-long learners and provide them with the skills necessary for success in the 21st century.

Objective Teachers will work together to...	Activity	Evaluation
Use critical thinking skills to acquire information that will enable them to understand and contribute to our changing world.	Faculty/Dept. meetings, Supt. Conf. Day activities, in-service/graduate courses, workshops/conferences, consultants <ul style="list-style-type: none"> • Supt. Conf. Day agenda • Faculty mtg. Agenda • Department Meetings • Team Meetings • Innovative Designs in Education • Habits of Mind • Google Applications for Education • Work with IDE Consultants and IDE Teacher Leaders to plan new units to be more problem-based. 	Local and NYS assessments Performance assessments <ul style="list-style-type: none"> • Curriculum Maps in Google Docs and Word Press • Blogs/Shares Folders • Performance based tasks and assessments • Anecdotal Teacher • Conference Notes • Analysis of student, parent, and staff survey • Instructional Rounds to assess the degree to which students are engaged, active and more responsible for their learning.
Work collaboratively with others and learn the skills to locate, process, and apply information of all types in order to solve problems, think critically and/or acquire knowledge.	Instructional technology training at District and building level In-service classroom and on-line <ul style="list-style-type: none"> • Web Literacy • Videoconferencing • Enhance teacher web presence • Technology team work • Google Tools 	APPR, Performance Assessments: Student projects, reports, presentations <ul style="list-style-type: none"> • Project-based projects • Technology-based Projects • Engineering based projects • Earth and Space Projects
Enhance students' abilities to think creatively, construct knowledge, and develop innovative products and processes using technology.	Develop long-range technology training plan with scope and sequence based on ISTE standards Technology Task Force <ul style="list-style-type: none"> • SOCS D Superintendent's Conference Day Training • Smartboard Training 	Performance Assessments <ul style="list-style-type: none"> • Evaluation of student work • Implementation of laptops • Integration of technology tools into lessons.

Objective Teachers will work together to...	Activity	Evaluation
	<ul style="list-style-type: none"> • Senteo Clicker • Airliners • iPad Project • Google Chromebook Pilot • science probes 	
Exhibit proficiency in technology integration in order to enhance students' abilities to use technology effectively.	APPR, professional development as described above <ul style="list-style-type: none"> • Video Conferencing Training • Smartboard Technology • Senteo project • RTI Portal • IDE • Website integration workshops K-12 on Supt. Conference Days • Google training • Ensemble Training • Starlab Training • 1:1 Chromebook Initiative to promote virtual collaboration and learning beyond the classroom (flipped learning and extended learning opportunities). • VHS - the opportunity to take classes online. • PLTW - provides students the opportunity to take classes related to engineering, using sophisticated/industry software and showcase it at the School Maker Faire 	Performance assessment Student work <ul style="list-style-type: none"> • APPR • Goal review • Smartboard Training questionnaire • Development of online courses and assessments • School Maker Faire to showcase student learning/projects

SOUTH ORANGETOWN CENTRAL SCHOOL DISTRICT

Goal #2: Teachers will be supported in helping students develop the habits of mind and skills needed to be independent, efficient, critical readers, writers, thinkers, communicators and researchers.

<u>OBJECTIVES</u> Teachers will work together to...	ACTIVITY	EVALUATION: PERFORMANCE MEASURE/DATA SOURCE
Develop and align ELA curriculum maps with the NYS Standards and Common Core State Standards.	<ul style="list-style-type: none"> • Professional development in Understanding By Design • New Teacher Institute • Curriculum Mapping • Curriculum Map audit K-12 • Instructional Coaches • Professional Learning Communities • Common Core Alignment • BOCES Workshops 	<ul style="list-style-type: none"> • Local/State assessments • Performance assessments • Curriculum Mapping work • Common assessments • Fountas & Pinnell Assessment and Intervention • Teachers College Writing Rubrics • Curriculum Timeline and Writing Outcomes
Provide opportunities for students to interact daily with different types of text and experiences through reading, writing, listening, and/or speaking activities.	<ul style="list-style-type: none"> • Professional development in Understanding By Design • Curriculum Mapping • Innovative Designs In Education (IDE) • Fountas & Pinnell Leveled Literacy Intervention 	<ul style="list-style-type: none"> • Local/State assessments • Performance assessments • Improving Reading and Thinking Strategies • Curriculum Mapping work
Implement and plan instruction using the workshop model to address individual student needs. Formative and summative assessment should be ongoing to help guide instruction.	<ul style="list-style-type: none"> • Professional development activities • New Teacher Institute • School-wide units of study • IDE • Curriculum Map audit K-12 • ELA Leadership Team K-12 • Teacher Teams/Administrators with Kathy Mason • Professional Learning Community Work • Reading/Writing partnerships across buildings • Instructional rounds 	<ul style="list-style-type: none"> • Local/State assessments • Performance assessments • HS/MS Department Meetings • Curriculum Review Rubric • Minutes from partnership meetings • Common online assessments
Develop their own practice through self-assessment, collegial interactions, and thoughtful reflections <i>continued</i>	<ul style="list-style-type: none"> • Study groups (Critical Friends training and Coaching Workshop) • Writers Workshop Articulation Meetings • Classroom Inter-visitations 	Multiple measures of student achievement data <ul style="list-style-type: none"> • PLC Goals

