Professionals who contributed to the Professional Development Plan:

Kirsten DeMento- Director of Curriculum & Instruction
Janelle Yanni- Director of Programs & Pupil Services
Donald Stevens – Director of Literacy & UPK
Loida Lewinter- Elementary School Principal
Ryan Groat- High School Principal
Kelly Webster- High School Assistant Principal
Molly McGrath- Elementary Special Education Teacher
Laura Abate- Elementary ESL Teacher
Rebecca Young- High School ESL Teacher
Michaeleen Backus-Elementary Teacher
Veronica Bedard- School Psychologist
Rebecca Hewitt- High School Spanish Teacher
Ashleigh Fraley- High School Science Teacher
Allison Novotarski – Library Media Specialist
Victoria Eddy-Helenek – High School Chemistry Teacher

Reviewed and Revised Spring 2017
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NYS Learning Standards: view at www.engageny.org
District Goals

The Watervliet City School District believes that professional development is an extremely important component to ensure that the quality of teaching as well the breadth and scope of student programming meets the district’s continuous goals:

1. Retain highly qualified teachers, staff and administrators
2. Ensure teaching is aligned to the NYS Common Core Standards
3. Increase academic rigor and raise performance expectations for staff and students
4. Build a district of EXCELLENCE!

The following Professional Development Plan will serve as the framework to guide us in this mission.

This framework will:

- Provide direction to all staff to enhance the quality of teaching.

- Serve as a guide for staff development providers to allow them to design their workshops and programs to better fit our goal of preparing knowledgeable and effective teachers, and also serve as a rubric to evaluate the success of those efforts, and to ensure alignment of our professional development efforts with the definition of professional development in Part 100.2 (dd) General School Requirements legislation.

- Foster use of this material for pre-service and in-service of teachers, leaders, teacher assistants and long-term substitutes as a means to emphasize our belief that continuous education in all areas of their profession: attitudes, knowledge, and skills, must occur throughout their entire professional life.

- Identify requirements for certain certificate holders to register with the State Education Department (SED) and complete Continuing Teacher & Leader Education hours (CTLE hours). Chapter 56 of the Laws of 2015 specified that these requirements were to be in effect as of July 1, 2016. The Board of Regents adopted regulations to comply with this implementation in March 2016 as Part 80-6 of Commissioner’s Regulations.

The framework for professional development encompasses two pieces. The first is a diagram showing the characteristics of knowledgeable and effective teachers, leaders, teacher assistants and long-term substitutes as well as the relationship of these characteristics to one another. As the diagram shows, when all of these attributes converge with school professionals working towards the common goal of higher student achievement, a learning community forms.
Within the broad attributes are the abilities that can be developed to a higher level through teacher and leader education. They become the topics for professional development programs, either in combination with other topics, or as unique presentations depending on the needs for teacher and leader improvement that surface through a planning process.

Professional development will encompass specific needs of ELLs, co-teaching strategies, as well as, integrating language and content instruction for ELLs. This development will encompass at least 15% of the total professional development hours for all teachers and at least 50% of the total professional development hours for bilingual teachers and ESL teachers, as required in sub-parts 154.1 and 154.2 adopted regulation (July 2014).

In accordance with the Dignity for All Students Act (DASA) as well as section 52.21 and Part 80, the Watervliet City School District will provide annual district required training to discourage the development of discrimination or harassment and to enable employees to prevent and respond to discrimination or harassment. In addition, school professionals applying for or holding a certificate or license on or after December 31, 2013 must complete a state approved training class on the social patterns of harassment, bullying and discrimination from an approved provider.

The second piece of the framework is our professional development goals, which provides guidelines for development of ongoing education for teachers, staff and administrators. This chart displays strategies, activities, time frames, performance measures and the delivery methods that will be used in the process for improving teaching and learning. The Professional Development Committee believes that the plan will impact teaching and learning in a positive manner.
PROFESSIONAL DEVELOPMENT:
Ensuring Knowledgeable and Effective Teachers

Attitudes
Professional Values and Personal Commitment
- Attitudes and Beliefs
- Disposition

Professional Knowledge and Understanding
- Content knowledge: subject matter and curriculum
- Student assessment
- Knowledge of student development
- Understanding of differentiation for all students, including ELL and SPED students

Pedagogical Practice to Support Instruction:
- Instructional delivery
- Teaching techniques

Professional Skills and Abilities
- Data skills
- Process
- Leadership skills
- Action research skills
- Inquiry skills
- Facilitation skills
- Coaching/mentoring skills
- Classroom management
- Technology skills

Learning Community focused on preparing students for college and careers
- Climate/environment that supports learning
- Collaborative learning environment

Reflective and responsive practice
Needs Assessment Sources

School Report Card and Comprehensive Assessment Report
- Title 1
- Reading Program
- Student attendance rates
- Graduation and drop-out rates
- Student/teacher ratios
- NYS ELA and Math Assessment Results
- Regents Results

