Statement of Beliefs

The following statements express the beliefs of OCM BOCES concerning professional development. They are intended to serve as a set of assumptions governing the processes and choices we make about the professional development of teachers. We believe that substantial professional development:

- Is linked to the standards and is rigorous
- Is oriented toward professional growth
- Is research-based
- Is driven by the needs of students, teachers, administrators and the organization
- Accommodates varied learning styles
- Results in multiple levels of change, including awareness, capacity building, job-related application, and increased student achievement
- Is imbedded and on-going
- Has administrative support
- Requires a commitment of resources – funds, time, energy
- Is comprised of both formal and informal delivery systems
- Is planned collaboratively
- Requires follow-up and opportunities to use what has been learned
- Is measurable, observable, and evaluated

Professional Development Plan

Overview of the Plan
This plan covers the professional development of all teachers employed by OCM BOCES, with the exception of adult education teachers. This OCM BOCES plan will address the needs to ensure that the needs of individual programs are met by tying the plan to the identified needs of students across programs. **The focus of this plan is the learning and ongoing professional development for staff that results in improved student achievement.**

Scope of Professional Development Team Responsibility
The professional development team was involved in:
- Data analysis
- Goal Setting
- Identifying the professional development needs based on the data.
- Designing professional development that is driven by needs of students.

Professional Development Planning Process
The current Professional Development Plan Team has met to explore student program data. Student achievement data was reviewed and goals related to improving student learning were determined. The performance of students with disabilities was also

examined and the plan reflects the input of special educators who understand how best to improve learning for all students. In order for students to achieve the goals that have been set, professional development will occur so staff has the resources and skills necessary to improve student learning.

Professional Development Plan Alignment with New York State Standards.
Improving student learning is the highest priority at OCM BOCES. The New York State standards, assessments and graduation requirements drive all OCM BOCES student instructional programs. Additionally, teacher survey results and other data help make informed decisions regarding the professional development that must be provided in order to help students meet high standards. Because many OCM BOCES programs serve students who are at risk of not meeting the standards, on-going assessments are critical to help inform decisions regarding changes in instructional delivery as well as curriculum modifications. Additionally, professional development will be provided to aid teachers in learning more about the changing population of students we serve so staff are well-equipped to support student success.

The Professional Development Plan is continuous, reflecting a multi-year approach to improve student performance.
The plan will include yearly updates on program goals. It will be reviewed annually by the PDP Team to validate that it continues to be aligned with the New York State standards and assessments, as well as with national staff development standards, and with business, industry and community initiatives. A needs assessment of teachers will be conducted periodically to identify emerging needs. An evaluation will be conducted annually to determine if the professional development being provided is meeting the needs of instructional staff. Data will be analyzed to determine if student achievement improves.

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

Each teacher and teaching assistant attends at a minimum, two staff development days. In addition, most teachers also are involved in one or more of the following:
- Curriculum mapping teams, literacy committees, or the Student Services Curriculum and Instructional Council
- Attendance at a conference or workshop by an outside organization
- Attendance at study groups or professional book clubs
- Participate in Action Research
- Development of a portfolio demonstrating new learning aligned with professional goals.
- Attendance at summer workshops (extensive offerings are provided by Curriculum, Instruction, and Assessment)
- Mentor Activities
- New Teacher Orientation/Training

Onondaga-Cortland-Madison
Board of Cooperative Educational Services
Mentoring Program Plan for 2008-2009

Purpose

The purpose of the mentoring program is…."to provide support for new teachers in the classroom teaching service in order to ease the transition from teacher preparation to practice, thereby increasing retention of teachers…and to increase the skills of new teachers in order to improve student achievement in accordance with the State learning standards." (Commissioner's Regulations section 100.2) In this mentoring program new teachers will be paired with veteran teachers who will be referred to as mentors.

Mentor Selection

The administrator of the program will select mentors for the new teachers. The administrator shall select mentors who have the background, training and experience necessary to be of value to the new teacher. At a minimum the mentor must have: NYS certification, at least three years of teaching experience at OCM BOCES or elsewhere; and completed training in mentoring or coaching provided by OCM BOCES. Either the new teacher or the mentor may request a change in mentoring assignment at any time in the process.

Who will participate?