<u>OBJECTIVES</u> Teachers will work together to...	ACTIVITY	EVALUATION: PERFORMANCE MEASURE/DATA SOURCE
	<ul style="list-style-type: none"> • Collaborative Examination of Student Work • Joint Study groups • Joint Department meetings PLC • WOS:CLE partnerships • Instructional Rounds K-12 • APPR workshops for Administrators: Lead Evaluator Training and Recalibration training 	

Goal #3: Teachers will address the diverse needs of all learners.

OBJECTIVE	ACTIVITY	EVALUATION: PERFORMANCE MEASURE/DATA SOURCE
<p>Teachers will be supported through professional development in acquiring the knowledge and skills to deal with the challenges of an academically diverse classroom.</p>	<p>Professional development in Differentiated Instruction, learning styles, models of co-teaching, brain-based learning, All Kinds of Minds & Mindset with Gene Thompson -Grove Differentiated workshops Response to Intervention Workshops Innovative Designs in Education Balanced Literacy Gifted and Talented Services Child Study Team Workshops Fountas & Pinnell Benchmark Assessment & Leveled Literacy Intervention Tristate Visits and Reviews</p>	<ul style="list-style-type: none"> • State & local assessments • Disaggregated data analysis • Differentiated lessons • Fountas & Pinnell • Improved student performance • Schools in good standing • Graduate/college data
<p>Teachers will understand, develop, and utilize appropriate alternative assessment tools. Performance data will include: teacher-developed tests and other formative assessments, observations of student learning, student work. School developed/administered assessments and State tests will be used by teachers to analyze student learning.</p>	<ul style="list-style-type: none"> • Workshops in assessment • Performance-based assessment • Kathy Mason – Strategic Planning and Instructional Rounds • Data analysis workshops • Response to Intervention Tracking System • School Based Data Inquiry Team • Wilson Training • STAR Assessment System 	<p>Evaluation of student work, projects, etc.</p> <ul style="list-style-type: none"> • Collaborative analysis of student work • Develop data portfolio and district-wide data analysis plans. • BOCES data analysis • Common assessments at each grade level in every curricular area
<p>Teachers will support each student's individuality by encouraging students to assume responsibility for learning more about themselves and by supporting their pursuit of new and challenging experiences.</p>	<p>Develop student reflection activities On-going implementation of character education programs Development of new courses Math Intervention Specialist</p>	<p>Student work, especially writing Tappan Zee High School Course selection Co-curricular and extra-curricular activities. Project Lead The Way- Aerospace Engineering Common Core Algebra and Geometry Honors Courses AP Courses</p>

OBJECTIVE	ACTIVITY	EVALUATION: PERFORMANCE MEASURE/DATA SOURCE
<p>Teachers will create, assess, select, and adapt a rich and varied collection of resources. These resources will be shared with colleagues.</p>	<p>Develop and communicate school & District resources, on-line and electronic networks, partnerships with professional organizations, etc. Teachers/administration Website Bookshare</p>	<p>Quality instructional practice, lesson plans, and resources Shares Folders Teacher Blogs Cornerstone Connect Response to Intervention Portal</p>
<p>Teachers will integrate content and skills in their subject areas so that students will be technologically proficient in their ability to access information in the 21st Century. Superintendent's Conference Days - Enhancing blogs and websites work; ensemble video training; work with technology team</p>	<p>Professional development Technology/integrated training; use of internet, webquests/podcasts, wikis Teachers/administration Web Tools</p>	<p>State & local assessments Technology assessments? Technology collaborations via mini grant programs</p>

Goal #4: Teachers will create a community of learners and foster a respectful learning environment.

