

Windham-Ashland-Jewett
Central School
**Professional
Development
Plan**
2017-2020



“Who dares to teach, must never cease to learn.”

John Wiktorko, Superintendent

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Introduction

The Windham Ashland Jewett Central School District values professional development that is meaningful to educators and applicable to the learning needs of all students. Our goal is to make teachers and students aware of what it means to be literate in a 21st Century world. This includes professional development that encourages teachers to explore new ways of thinking about the instructional practices used to prepare our students for the classroom, learning environments outside the classroom, and the world of work. In order for teachers and teaching assistants to meet the challenge of making our students college and career ready, we have adopted a professional development plan that especially prioritizes the roles that shared inquiry and technology play in all aspects of our instructional pedagogy and practice.

Mission Statement

The Windham Ashland Jewett Central School recognizes that quality professional development is a collaborative process that nourishes and supports individual growth in a 21st Century world. As such, professional development must be meaningful to all educators and applicable to the learning needs of all students.

Vision

Our vision is to develop a safe and nurturing atmosphere of shared inquiry that fosters learning for everyone. To that end, we encourage the members of our organization to become problem solvers in a multi-vocal community that values self-reflection, collaboration, research-based decision-making, and risk-taking. We encourage the members of our organization to develop habits of mind that allow them to become change agents who are not afraid to question old paradigms and entertain new venues of content delivery and learning modality.

Professional development must become more habit focused, hence job embedded, not simply a series of events and scheduled offerings. It must become clear that learning about learning is an expected and evaluated part of the job, rewarded in the workplace. Time must be allotted for slowly and repeatedly trying out new practices in safe increments, in teams, with coaching and moral support. (Wiggins & McTighe, 2007).

*This professional development plan is designed to comply with Subpart 80-6, which was added to the Regulations of the Commissioner of Education, effective June 20, 2016. [*Appendix A](#)

Board of Education Goals

Academic Goals

- Of all students taking the NYS 3-8 ELA and Math Assessments, at least 50% will improve their scale score performance from one year to the next.
- 90% of all high school students will complete their diploma requirements within 5 years.
- High school students will pass the courses that they enroll in.

College and Career Goals

- All students will have access to taking a college course before graduating from WAJ and 90% of graduating seniors will complete a college course during high school.
- All students will have a completed Personal Education Plan, which shall include a career profile outline and career plan and goals before the conclusion of their 9th and 11th grade years.

Technology Goals

- All students shall demonstrate proficiency in meeting grade appropriate ISTE standards by June of each academic year.
- All teachers shall demonstrate proficiency in meeting appropriate ISTE standards by June of each academic year.

Professional Development Goals

1. To increase *educator effectiveness and results for all students*
2. To be committed to *continuous improvement*, collective responsibility and goal alignment.
3. To align professional learning outcomes with educator performance and student curriculum standards.
4. To model best teaching practices to improve the academic achievement of students scoring below proficiency (a score of 1 or 2) on state assessments and/or benchmark examinations.
5. To have a deep understanding of the ISTE standards and have the technology related skills necessary to successfully apply them in the classroom.
6. To ensure that staff is equipped with the necessary tools and education to provide for a safe school environment which is free of harassment, bullying, and discrimination.

Professional Development Objectives

Data-Driven Instruction and Curriculum Alignment Objectives

1. Teachers will administer diagnostic, benchmark, and summative assessments around big ideas in the curriculum which are aligned to the standards of the content they teach.
2. Teachers will analyze state and local assessment data in order to identify gaps in the curriculum and areas of instruction that need to be modified.
3. Teachers will analyze state and local assessment data in order to identify gaps and weaknesses in individual student performance with the purpose of making necessary modifications in instruction and modalities of learning.
4. Teachers will attend grade-level data meetings monthly to monitor student progress.
5. After the data analysis process, teachers will make an action plan for all struggling

- students.
6. Teachers will plan new lessons collaboratively to develop new strategies based on data analysis.

Anti-bullying Objectives

7. Staff will understand the definition of bullying and the differences between conflict and bullying.
8. Staff will know and understand the six Olweus steps in On the Spot Bullying Interventions.
9. Staff will know the four Olweus Bullying Prevention Rules and classroom components of the Olweus program.
10. Staff will feel confident planning and implementing Olweus class meetings on a regular basis.
11. Staff will have access to bullying prevention materials for their own understanding and for use with students including Olweus curriculum and guides, handouts, articles, websites, videos, etc.
12. Staff will review and discuss the results of the student bullying survey and gain knowledge about where and when bullying is a problem in our school.
13. Staff will explore successful ways to work with parents around bullying issues.

Technology Objectives

14. Teachers will leverage the *WAJ Professional Development* Edmodo group as a platform to share best practices for technology integration.
15. Teachers will become experts at digital communication tools as a medium to engage parents, students, and the community.
16. Teachers will become proficient in selecting and using technologies that can be used to facilitate digital communication, collaboration, assessments, and experiences for students.

Other Objectives

17. Teachers will set aside time to self-reflect on their professional needs, areas of strength, areas of weakness, and professional development learning outcomes. (Did the professional development offered help you to improve student performance?)
18. Staff will be trained in identifying and reporting child abuse and neglect.
19. Staff will be trained to recognize the signs of crisis, emotional trauma and other related mental health issues.
20. Staff will be provided strategies for working with English Language Learners (ELLs).
21. Staff will be provided strategies that help to prevent youth violence
22. Staff will be trained to advocate for homeless students using the McKinney Vento guidelines.

Professional Development Committee

Tammy Hebert	Assistant Superintendent of Curriculum and Instruction
David Donner	K-12 Principal
Nicole Ray	Instructional Technology
AJ Savasta	Director of Technology
Mike Pellettier	7-12 Counselor
Nicole Baldner	K-6 Counselor
Lara McAneny	Adjunct Instructor, Columbia Greene Community College
Brent Jones	K-12 Technology Teacher
Amy Moore	Middle/High School Math Teacher
Cathy Lashua	Grade 1 Teacher
Danielle Larsen	Grade 3 Teacher
Dona Kammerer	Grade 5/6 Teacher
Joe Pudlewski	High School Math Teacher
Danqing Li	High School Science Teacher
Eileen Martin	Teaching Assistant
Sakiko Honge	Parent Member

New York State Professional Development Standards *[Appendix B](#)

Standard 1

- Professional development design is based on data, is derived from the experience, expertise and needs of the recipients, reflects best practices in sustained job-embedded learning, and incorporates knowledge of how adults learn.

Standard 2

- Professional development expands all educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

Standard 3

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

Standard 4

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

Standard 5

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

Standard 6

- Professional development ensures that educators have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students.

Standard 7

- Professional development ensures that educators have the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.

Standard 8

- Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.

Standard 9

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

Standard 10

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

Additional Professional Development Standards from *Learning Forward*

***Appendix C**

Learning Communities

- Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

Resources

- Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

Learning Designs

- Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

Outcomes

- Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Leadership

- Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

Data

- Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

Implementation

- Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.