(1) First year teachers with initial certificates
(2) Experienced teachers who are new to OCM BOCES

All instructional staff new to OCM BOCES will participate in New Staff Orientation and receive training on the following:

- The vision, philosophy, and mission of OCM BOCES
- Services provided by the various departments within OCM BOCES
- Utilizing technology, accessing information via the OCM BOCES website, and how to use lotus notes email for communication
- Applicable policies
- School Library System as a resource for improving literacy and accessing information
- Employee evaluation process
- Proactive classroom management
- Professional development opportunities throughout the year
- Building level procedures, protocols, scheduling, etc.

Mentoring Activities

1. The supervisor will schedule a time during the workday for the mentor and new teacher to meet to address the new teacher's questions and concerns. The mentoring activities including classroom observations and coaching should be carried out according to the schedule presented below:

September: 45 minutes weekly as soon as mentors and new teachers are matched
October: 45 minutes weekly
November: 45 minutes every other week
December: 45 minutes every other week
January: once a month
February: once a month
March – June: as required by new teacher

2. The mentor and new teacher will meet with the supervisor, as needed, to discuss any concerns. A meeting with the administrator can be requested by the new teacher or mentor to discuss how the mentoring process is working, including any issues or concerns that need to be addressed.

3. The mentor and new teacher should use their mentoring time engaged in one or more of the following activities:
- Curriculum planning
- Modeling instruction
- Observation
- Team teaching
- Peer Coaching
- Professional learning
- Learning the system (examples: procuring supplies and materials; finding needed information; dealing with student problems; etc.)
- Other appropriate activities

4. By January 1st, the supervisor will have a meeting with all new teachers and mentors to assess the process. The assessment will be reported to the Assistant Superintendent for Students Services by January 31st. The Assistant Superintendent will convene a meeting of the OCM BOCES mentoring committee for the purpose of review and revision of the process.

Mentor Training
Training opportunities will be provided for both mentors and new teachers. Supervisors will meet with the mentors and provide a brief overview of the mentoring process information such as expectations for the mentors, schedules, and required forms.

Supervisor's Role
The supervisor is the key to a successful mentor – new teacher relationship.
- The supervisor must make a good match between the mentor and the new teacher.
- The supervisor must attend to the scheduling of meetings, providing coverage/substitutes as needed so the mentor and new teacher can meet.
- The supervisor must meet periodically, at least on a quarterly basis, with the new teacher and mentor to provide support and seek information on how the process is going.
- The supervisor may make suggestions for improvement of teacher skills to the mentee.
- The supervisor will provide a schedule of workshops to address concerns of the new teacher.

Mentoring Documentation Process
Both mentors and new teachers will keep track of their meetings/contacts utilizing the attached "Mentoring Planning Guide" and "Mentoring Activity Sheet". The mentoring activity sheet must be filled out monthly. They must include:

- The name of the new teacher and his or her teacher certificate identification number
- The name of the mentor and his or her teacher certificate identification number
- The number of clock hours successfully completed in the mentoring activity
- The type of mentoring activities completed

These forms will be used by the mentor, new teacher, and supervisor to examine areas of concern, growth, and will help the new teacher identify areas where they would like additional training opportunities as well as areas where they may be a resource for other staff members. The mentoring activity sheets must be sent to the Personnel Office and kept on file for seven years. (CR 100.2)

Mentor Stipend
Mentors will receive a stipend to be agreed upon in a separate memorandum of understanding (MOU) by the OCM BOCES and OCMBFT.

Mentoring Planning Form

Month	**Number of Contacts**	**Documentation**
September	Set up of schedule, once a week after start	Planning & Activity Forms
October	Once a Week	Activity Form
November	Twice a Month	Activity Form
December	Twice a Month	Activity Form
January	Once a Month	Activity Form
February	Once a Month	Activity Form
March through June	As Needed	Activity Form
June 1, 2009		Summary/Evaluation Form

_____   _____

Mentor   New Teacher

_____

New Teacher's Program and Building

This is a planning document that may be modified at anytime by the mentor and new teacher.