OBJECTIVE	ACTIVITY	EVALUATION: PERFORMANCE MEASURE/DATA SOURCE
Teachers will help students develop intellectual curiosity and a love of learning by engaging in professional development that supports character education.	Professional development in instructional strategies that support a warm, inviting learning environment. <ul style="list-style-type: none"> • Mini-grants • PTA Reflections • Morning Meeting • Blogs • District-wide meetings • Extended Leadership 	Performance assessments National History Day winners Analysis of student, parent, and staff survey
Teachers will establish a caring, stimulating, and safe school community where students can take intellectual risks and practice democratic principles.	Continue to develop character education, anti-bullying programs and training Student initiated clubs Student Advisory Council District-wide Character Ed Committee 7 Habits of Effective Teens	Data analysis of school tone, discipline incidents, etc., community survey <ul style="list-style-type: none"> • Assess impact of programs. • Response to Intervention data
Teachers will foster students' social, emotional, and ethical growth with particular attention to the development of respect for individual and group differences.	Respect & Responsibility Curriculum SOCASA Peer Leadership DASA Training Assembly Programs Read alouds Book of the Month and Word of the Month Heroes and Cool Kids PTA Assemblies All Kinds of Minds	Peer leadership – Student Advisory Council Awards – Student of the Month Golden Lunch Box and Golden Bus Awards Discipline Data
Teachers will draw on resources such as other staff, community members and students to support learning. <i>continued</i>	Develop Professional Learning Community Poetry Workshop Videoconferencing between buildings Teachers (50) and administrators facilitating workshops South Orangetown Substance Abuse Prevention Organization We The People PRIDE Survey Family Resource Center	School/home/community partnerships, curriculum development and implementation <ul style="list-style-type: none"> • PTA Reflections program
Teachers will work to create positive relationships with	Coffee chats, telephone, written and electronic communication,	Reduction in parent complaints; increase in parent support,

OBJECTIVE	ACTIVITY	EVALUATION: PERFORMANCE MEASURE/DATA SOURCE
families in the education of their children.	conferences, PTA activities, workshops, Internet safety workshops Principal Chats PTA Meetings Meet the Teacher Nights Parent Conferences Powerschool Portal School Newsletter Parents and students together Blogs Kindergarten Orientation Kindergarten Screening Kindergarten Transition Family Resource Center	increased attendance at parent workshops
Teachers will align current or develop, adapt, and adopt other programs to provide students with social/emotional support/skills	Make school connections and promote self-esteem; provide an environment in which all students and staff members are respected. <ul style="list-style-type: none"> • character education • review building safety plans • teacher/student discussions • review community resources • identify and share beliefs through building-based learning groups • provide safety training • research character education programs • parent/staff/student/alumni surveys • review discipline data 	All students will be provided with the opportunity to become successful, connected and respectful citizens

Attestation:

Consultant	Information
Rockland BOCES	Professional Development Center Rockland County
Teachers College	Reading and Writing Project
Hudson Valley R-BERN	ENL
RSE-TASC	Special Education Professional Development Support
Innovative Designs in Education	Problem-Based Learning
Heart of Change	Essential Elements of Instruction
Kathy Mason - Instructional Rounds	Teachers visit each other's classrooms in a non-evaluative manner
Gene Thompson-Grove	Response to Intervention /Mindset/All Kinds of Minds

Professional Development Opportunities and Topics

- Leadership development and sustainability of effective teachers and principals, including on-site coaching both external and internal.
- Standards-based curriculum alignment to Common Core Learning Standards
- Special Education & English Language Learners /Bilingual classroom implementation of standards based curriculum & instruction using a push-in integrated model
- Promoting a culture of social and emotional learning through character education and our district goal, Fostering a Respectful Learning Environment
- Conferences, workshops, and resources designed to enhance student achievement and engagement in learning
- Workshops focused on the integration of our core district goal, Preparing Students with 21st Skills and the Learner Active Technology Infused Classroom
- Expanded training for all aspects of the Dignity for Students Act (DASA).
- Enhanced resources & supports for Part 154 and 154-3 Implementation
- Supporting ALL learners through instructional practice aligned to Universal Design for Learning (UDL)