See Also:

ISTE Standards [*Appendix D](#)

ISLLC Standards [*Appendix E](#)

Teaching Standards [*Appendix F](#)

New York State Learning Standards

Marshall Rubric (aligned to NYS Teaching Standards) [*Appendix G](#)

Multidimensional Principal Performance Rubric [*Appendix H](#)

Crosswalk for NYS Teaching Standards, Technology, and 21st Century Skills [*Appendix I](#)

Needs Assessment / Data Analysis

Windham Ashland Jewett Central School has a variety of professional development initiatives which are continuous each year. These PD areas include data-driven instruction, technology, anti-bullying, and curriculum. Changes to these PD initiatives are determined by the data that is generated annually in each area. Changes to this Professional Development routine may also be determined by revisions to NYSED curriculum or updated NYSED mandates. The following chart describes the process and data instruments that are used to determine need in each area.

Area of Continuous Professional Development	Needs Assessment Instrument Used	Examples
<p>Data-Driven Instruction (State Assessments)</p> <p>(Bambrick-Santoyo, 2010)</p>	<ul style="list-style-type: none"> Data from State Assessments (3-8 ELA/ Math, Regents Exams, NYSAA, NYSESLAT) 	<ol style="list-style-type: none"> Individual Student Performance Regional Gap Analysis Released Question Analysis Constructed Response Analysis P-Value Scatter Plots ONC BOCES Performance Level Comparison Regents Trends by Skill Regents Performance Summary by Constructed Response Topic Regents Individual Response Analysis Data from BOCES Data Coordinator <p>* Appendix J</p> <p>* Appendix K</p> <p>* Appendix L</p> <p>* Appendix M</p>

Area of Continuous Professional Development	Needs Assessment Instrument Used	Examples
<p>Data-Driven Instruction (Local Assessments) (Other Data)</p> <p>(Bambrick-Santoyo, 2010)</p>	<ul style="list-style-type: none"> • Data from diagnostic assessments, benchmark assessments, and summative assessments • Data from other forms of formative assessments • Data from student-generated portfolios • Attendance and discipline data • Qualitative data from RTI meetings, grade-level data meetings, CSE meetings and Child Study Team meetings • Data from testing done by school psychologist 	<ul style="list-style-type: none"> • Castle Learning • IXL Math • IXL ELA • Reading Street • Acuity • eDoctrina item bank • Envisions Math • Past Regents exams • Leveled Reading assessments (Fountas & Pinnell) • Teacher-generated questions using a variety of tech platforms for delivery (e.g. Kahoot, Socrative, Scoot Pad, Google Forms, Edmodo, QR Codes) • Psychological Tests (e.g. Wechsler Intelligence Scale for Children, Wechsler Individual Achievement Test, Kaufman Test of Ed. Achievement, Delis Rating of Executive Functions) *Appendix K *Appendix L *Appendix M

Area of Continuous Professional Development	Needs Assessment Instrument Used	Examples
<p>Technology (ISTE Standards)</p>	<ul style="list-style-type: none"> • Teacher surveys • Individual tech Integration Meetings • Observations (Informal) • Teacher requests • Data from student technology assessments 	<ul style="list-style-type: none"> • Differentiated PD Survey *Appendix N • ISTE Standard • Alignment Survey completed by Teacher *Appendix O • Technology Literacy Assessment administered to all K-12 students *Appendix P • Artifacts from completed technology projects • Techapalooza teacher performances showcasing how tech needs were addressed in the classroom • Edmodo PD page used as a social media forum for teachers to share concerns and best practices • Tech Newsletter showcasing how teachers addressed tech needs and how they aligned the technology to the ISTE Standards *Appendix Q

Area of Continuous Professional Development	Needs Assessment Instrument Used	Examples
<p>Anti-bullying and Violence Prevention</p> <p>(Olweus 2007)</p>	<ul style="list-style-type: none"> • Anti-bullying survey administered to staff • Identification of perceived strengths and weaknesses generated by staff • Informal data generated from Olweus Committee Meetings (e.g. meeting notes, dialogue) • Olweus (vendor-generated) student survey • WAJ (locally-generated) student survey • Bullying Box • Incident Reporting Form • Discipline Referrals • Parent Reports • Communication with PTA • Information from outside agencies (police, Greene County Mental Health) • Data from national bullying surveys 	<ul style="list-style-type: none"> • WAJ Referral Form Appendix R • DASA Incident Reporting Form Appendix S • Olweus Student Survey Appendix T • WAJ Student Survey Appendix U • Anti-Bullying Staff Survey Appendix V • Pie charts generated from student surveys Appendix W
<p>Curriculum</p> <p>(Wiggins & McTighe, 2007)</p>	<ol style="list-style-type: none"> 1. All State assessment data is used to determine gaps in the curriculum 2. Data generated from lesson planning artifacts 3. Observations using Marshall Rubric 4. Data from standards-alignment documents (This is especially important after content standards are modified by the State). 	<ol style="list-style-type: none"> 5. Backwards Design Template (completed by content teacher) *Appendix X 6. UbD Design Standards Analysis (Completed by the classroom teacher) *Appendix Y

Professional Learning Communities (PLC)

The district conducts a needs assessment to address short-term instructional issues identified through the analysis of data. In order to address these needs, Professional Learning Communities are called into action. These professional learning communities create an environment “in which innovation and experimentation are not viewed as tasks to be accomplished or projects to be completed; rather they become ways of conducting day-to-day business-*forever*” (Dufour 2004, p.5). Most importantly, these learning communities are always guided by one essential question: What happens in our school when, despite our best efforts in the classroom, a student does not learn? To answer this question, data is collected and research is consulted.

PLC topics will vary from year to year.

Professional Development Evaluation

Evaluating the work of the Professional Learning Community (Dufour, 2004)

Dufour (2004) asserts that evaluating of the work of a Professional Learning Community should always address the following four questions in the affirmative.

- Is our response based upon **INTERVENTION** rather than remediation? Does the plan provide students with additional time and support for learning as soon as they experience difficulty rather than rely on remediation—summer school, retention, remedial courses—when students fail to meet a standard at the conclusion of a course or grade level?
- Is our response **SYSTEMATIC**? Have we created processes that ensure we respond to students according to a school-wide plan rather than according to the discretion of individual teachers? Are procedures in place to monitor the execution of the plan? Are all staff members aware of the procedures? Do we provide consistent responses if asked to explain the steps our school takes when students have difficulty in learning?
- Is our response **TIMELY**? How quickly are we as a school to identify students who need additional time and support? How often do we ask the question “How do we know if our students are not learning?” and how quickly are we able to respond when a student has been identified?
- Is our response **DIRECTIVE**? Do we *invite* students to seek additional help or does our systematic plan *require* students to receive the additional assistance and devote the extra time necessary to master the concept?