The purpose of our mentoring meetings will be: (check all that apply)

___ Administrative concerns and/or requests

___ Extra-curricular planning/activities
___ Discipline   ___ Curriculum/Curricular Planning
___ Goal-setting   ___ Individual students (non-disciplinary)
___ Interactions with other students ___ Interaction with parents
___ Physical setting of classroom   ___ Resources, materials, and ideas
___ School/district procedures,   ___ Scheduling
  guideline expectations   ___ Testing
___ Teaching strategies and/or techniques
___ Other (please explain)

_____

Participation in:

___ Informal or social interactions   ___ Planning or reflecting conference
___ Professional organization   ___ Supportive listening, sharing, counseling
___ Visitation of mentee's classroom ___ Visitation of mentor's classroom by
  by mentor   mentee

___ Workshop, meeting, conference or training session: in-district
___ Workshop, meeting, conference or training session: out-of district
___ Other (please explain)

<u>Mentoring Planning Form</u>

We plan to meet:

_____

_____

_____

_____

_____

_____

Other Comments:

_____

_____

_____

_____

_____

_____

Mentoring Activity Form

New Teacher: _____

Certificate#: _____

Mentor: _____

Certificate #: _____

Program: _____

Date of Report: _____

Please fill in the following information related to your mentoring experience. This form should be completed monthly, signed and returned it to your supervisor. It will be filed pursuant to the Commissioner's Regulations.

We met on the following days:

Dates	Duration
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

The type of activities that took place at the times specified above (check all that apply)
 ___ Modeling Instruction
 ___ Observing Instruction
 ___ Instructional Planning
 ___ Peer Coaching
 ___ Orientation

Other: _____

New Teacher: _____ Date:_____
     Signature

Mentor: _____ Date:_____
     Signature

Mentoring Summary/Evaluation Form

Mentor: _____

New Teacher: _____

Program: _____

Reflect on the success, difficulties, and questions that you have seen/experienced by being a part of this mentoring program. Fill out the form together as a mentor-new teacher team.

1. What was the most valuable aspect of mentoring?

_____
_____
_____
_____
_____
_____

2. Have any techniques or strategies been applied to instruction as recommended by the mentor?

Explain:

_____
_____
_____
_____
_____
_____

3. What changes have you made in the classroom after being involved in the mentoring program?

_____
_____
_____
_____
_____
_____

4. Do you feel that the mentoring program allowed sufficient time to meet the needs of the new teacher?
Explain:

_____

<u>Mentoring Summary/Evaluation Form</u>

_____
_____
_____
_____
_____
_____

5. Additional comments/recommendations:

_____
_____
_____
_____
_____
_____
_____

_____
Signature of New Teacher

_____
Date

_____
Signature of Mentor

_____
Date

_____
Supervisor

_____
Date

Needs Assessment Sources
Below are the sources used to identify student needs as well as professional development needs.

- School Report Card- 3-8 Assessment Data and Regents Data
- Performance on Industry-based Assessments
- Student Attendance Rates
- Graduation and Drop-out rates
- Student Performance Results Disaggregated by Ethnicity, Gender, SES, and other special Needs
- State benchmarks for Student Performance
- Longitudinal Data
- Teacher Proficiency Data
- Teacher Surveys
- Teacher Self-Assessment
- Curriculum Surveys
- Business and Industry Feedback

Professional Development Resources
Below are the internal and external resources used to help meet the identified goals that will be supported through professional development goals (check all that apply):

Fiscal Resources:
- __X__   Grants (Specify: Teacher Center Professional Development Grant)
- __X__   District Funds

Staff Resources Within Student Services:
- __X__   Curriculum Developers
- __X__   Content/Skill Specialists
- __X__   Teachers
- __X__   Administrators

Providers Outside of Student Services:
- __X__   Curriculum,Instruction, & Assessment Dept
- __X__   Teacher Centers
- __X__   Institutions of Higher Learning
- __X__   Professional Organizations
- __X__   Commercial Workshops

Community Providers:
- __X__   Employers
- __X__   Community Based/Volunteers Organizations
- _____   Parents
- __X__   Visiting Experts

Technology Resources for Professional Development:
- __X__   Regional Information Center, Center for Learning Technologies, Curriculum Mapper

__Goals__

Measurable Goal #1: 20% of students achieving Level 1 or Level 2 as measured by the 2007 3 – 8 ELA State Assessments, will increase one level as measured by the 2009 3 – 8 ELA State Assessments.