Evaluating Anti-bullying professional development (Olweus, 2007)

The primary tool used to evaluate the anti-bullying PD is The Olweus Bullying Questionnaire. It is given to students each year and provides one important quantitative measure of program effectiveness. It identifies areas of progress and need. This student perspective allows staff to know whether targeted areas and behaviors have been influenced by the program and whether or not the professional development given to staff is working effectively.

Other evaluation measures include the following data sets:

- Absentee and/or truancy rates might provide information on how students feel about being at school.
- Student test scores might indicate whether the learning environment has improved.
- Discipline reports might indicate decreases in aggressive or disruptive behavior.
- Discipline reports from bus routes might indicate how the program is spilling over into areas outside of the school.
- The numbers of suspensions might indicate how consequences are carried out or how the number of suspensions may have changed since the program was implemented in 2011.
- Critical incident rates in school might indicate whether problems such as student fights and vandalism have been reduced.
- Other surveys that have questions referring to school climate could indicate the effectiveness of the bullying program and the professional development efforts and how they affect the climate of the classroom or school.

In order for the anti-bullying program to be effective, staff must receive professional development on how the process of program delivery and implementation works. Evaluating this part of the program includes a focus on fidelity—how closely the program is being implemented compared to the model program. Examples of process evaluations include:

- Regularly using implementation checklists to measure how closely staff have implemented the program
- Surveying teachers on key components of the Implementation Checklists, such as: Did you hold class meeting once a week? Did you use role-playing on a regular basis in your classroom?
- Administering a take-home parent evaluation that assesses parents' perceptions of the program and their involvement in it
- Passing out 3X5-inch note cards at the first and last staff meeting each year and asking staff to list one or two positive changes they have noticed in students, themselves, or the school climate as a result of the Olweus Program.
- Holding focus groups with parents, staff, and/or students (separately) to get their input into the program and areas for improvement.

Evaluating Data-Driven Instruction Professional Development
(Bambrick-Santoyo, 2010)

IMPLEMENTATION RUBRIC DATA-DRIVEN INSTRUCTION & ASSESSMENT

Paul Bambrick-Santoyo & New Leaders for New Schools

The rubric is intended to be used to assess the present state of data-driven instruction and assessment in a school. The rubric specifically targets interim assessments and the key drivers leading to increased student achievement.

4 = Exemplary Implementation 3 = Proficient Implementation 2 = Beginning Implementation 1 = No Implementation

<p>DATA-DRIVEN CULTURE</p> <p>A. Highly active Leadership Team: facilitate teacher-leader data analysis meetings after each interim assessment and maintain focus on the process throughout the year</p> <p>B. Introductory Professional Development: teachers and leaders are effectively introduced to data-driven instruction—they understand how interim assessments define rigor and experience the process of analyzing results and adapting instruction</p> <p>C. Implementation Calendar: Begin school year with a detailed calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching (flexible enough to accommodate district changes/mandates)</p> <p>D. Ongoing Professional Development: PD calendar is aligned with data-driven instructional plan: includes modeling assessment analysis/action planning and is flexible to adapt to student learning needs</p> <p>E. Build by Borrowing: Identify and implement best practices from high-achieving teachers & schools: visit schools/classrooms, share & disseminate resources/strategies</p>	<p><u>/4</u></p> <p><u>/4</u></p> <p><u>/4</u></p> <p><u>/4</u></p> <p><u>/4</u></p>										
<p>ASSESSMENTS</p> <p>A. Common Interim Assessments 4-6 times/year</p> <p>B. Transparent Starting Point: teachers see the assessments at the beginning of each cycle; they define the roadmap for teaching</p> <p>C. Aligned to state tests and college readiness</p> <p>D. Aligned to instructional sequence of clearly defined grade level/content expectations</p> <p>E. Re-Assess previously taught standards</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: left; border-bottom: 1px solid black;">Lit. Math</th> </tr> </thead> <tbody> <tr> <td style="width: 50%; text-align: right;"><u>/4</u></td> <td style="width: 50%; text-align: right;"><u>/4</u></td> </tr> <tr> <td style="text-align: right;"><u>/4</u></td> <td style="text-align: right;"><u>/4</u></td> </tr> <tr> <td style="text-align: right;"><u>/4</u></td> <td style="text-align: right;"><u>/4</u></td> </tr> <tr> <td style="text-align: right;"><u>/4</u></td> <td style="text-align: right;"><u>/4</u></td> </tr> </tbody> </table>	Lit. Math		<u>/4</u>	<u>/4</u>	<u>/4</u>	<u>/4</u>	<u>/4</u>	<u>/4</u>	<u>/4</u>	<u>/4</u>
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<p>ANALYSIS</p> <p>A. Immediate turnaround of assessment results (ideally 48hrs)</p> <p>B. User-friendly, succinct data reports include: item-level analysis, standards-level analysis & bottom line results</p> <p>C. Teacher-owned analysis facilitated by effective leadership preparation</p> <p>D. Test-in-hand analysis between teacher(s) & instructional leader</p> <p>E. Deep: moves beyond “what” students got wrong and answers “why” they got it wrong</p>	<p><u>/4</u></p> <p><u>/4</u></p> <p><u>/4</u></p> <p><u>/4</u></p> <p><u>/4</u></p>										
<p>ACTION</p> <p>A. Plan new lessons collaboratively to develop new strategies based on data analysis</p> <p>B. Implement explicit teacher action plans in whole-class instruction, small groups, tutorials, and before/after-school supports</p> <p>C. Ongoing assessment: utilize in-the-moment checks for understanding and in-class assessment to ensure student progress between interim assessments</p> <p>D. Accountability: instructional leaders review lesson/unit plans and give observation feedback driven by the action plan and student learning needs</p> <p>E. Engaged Students know the end goal, how they did, and what actions they are taking to improve</p>	<p><u>/4</u></p> <p><u>/4</u></p> <p><u>/4</u></p> <p><u>/4</u></p> <p><u>/4</u></p>										
<p><u>TOTAL:</u> _____ /100</p>											

Evaluating curriculum: UbD Design Standards (Wiggins & McTighe, 2005)

Stage 1—To what extent does the design focus on the big ideas of targeted content?

Consider: Are ...

- The targeted understandings enduring based on transferable big ideas at the heart of the discipline and in need of uncoverage?
- The targeted understandings framed by questions that spark meaningful connections that provoke genuine inquiry and deep thought and encourage transfer?
- The essential questions provocative and arguable, and likely to generate inquiry around the central ideas (rather than a “pat” answer)?
- Appropriate goals (e.g. *content* standards, benchmarks, curriculum objectives) identified?
- Valid and unit-relevant knowledge and skills identified?

Stage 2—To what extent do the assessments provide fair, valid, reliable, and sufficient measures of the desired results?

Consider: Are ...

- Students asked to exhibit their understanding through authentic performance tasks?
- Appropriate criterion-based scoring tools used to evaluate student products and performances?
- Various appropriate assessment formats used to provide additional evidence of learning?
- The assessments used as feedback for students and teachers, as *well* as for evaluation?
- Students encouraged to self-assess?

Stage 3—To what extent is the learning plan effective and engaging?

Consider: Will the students ...

- Know where they’re going (the learning goals), why the material is important (reason for learning the content), and what is required of them (unit goal, performance requirements, and evaluative criteria)?
- Be hooked—engaged in digging into big ideas (e.g. through inquiry, research, problem solving, and experimentation)?
- Have adequate opportunities to explore and experience big ideas and receive instruction to equip them for the required performances?
- Have sufficient opportunities to rethink, rehearse, revise, and refine their work based upon timely feedback?
- Have an opportunity to evaluate their work, reflect on their learning and set goals?

Consider: Is the learning plan...

- Tailored and flexible to address the interests and learning styles of all students?
- Organized and sequenced to maximize engagement and effectiveness?

Overall Design—To what extent is the entire unit coherent, with the element of all three stages aligned?

Evaluating Curriculum Progress (Wiggins & McTighe 2007)

To what extent does the curriculum ...	Validated	Complete	Partially	Not yet
1. Incorporate established content standards, benchmarks, performance indicators?				
2. Frame the "big ideas" of content in terms of understandings and essential questions.				
3. Include program- and course-level maps to show conceptual throughlines?				
4. Include cornerstone performance assessments (i.e., authentic transfer tasks)?				
5. Include common rubrics for cornerstone assessment tasks?				
6. Include "anchors" (examples of work) for the cornerstone assessment tasks?				
7. Include diagnostic and formative assessments specific to the targeted content?				
8. Provide suggested teaching protocols (e.g., concept attainment), learner resources (e.g., theory-embedded tools), and recommended support materials (e.g., Web sites)?				
9. Provide specific ideas for differentiation to address special populations (SPED, ELL, gifted) and learner variables (readiness, interests, learning profile)?				
10. Include course-specific (or unit-specific) troubleshooting guides?				

Key: Validated = completed and validated by internal and external reviews; Complete = finished but not yet validated by internal and external reviews; Partially = incomplete, not reviewed; Not yet = not completed

Evaluating all other professional development (Gusty, 2002) *[Appendix Z](#)

Professional Development at Windham Ashland Jewett CS is evaluated using Thomas Guskey’s five critical levels of evaluation. With each succeeding level, the process of gathering evaluation information gets a bit more complex. And because each level builds on those that come before, success at one level is usually necessary for success at higher levels.

Evaluation Level	What Questions Are Addressed?	How Will Information Be Gathered?	What is Measured or Assessed?	How Will Information Be Used?
1. Participants Reactions	Did they like it? Was their time well spent? Did the material make sense? Will it be useful? Was the leader knowledgeable and helpful? Were the refreshments fresh and tasty? Was the room the right temperature? Were the chairs comfortable?	Questionnaires administered at the end of the session	Initial satisfaction with the experience	To improve program design and delivery
2. Participants’ Learning	Did participants acquire the intended knowledge and skills?	Paper-and-pencil instruments Simulations Demonstrations Participant reflection (oral and/or written) Participant portfolios	New knowledge and skills of participants	To improve program content, format, and organization
3. Organization Support & Change	Was implementation advocated, facilitated, and supported? Was the support public and overt? Were problems addressed quickly and efficiently? Were sufficient resources made available? Were	District and school records, Minutes from follow-up meetings, Questionnaires, Structured interviews with participants and district or school administrators, Participant portfolios	The organization’s advocacy, support, accommodation, facilitation, and recognition	To document and improve organization support To inform future change efforts

	<p>successes recognized and shared? What was the impact on the organization? Did it affect the organization's climate and procedures?</p>			
<p>4. Participants' Use of New Knowledge and Skills</p>	<p>Did participants effectively apply the new knowledge and skills?</p>	<p>Questionnaires, Structured interviews with participants and their supervisors, Participant reflections (oral and written), Participant portfolios, Direct observations, Video or audio tapes</p>	<p>Degree and quality of implementation</p>	<p>To document and improve the implementation of program content</p>
<p>5. Student Learning Outcomes</p>	<p>What was the impact on students? Did it affect student performance or achievement? Did it influence students' physical or emotional well-being? Are students more confident as learners? Is student attendance improving? Are dropouts decreasing?</p>	<p>Student records, School records, Questionnaires, Structured interviews with students, parents, teachers, and/or administrators, Participant portfolios</p>	<p>Student learning outcomes: Cognitive (Performance & Achievement), Affective (Attitudes & Dispositions), Psychomotor (Skills & Behaviors)</p>	<p>To focus and improve all aspects of program design, implementation, and follow-up, To demonstrate the overall impact of professional development</p>

Evaluation:
Crosswalks with New York State Teaching Standards
(ISTE and Marshall Rubric / APPR) *Appendix [AA](#) & [BB](#)

Comparing the Marshall Rubric with the NYS Teaching Standards

NYS Teaching Standards		Teacher Evaluation Rubrics (Marshall)
Knowledge of Students and Student Learning	Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.	A Planning and Preparation for Learning (knowledge, anticipation, engagement, differentiation)
Knowledge of Content and Instructional Planning	Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.	A. Planning and Preparation for Learning (knowledge, standards, units, assessments, lessons, materials)
Instructional Practice	Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.	A. Planning and Preparation for Learning (materials) C. Delivery of Instruction (expectations, mindset, goals, connections, clarity, repertoire, engagement, differentiation, nimbleness, application)
Learning Environment	Teachers work with all students to create a dynamic learning environment that supports achievement and growth.	B. Classroom Management (expectations, relationships, respect, social-emotional, routines, responsibility, repertoire, efficiency, prevention, incentives)
Assessment for Student Learning	Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.	D. Monitoring, Assessment, and Follow-Up (criteria, diagnosis, on-the-spot, self-assessment, recognition, interims, tenacity, support, analysis, reflection)
Professional Responsibilities and Collaboration	Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.	E. Family and Community Outreach (respect, belief, expectations, communication, involving, homework, responsiveness, reporting, outreach, resources)
Professional Growth	Teachers set informed goals and strive for continuous professional growth.	F. Professional Responsibilities (attendance, language reliability, professionalism, judgment, above-and-beyond, leadership, openness, collaboration, growth)