Identified Student Need: Students need to improve their literacy skills as evidenced by achieving a higher level on the 3-8 ELA assessments. There are 86% of students scoring below proficiency.	
Teacher Needs	**Professional Development Supporting Measurable Goal**
Teachers need to analyze the student data and determine areas for improvement.	Teachers will review information from an item analysis of the 2008 ELA assessment and document students' exact scores and areas of difficulty.
Teachers need to fully understand the content and format of the state assessments, determine the skills assessed, and provide instruction aligned with the skills.	Teachers will take ELA assessments at their grade level, develop a list of skills needed for students to achieve proficiency on the state assessment, and ensure the skills are being taught in the classroom.
Teachers need to understand how the assessments are scored in order to better prepare students for the exams.	Teachers will be trained in scoring of ELA assessments by staff from Curriculum, Instruction, and Assessment.
Teachers need to participate in curriculum reviews to identify gaps and overlaps in what is being taught at the various grade levels. Consensus maps need to be developed to identify prioritized curriculum.	Analysis of curriculum maps for gaps; Participation in Curriculum Mapping Training with Heidi Hayes Jacobs.
Teachers need to learn about the variety of assessment tools available to assess the different aspects of literacy including; phonics, phonemic awareness, fluency, vocabulary and comprehension.	Study group formed to investigate and implement literacy assessments (formative and summative) to identify areas of focus for instruction; Participation in Literacy Assessment Workshops; Coaching sessions with Literacy Specialists.
Teachers need to learn how to best structure their classroom time and activities to improve students' literacy skills.	Training in how to design effective literacy blocks in elementary classrooms provided by Curriculum, Instruction, and Assessment.

Measurable Goal #2: By June 2009, 85% of students will achieve 55 or higher on Regents Exam.

Identified Student Need: Students need to be able to pass the Regents exams in order to graduate from high school with a Regents diploma. Depending on the Regents exam, the success rate of students passing the June 2008 exam varied from 46% of students (passing at 55% or better) to 89% of students passing.

Teacher Needs	Professional Development Supporting Measurable Goal
Teachers need to understand how the Regents exams are scored and what skills are assessed in order to better prepare students for exams.	Teachers will take and score Regents exams and document skills needed to be able to pass the assessments.
Teachers need to analyze the student data and determine areas for improvement.	Teachers will conduct an item analysis of the Regents exam and document students' exact scores and areas of difficulty.
Teachers need to learn about the variety of assessment tools available to assess the different aspects of literacy, with a focus on vocabulary and comprehension at the secondary level.	Study groups will be formed to investigate and implement literacy assessments (formative and summative) to identify areas of focus for instruction; Participation in Literacy Assessment Workshops. Coaching sessions with Literacy Specialists.
Teachers need to expand their understanding and use of literacy instructional strategies, including an emphasis on writing skills, to support learning for all students.	Training on effective literacy instructional strategies, including writing skills, to meet the diverse needs of learners provided by Curriculum, Instruction, and Assessment, SETRC, and Student Services Administrators.
Teachers need to participate in curriculum reviews to ensure alignment to state standards and identify gaps that need to be addressed. Consensus maps need to be developed to identify prioritized curriculum.	Analysis of curriculum maps for gaps through curriculum reviews; Participation in Curriculum Mapping Training with Heidi Hayes Jacobs.
Teachers need to learn how to differentiate their instruction in order for all students to be successful.	Training on how to differentiate instruction for students with special needs provided by SETRC, Student Services Administrators and Staff.

Measurable Goal #3: There will be a 10% increase in the percentage of students passing industry based assessments by June 2009.

Identified Student Need: Students need to be able to perform the technical skills required by their respective field of study in Career and Technical Education as well as demonstrate their knowledge and understanding on the written portion of the exam.	
Teacher Needs	**Professional Development Supporting Measurable Goal**
Teachers need to analyze the student data on industry-based assessments and determine areas of improvement.	Teachers will conduct an item analysis of the industry-based assessments and document students' exact scores and areas of difficulty.
Teachers need to ensure curriculum is alignment to industry standards and assessments.	Training in how to analyze the curriculum, identify gaps, and develop consensus maps to identify prioritized curriculum review of blue prints of industry based assessments.
Teachers need to learn about the variety of assessment tools available to assess the different aspects of literacy, with a focus on vocabulary and comprehension at the secondary level.	Study groups will be formed to investigate and implement literacy assessments (formative and summative) to identify areas of focus for instruction; Participation in Literacy Assessment Workshops; Coaching sessions with Literacy Specialists.
Teachers need to expand their understanding and use of literacy instructional strategies, including emphasis on writing skills, to support learning for all students.	Training on effective literacy instructional strategies, including writing skills, to meet the diverse needs of learners provided by Curriculum, Instruction, and Assessment, SETRC, and Student Services Administrators.
Teachers need to learn how to support students with special needs and modify their instruction to accommodate the various learning needs of the students.	Conduct professional development on differentiating instruction provided by SETRC and Student Services Administrators and Staff.