WAJ ISTE Crosswalk

Linked to the NYS Teaching Standards and the Marshall Rubric

ISTE Standard	NYS Teaching Standard	Marshall
Facilitate Student Learning and Creativity		
1a. Promote, support, and model creative and innovative thinking and inventiveness. Examples: Encourage students to research, explore, and use new technology as a way to demonstrate their knowledge.	Element IV.2	C.b
1b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources. Examples: Have students create tutorial videos demonstrating tips and tricks for smart phone use and presenting at a local senior citizen group meeting.	Element III.5	C.a
1c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes. Examples: Allow students to show what they know by using a whiteboard app to demonstrate the completion of a math problem or summarize assigned text in their own words.	Element III.5	D.d
1d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments. Examples: Virtual field trips in the distance learning lab Google Hangout with students from another region Mystery Skype or Facetime Classroom Tweets	Element III.5	
Develop and design digital age learning experiences and assessments		
2a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity. Examples: Encourage students to access class resources and materials on classroom google site, edmodo, or google classroom. Rather than doing a web image search, allow students to digitally draw (Google Draw) or take pictures for use in their presentations/projects.		A.h

2b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress. Examples: Digitize student resources using tools like Edmodo and Google Classroom. Encourage students and parents to download the eschool plus app.	Element II.6	A.g
2c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources. Examples: Provide students with a choice regarding the medium they use to present information.		A.i
2d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching. Examples: QR Code sight words flashcards station. Student poll or survey using google forms.	Element V.2	A.d
Model Digital Age Work and Learning		
3.a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations. Examples: Replace paper-based student products (posters, binder portfolio) with digital products such as: google site as platform for portfolio, pic collage, Use screencast-o-matic to record a short demo of new technology for students to refer to. Try a new presentation medium: Google Slides, Powtoon, Educreations, ShowMe, and iMovie.	Element I.6	
3.b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation. Examples: Upload short homework helper videos to your classroom webpage.	Element III.5	
3.c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats. Examples: Try new ways of communicating with parents including: pic collage, google newsletter, Smore.com, etc.	Element III.5	
3.d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning. Examples: Demonstrate a twitter search for resources and information Show students more advanced search engine techniques. Encourage students to use the twitter curator google add-on to collect information.	Element III.4, Element I.6	A.h

Promote and Model Digital Citizenship and Responsibility		
4a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources. Examples: Lesson on accurate citations for electronic images and digital media.	Element VI.1	
4b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources. Examples: Provide students who do not have internet access at home with alternative strategies for accessing classroom resources. If some students struggle with using search engines, use QR codes to come up with a pre-determined websites so they can easily scan to access.	Element IV.4	E.h
4c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information. Examples: Discuss and model appropriate use of social media.	Element VI.1	
4d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools. Examples: Connect with students from another country using Skype. Use google earth to explore landmarks and geography.	Element III.5	
Engage in Professional Growth and Leadership		
5.a Participate in local and global learning communities to explore creative applications of technology to improve student learning. Examples: Twitter as part of a professional learning network, participating in twitter education chats, tech-themed conferences,		E.i
5.b Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others. Examples: Sharing a tech skill with others,		E.g
5.c Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning. Examples: Discover and share new technologies with colleagues and students.		E.g
5.d Contribute to the effectiveness, vitality, and well-being of the teaching profession and of their school and community. Examples: Share ideas with colleagues using digital mediums such as your classroom google site or twitter.		E.g

Professional Development Structures Available

- Webinars
- Online courses
- Mentoring, shadowing and coaching
- DL/video conferencing
- Conferences / workshops
- College coursework

Expected Participation

All teachers, licensed teaching assistants, and administrators subject to CTLE requirements must complete 100 hours of professional development every five years. Windham Ashland Jewett Central School is committed to helping staff to meet these requirements by providing quality professional development that is meaningful and aligned to the district's professional development goals and objectives.

All staff members are expected to attend professional development sessions on the second and fourth Monday of every month (2:45 PM – 3:45 PM). Teachers are also expected to attend grade-level meetings for the grade-appropriate courses that they teach. These meetings are scheduled in advance and rotate throughout the year on the PD calendar. The PD calendar is made available on the school website in September (See [*Appendix CC](#)). All staff may also take advantage of continued technology professional development (called Tech Bites) throughout the year. Participation in these sessions is optional. Techapalooza is a week-long event which culminates in a showcase of staff presentations. These presentations highlight best practices for integrating technology in the classroom and aligning curriculum to the ISTE standards.

Continuing Teacher and Leader Education Requirements (CTLE)

****From Amendment to the Regulations of the Commissioner of Education – Effective June 20, 2016. [*Appendix DD](#)**

WHO: All holders of a professional certificate in the classroom teaching service or educational leadership service (i.e. school building leader, school district leader, school district business leader) and holders of a Level III teaching assistant certificate employed in a school district or board of cooperative educational services in New York State.

WHAT: CTLE (Continuing Teacher and Leader Education) certificate holders shall be required to successfully complete 100 clock hours of acceptable CTLE during the registration period.

Renewal Registration Process:

- At the end of each registration period, a CTLE certificate holder shall submit an application for re-registration on a form and in a format prescribed by the Commissioner.
- CTLE certificate holders shall certify to the Department that they have either complied with the CTLE requirements as prescribed during their prior registration period, or are eligible for an adjustment to the CTLE requirements.
- A CTLE certificate holder who has not satisfied the mandatory CTLE requirements shall not practice in an applicable school until he/she has met such requirements and has been registered or conditionally registered.
- CTLE hours taken during one registration period may not be transferred to the subsequent registration period.

Acceptable CTLE shall be in the content area of any certificate title held by the individual or in pedagogy, and include any required study in language addressing the needs of English language learners. Acceptable CTLE must be conducted through activities designed to improve the teacher or leader's pedagogical and/or leadership skills, targeted at improving student performance, including but not limited to formal CTLE activities. Such activities also shall promote the professionalization of teaching and educational leadership, as applicable, and be

closely aligned to district goals for student performance.

WHEN: During each five-year registration period, commencing with the 2016-17 school year, certificate holders shall register with the Department, on a form prescribed by the Commissioner. Any individual identified above shall apply for initial registration during the 2016-17 school year during his/her month of birth, beginning on July 1, 2016 and shall renew his/her registration, on a form prescribed by the Department, in the last year of each subsequent five-year period thereafter.

Recordkeeping for Professional Development Hours

CTLE certificate holders (teachers, administrators, teaching assistants) shall maintain a record of completed CTLE, which shall include the following:

- title of the program
- total number of hours completed
- number of hours completed in language acquisition addressing the need of ELL and ESOL learners (only for ELL and ESOL teachers)
- the sponsor's name and any identifying number
- attendance verification
- date and location of program

Note: Such records must be retained for at least three years from the end of the registration period in which the continuing teacher and leader education was completed and shall be available for review by the Department upon request.

The records for professional development hours are kept in the district office at WAJ. They are recorded using an Excel spreadsheet. Attendance is kept at each session. Teachers sign in when they arrive. The sign-in sheet describes the session topic, duration of session, date, PD provider name, signatures of attendees, and final signature of the assistant superintendent. All sign-in sheets and other records are maintained by the district office. Certificates of attendance are provided for all PD sessions. *Appendix [EE](#) and [FF](#)

English Language Learners (ELL)

Because it has fewer than thirty (30) ELL students enrolled, Windham Ashland Jewett CS has requested a waiver for the Part 154 professional development requirement (15 hours); however, the district still continues to provide PD that is sufficient to help teachers meet the needs of its ELL student population (n=<5). *Appendix [GG](#)

- New York State school districts that have fewer than thirty (30) eLLs enrolled or in which ELLs make up less than five percent (5%) of the district's total student population are eligible to apply for a waiver.
- According to CR Section 154-2.3(k), such districts may "seek permission from the Commissioner on an annual basis for an exemption from the professional development requirements" and such request must include evidence that:

1. All teachers, level III teaching assistants, and administrators receive training sufficient to meet the needs of the district's or BOCES' ELLs, in language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs and that...
2. All bilingual and English to Speakers of Other Languages (ESOL) certified teachers receive training, sufficient to meet the needs of the district's ELLs, in language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs.
3. This waiver does not exempt districts from providing professional development sufficient to meet the needs of its ELLs. It exempts districts from the minimum number of professional development hours required by CR Part 154 (15% of a total required for classroom pedagogues and 50% of total required for those with a certification in ESOL or who hold a bilingual extension).

McKinney Vento Professional Development

(nysteachs.org) *[Appendix HH](#)

Each year NYSED and NYS-TEACHS provide free, comprehensive, half-day **McKinney-Vento Workshops**. NYS-TEACHS also provides free **regional trainings** across New York State for school districts, social service agencies, and other professionals about the educational rights of children and youth experiencing homelessness.

WAJ sends a district representative (usually the BOE-appointed homeless liaison) to the McKinney Vento training offered by NYSED each year. That representative then conducts turn-key training for school counselors, the registrar, the main office secretary, the principal, the CSE chairperson, and the assistant superintendent.

School Violence and Intervention

(Cowan, Vaillancourt, Rossen, & Pollitt, 2013) *[Appendix II](#)

Using guidance from *A Framework for Safe and Successful School*, Windham Ashland Jewett CS has been able to develop a multitiered system of support (MTSS). It includes a full continuum of services ranging from building-level support for all students to more intensive student-level services. There are five areas of focus to the MTSS:

- prevention and wellness
- universal screening for academic, behavioral, and emotional barriers to learning
- implementation of evidence-based interventions that increase in intensity as needed
- monitoring of ongoing student progress in response to implemented interventions

- engagement in systematic data-based decision making about services needed for students based on specific outcomes.

In order to address each of these five areas, WAJ offers the following supports:

- RTI (Referrals and follow-up meetings attended by all staff responsible for the target student)
- Olweus Antibullying program (on the NYSED “Approved Science-Based SDFSCA Program list).
- Child Study Team (attended monthly by all administrators, counselors, school psychologist, and Greene County Social Worker)
- Data Teams (attended monthly by all grade-level teachers who discuss academic and social/emotional needs of all students at that grade)
- Continuous education from school counselors (Counselors have a schedule of classroom visits that are ongoing throughout the school year. Topics include goal setting, decision making, drug/alcohol/tobacco use prevention, kindness [Bucket Filling], bullying, conflict resolution, responsibility, respect, acceptance, stress management, mindfulness, mental health awareness, personal safety, sexual abuse prevention, sexual harassment, and college and career exploration and planning.)
- Input from school nurse
- Input from Greene County Youth Bureau / Probation
- Crisis Team / Crisis Response Plan
- Professional Development in all of the above areas
- Mental Health Supports (A Greene County social worker has an office in the school to meet the needs of students with critical needs. It also employs a part-time school psychologist.)
- Collaboration between school staff and community-based service providers. (local law enforcement, mental health providers, Greene County Youth Bureau)
- Communication with parents (It is WAJ’s practice to contact parents [phone—not email] for every behavioral referral processed. Teachers also contact parents when academic grades fall below the level of expectation. Finally, guidance staff maintains continual contact with the parents of fragile students during times of intervention and crisis.)
- District commitment to provide resources and funding for all ongoing violence prevention, anti-bullying, and mental health programming.
- Administrative Team meetings (that include the School’s Leadership Team) to discuss school-wide issues including, but not limited to, the above five focus areas
- Parent education night (guest speakers on internet safety and bullying prevention)
- guidance newsletters that share various resources with parents and teachers on topics such as character education, bullying, college and career exploration
- Training for fire drills (11 total) and lockdown drills (4 total)

Successful implementation of these supports requires a ***minimum of two hours of professional development*** (total) in the following areas:

- Positive discipline approaches / e.g. Curwin, R. L., Mendler, A. N., & Mendler, A. N. (1988). *Discipline with dignity*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Effective classroom management techniques and other academic supports that promote nonviolent school climate
- Effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning

- Special Needs Students / Functional Behavioral Plans
- DASA (Dignity for All)
- Safety and Crisis/ Emergency Prevention, Preparedness, Response, and Recovery
- Assessing mental health needs
- Reporting procedures (CPS, bullying, at-risk behavior)
- Confidentiality / helping students “break the code of silence”
- Integration of social and problem solving skill development for students with the regular curriculum
- Intervention techniques designed to address a school violence situation
- How to participate in an effective school/community referral process for students exhibiting violent behavior
- Parent communication
- Building safety and visibility
- Referral process
- Positive reinforcement programs / Character Education
- Warning signs within a developmental and social context that relate to violence and other troubling behaviors in children
- New York State Statutes and Regulations (e.g. DASA, Sexual Harassment)
- Policies relating to safe nonviolent school climate (e.g. Safe School Against Violence in Education [S.A.V.E])
- Therapeutic Crisis Intervention (12 hours required of all staff working with emotionally disturbed students and students with behavior management needs -- with an additional 6-hour recertification process two years)
- Strategies for reducing anxiety in students (e.g. mindfulness)
- Routine mental health updates to staff and strategies for dealing with them in the classroom (e.g. discussion of patterns observed in the population and red flags for depression and other mental health disorders)

Mental Health Professional Development (nysteachs.org) *Appendix JJ

The amendments to Education Law section 2801-a require districts to provide professional development in the mental health needs of students. To comply with this new requirement, WAJ has set aside time for administrators, school counselors, and other public agencies to provide this training. The curriculum for this training is briefly outlined in the following document provided by U. S. Department of Health and Human Services:

What Educators Should Know

(from the U.S. Department of Health and Human Services website:
<https://www.mentalhealth.gov/talk/educators/index.html>.)

You should know:

- The [warning signs](#) for mental health problems.
- Whom to turn to, such as the principal, school nurse, school psychiatrist or psychologist, or school social worker, if you have questions or concerns about a student's behavior.
- How to access [crisis support and other mental health services](#).

What Educators Should Look For in Student Behavior

Consult with a school counselor, nurse, or administrator and the student's parents if you observe one or more of the following behaviors:

- Feeling very sad or withdrawn for more than two weeks
- Seriously trying to harm oneself, or making plans to do so
- Sudden overwhelming fear for no reason, sometimes with a racing heart or fast breathing
- Involvement in many fights or desire to badly hurt others
- Severe out-of-control behavior that can hurt oneself or others
- Not eating, throwing up, or using laxatives to make oneself lose weight
- Intense worries or fears that get in the way of daily activities
- Extreme difficulty concentrating or staying still that puts the student in physical danger or causes problems in the classroom
- Repeated use of drugs or alcohol
- Severe mood swings that cause problems in relationships
- Drastic changes in the student's behavior or personality

What Educators Can Do in Classrooms and Schools

You can support the mental health of all students in your classroom and school, not just individual students who may exhibit behavioral issues. Consider the following actions:

- Educate staff, parents, and students on [symptoms](#) of and [help](#) for mental health problems
- Promote social and emotional competency and build resilience
- Help ensure a positive, safe school environment
- Teach and reinforce positive behaviors and decision-making
- Encourage helping others
- Encourage good physical health
- Help ensure access to school-based mental health supports

Developing Effective School Mental Health Programs

Efforts to care for the emotional wellbeing of children and youth can extend beyond the classroom and into the entire school. School-based mental health programs can focus on promoting mental wellness, preventing mental health problems, and providing treatment.

Effective programs:

- Promote the healthy social and emotional development of all children and youth
- Recognize when young people are at risk for or are experiencing mental health problems
- Identify how to intervene early and appropriately when there are problems

Learn More about Ways to Support Your Students and Their Families

- Find how to assess mental health needs in your school and [develop and implement a school-based mental health program](#)
- Find [tips for talking to children and youth after a disaster or traumatic event](#) (PDF – 796 KB).
- Registered [National Association of School Nurses](#) can learn about their role in providing [behavioral health services in schools](#) through an online continuing education program

Professional Development Resources and Providers

- Capital Area School Development Association (CASDA)
- DATAG
- Betty Barrett, Math Consultant WSWHE Boces
- Nicole Ray, Instructional Technologist
- Tammy Hebert, Assistant Superintendent, Curriculum Specialist
- David Donner, Building Principal
- AJ Savasta, Director of Technology
- Brent Jones (Project Lead the Way), technology
- Joe Pudlewski (Project Lead the Way), technology
- Holly Breault School Psychologist
- Lara McAneny – Director of Student Services
- Michael Pelletier – High School Counselor, Anti-bullying, Sexual Harassment
- Nicole Baldner – K-6 Counselor, Anti-bullying, Sexual Harassment
- ONC BOCES professional development specialists / staff development specialists
- Regional Special Education Technical Assistance Support Centers
- South Central Regional Information Center
- RIT / Project Lead the Way
- NYSED, Engage.ny
- Colleges and Universities
- Local Organizations (e.g. Cornell Cooperative Extension Agroforestry Resource Center)
- Professional Organizations (ASCD, NYSSBA, NYSCOSS)
- Unions (NYSUT, SAANYS)
- Community Agencies (e.g. Greene County Mental Health)
- Community Businesses
- Catskill Regional Teacher Center
- Northeast Parent and Child Society
- Parsons Child & Family Center
- Professional Associations (e.g. STANYS, NYSATA, NYSRA, AMTNYS, NYSEC, NYSCSS, NYSMTA, AHPERD, NYSTEEA, NYSAFCSE, NYSAAN, NYSSCA, NYLA, NYSMSA, NYSAFIT, NYSCATE)
- New York State Teacher Center Network
- Naviance (Video Conferencing)
- Learning Forward NY
- NYSTIR (Right to Know) (Sexual Harassment)
- Frontline Education (formerly IEP Direct)
- Regional Bilingual Education Resource Network (RBERN)
- Striving to Reduce Youth Violence Everywhere (STRYVE)
- AP Professional Development Workshops / Summer Institutes
- Castle Learning (webinars)
- nysteaches.org (McKinney Vento)
- U. S. Dept. of Health and Human Services
- New York State Office of Mental Health

- National Institute of Mental Health
- National Center for School Mental Health at University of Maryland
- Suicide Prevention Center of New York (SPCNY)
- The Early Recognition, Coordination and Screening Initiative
- Mental Health Association of NYS (MHANYS)
- Community Mental Health Promotion (CMHP)
- New York State Suicide Prevention County Coalitions
- National Alliance for the Mentally Ill / NYS
- <https://www.thecommunityguide.org/topic/violence>
- ONC / DCMO CDOS Implementation Institute
- Science 21 – Ulster County
- IXL Math / ELA
- Fountas & Pennell Literacy

Mentoring

The most important goal of a good mentor should be to help the beginning teacher develop and enhance the following attributes (Johnson, 2008):

1. Competence: mastery of the knowledge, skills, and applications that effective teaching requires
2. Self-confidence: belief in one's ability to make good decisions, to be responsible, and to be in control
3. Self-direction: the assurance and ability to take charge of one's personal, professional, and career development
4. Professionalism: an understanding and assumption of the responsibilities and ethics of the profession

Research shows that there is a big difference in being a good teacher and being a good mentor. Mentors require a very specialized skill set that goes beyond their expert skills as a teacher. For teachers, a good mentor (Johnson, 2008):

- is a skilled teacher,
- has a thorough command of the curriculum being taught,
- is able to transmit effective teaching strategies,
- can communicate openly and effectively with the beginning teacher,
- is a good listener,
- is able to transmit effective teaching strategies, has strong interpersonal skills,
- has credibility with peers and administrators,
- is sensitive to the needs of the beginning teacher,
- understands that teachers may be effective using a variety of styles,
- is not overly judgmental,
- demonstrates an eagerness to learn, and

- demonstrates a commitment to improving the academic achievement of all students.

Windham Ashland Jewett Central School Mentoring Program

1. A teacher mentor will be defined as a tenured teacher selected by the district to serve in the program.
2. A mentee will be defined according to the commissioner's regulations.
3. The purpose of this program is to provide guidance, advice and support to mentees within the district through the use of mentors.
4. All new mentors will be volunteers who have applied to and been appointed by the superintendent and have offered to commit to the program in the district for the entire school year.
 5. The role of the mentor will not be construed as limiting or supplanting the authority of the district's administration to evaluate the performance of the mentees. The information obtained by the mentor through his/her interactions with the mentee shall not be made available to district administrators or used in the evaluation process of mentees.
6. Each school year, the mentoring program will begin with a one day orientation program conducted by the district in cooperating with the association. The voluntary orientation will occur on or before the first conference day in September. The purpose of the orientation is to explain the mentoring program. The orientation will include the mentees and the mentors who have volunteered.
7. Mentor/mentee meetings will be conducted at the convenience of the two parties no less than ten (10) times per year. The meetings shall be no less than one hour in length. At least three meetings shall occur by the end of the first quarter. Discussion topics may include, but are not limited to: curriculum support, instructional strategies, visitations to mentor/mentees classrooms, preparation for and review of the district's evaluation of the mentee, classroom management issues, and teacher responsibilities.
8. Substitute teachers will be provided to cover the classes of the mentor and mentees as needed to allow classroom visitations upon reasonable notice to the district and at the discretion of the superintendent.
9. Nothing in this agreement shall be construed as placing a greater burden on any unit member who does not participate in the mentoring program in order to accommodate those who do participate. An example would be asking a unit member to cover the supervisory duties of either party.

10. At the end of the year the mentors and mentees will meet for the purpose of discussing program development, new ideas, exchange viewpoints, and discuss any remaining issues. An anonymous survey will be administered to both parties. The survey results will be submitted to the teacher's association and district.

11. Mentors will not be required nor shall they provide any documentation (except for mentor logs as mentioned in #14), recommendations or comments to the district regarding the mentees with whom they are working.

12. Under no circumstances shall the mentees be evaluated, assessed, or formally observed by the mentor. The mentor will be responsible for informal observations and feedback to the mentee. All information between the mentor and mentee will be held confidential.

13. No part of the program will be used against the mentee in the district's decision to grant or deny tenure to that unit member. No part of the program, including the mentor log, will be used against the mentee in the district's decision to continue or discontinue the probationary period.

14. The mentor and mentee shall record in the mentor log the list of all meetings, formal and informal, dates and topics discussed. The log will be submitted to the district quarterly.

15. Mentors shall be compensated at the rate of one thousand dollars (\$1,000) for the school year.

For teachers new to the Windham-Ashland -Jewett CSD, there will be an orientation-mentoring program, which will consist of up to three meetings compensated at one hundred dollars (\$100.00) per meeting for the mentor appointed to such duties by the superintendent. The application process and requirements will follow those of the mentoring program.

Works Consulted

All professional development is research-based and continuous. The seminal sources used in this plan are listed below:

Data-Driven Instruction Professional Development

Bambrick-Santoyo, P. (2010). *Driven by data: A practical guide to improve instruction*. San Francisco, CA: Jossey-Bass.

Bambrick-Santoyo, P., & Peiser, B. M. (2012). *Leverage leadership: A practical guide to building exceptional schools*. San Francisco: Jossey-Bass.

Technology Professional Development

ISTE – International Society for Technology in Education – Home. (n.d.) Retrieved July 22, 2016, from <http://www.iste.org/>

Anti-Bullying and Violence Prevention Professional Development

Curwin, R. L., Mendler, A. N., & Mendler, A. N. (1988). *Discipline with dignity*. Alexandria, VA: Association for Supervision and Curriculum Development.

Cowan, K. C., Vaillancourt, K., Rossen, E., & Pollitt, K (2013). *A framework for safe and successful schools* [Brief]. Bethesda, MD: National Association of School Psychologists.

Olweus, D. (2007). *Olweus bullying prevention program: Schoolwide guide*. Center City, MN: Hazelden.

Curriculum Professional Development

Wiggins, G.P., & McTighe, J. (2007). *Schooling by design: Mission, action, and achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Wiggins, G., & McTighe, J. (2005) *Understanding by design* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Continuous Professional Development

Dufour, R., & Marzano, R.J. (2011) *Leaders of learning: How district, school, and classroom leaders improve student achievement*. Bloomington, IN: Solution Tree Press.

Professional Learning Communities

DuFour, R. (2004). *Whatever it takes: How professional learning communities respond when*

kids don't learn. Bloomington, IN: National Educational Service.

Marzano, R. J., Marzano, J. S., & Pickering, D. (2003) *Classroom management that works: Research-based strategies for every teacher.* Alexandria, VA: Association for Supervision and Curriculum Development.

Evaluating Professional Development

Gusty, T. R. (2002, March) Does it make a difference? Evaluating professional development. *Educational Leadership*, 59(6), 45-51. Doi: ASCD.

Developing Professional Goals

Adapted from *Standards for Professional Learning.* Facilitator Guide. Learning Forward. Revised, 2011.

Mentoring

Jonson, K. F. (2008). *Being an effective mentor.* Thousand Oaks, CA: Corwin Press.

Appendix

- A. New Subpart 80-6 to the Regulations of the Commissioner of Education, effective June 20, 2016
- B. New York State Professional Development Standards
- C. *Learning Forward* Standards for Professional Development
- D. International Society for Technology in Education (ISTE) Standards
- E. International School Leaders Licensure Consortium (ISLLC) Standards
- F. New York Teaching Standards
- G. Kim Marshall Teacher Evaluation Rubric
- H. Multidimensional Principal Performance Rubric
- I. NYS Teaching Standards 21st Century Skills Requirement
- J. NYS Regional Information Center Instructional Data Overview
- K. Windham Ashland Jewett DDI Assessment Analysis (whole class instruction)
- L. Windham Ashland Jewett DDI Assessment Analysis (individual student performance)
- M. Windham Ashland Jewett CSD Common Core Aligned Lesson Plan Template
- N. ISTE: Differentiated PD Survey
- O. ISTE in the Classroom
- P. Sample ISTE Student Checklist (Level K)
- Q. Sample WAJ Tech Bit Newsletter
- R. WAJ Student Referral Form
- S. WAJ Incident Reporting Form / Dignity for All Students Act
- T. Olweus Bullying Questionnaire
- U. WAJ Bullying Questionnaire
- V. WAJ Bullying Prevention / Staff Survey
- W. Sample data from Student Bullying Survey
- X. Monitoring Curriculum Progress (Wiggins & McTighe)
- Y. Understanding by Design Curriculum Standards (Wiggins & McTighe)
- Z. “Does it Make a Difference? Evaluating Professional Development” by Thomas Guskey.
- AA. WAJ ISTE Crosswalk / Linked to NYS Teaching Standards and the Marshall Rubric
- BB. Comparing the Marshall Rubric with the NYS Teaching Standards
- CC. WAJ Professional Development Calendar for 2016-17
- DD. NYSED: New Registration and Continuing Teacher and Leader Education (CTLE) Requirements for Classroom Teachers and School

- Leaders Holding a Permanent or Professional Certificate and Level III
Teaching Assistant Certificate Holders
- EE. Professional Development Sign In sheet
 - FF. Sample Professional Development Recordkeeping sheet
 - GG. Continuing Teacher and Leader Education (CTLE) Language Acquisition
Addressing the Needs of English Language Learners Requirements
 - HH. McKinney-Vento Homeless Assistance Act, Subtitle VII-B /
Reauthorized December 10, 2015 by Title IX. Part A of the Every
Student Succeeds Act (Effective October 1, 2016)
 - II. *A Framework for Safe and Successful Schools*
 - JJ. NYSED: Mental Health Resources for Educators / August 10, 2016