Other Data
- Student performance results disaggregated by ethnicity, gender, socio-economic status, and other special needs
- Longitudinal assessment data
- Data analysis in the areas of English Language Arts and Mathematics at the intermediate level
- Curriculum
- Instructional Rounds/Walk through feedback
- Observation Data (Front Line)

BEDS data
- Teacher turnover rate
- Number of uncertified teachers
- Number of teachers teaching out-of-field
- Teacher proficiency data

Data from District-Wide Plans
- Technology
- AIS/RTI
- Building Level Initiatives
- Special Ed Plan
- Safety Plan

Surveys (About curriculum, mission, technology, etc.)
- BOCES
- Elementary School
- Jr. High School
- High School
- Technology
- Community/parent surveys
In recognition of the changing course requirements as defined by New York State Education Department, and in response to administrative and faculty recommendations for various curriculum projects, the District-wide Professional Development Committee proposes the implementation plan as outlined in Appendix F. We believe the proposed plan supports existing district-wide initiatives and targets areas identified by the Professional Development Committee and the Board of Education goals.

Professional Development Committee

The Professional Development Committee will evaluate the effectiveness of the professional development plan and will adjust the plan as determined necessary by the evaluation. The district also annually surveys the staff on needs for professional development and builds/changes the plan as necessary.

District Resources

FISCAL RESOURCES
- Universal Pre-K Grant (NYSED)
- Consolidated Grant Application (NYSED)
- IDEA
- McKinney-Vento
- Impact Aid Grant
- BellJar Grant
- Extended School Day Grant (NYSED)
- Direct Certification for free lunch

STAFF RESOURCES
- Director of Curriculum & Instruction
- Director of Literacy & UPK
- Director of Programs & Pupil Services
- District Wide Health Coordinator
- ELL Teachers
- Reading Specialists
- Math Specialists
- Athletic Director
- *Speech Therapist
- *Social Workers
- *School Counselors
- *Psychologist
- *Technology Coordinators
- *Library Media Specialist
- *Department Chairpersons
- *School Principals & Assistant Principals

PROVIDERS/SPONSORS
- Institutions of Higher Education (HVCC, RPI, Sage, SUNY Binghamton, SUNY Albany, Siena etc.)
- Greater Capital Region Teacher Center
- QUESTAR, WSWHE, Capital Region BOCES
- SEESIS
- NYSUT
- CASDA
- SAANYS- Magellan Foundation
- RBERN – Regional Bilingual Education Resource Network
- *NYSSBA
- *NYSCOSS
- *NYSASBO
- *NYSCATE
- *NYS Master Teachers
- *LCI Learner-Centered Initiatives
- *Better Lessons
- *Cornell Coop. Ext.
- *Watervliet Police Dept.
- *Watervliet Fire Dept.
- *Albany Cty Health
- Other Consultants as Recommended by the Professional Development Committee and approved by the Superintendent of Schools and listed on the Office of Teaching website indicating they are approved.

COMMUNITY
- Community-based organizations
  * Watervliet Civic Center
- Watervliet Housing Authority
  * Head Start
- Parent Organizations
  * Watervliet Fire Department
- Local Businesses
  * Watervliet Police Department
- Parental involvement

Professional Development Hours
(Teachers/Teacher Assistants/Leaders)

Teachers, Educational Leaders and Teaching Assistant Level III certificate holders must complete 100 hours of Continuing Teacher & Leader Education hours (CTLE hours) every 5 years in order to maintain certification. This applies to teachers and leaders who are new to teaching and leading (initial certification issued after February 1, 2004) and all Teaching Assistants with a Level III certificate. The required 100 hours over a five-year period for professional development will be allocated as 20 hours per year.

The following is an example of how these hours could be accrued:

- 12 hours total as 2 District Conference Days
- 10 hours as 10-one hour Professional Forums/Conferences
- 3 hours as Personal Professional Development in study forums (i.e. Literature review-requires Professional Literature Review Form)

ADDITIONAL OPTIONS FOR OBTAINING PROFESSIONAL DEVELOPMENT INCLUDE:

SED Approved:
1. Credit Bearing University or College Credits- each semester hour of credit = 15 clock hours (Note: this applies to credits beyond those needed for permanent/professional certification.)
2. All BOCES sponsored offerings (NERIC, Model Schools, School Support Services, etc.)- Hour for hour credits for seat time, as determined by the presenter.
3. All Greater Capital Region Teacher Center Offerings- hour per hour credit for seat time, as determined by the Greater Capital Region Teacher Center.
4. Other providers as approved by State Ed.

Local Options:
1. Presenting and/or attendance at a District, Regional, State or National Conferences- up to 15 hours per event
2. Continuing Education Units (as required for continued licensures i.e. Speech and Language Pathology, etc.) hour for hour as approved by the licensing committee.
3. Conferences: Hours of attendance in actual learning settings only (no time given for travel or overnight stays).
Credit Indicated by Principal/Supervisor:
1. Faculty Meetings (If related to pedagogy, NYS Learning Standards. Approved agenda must be attached to sign in sheets.)
2. Group/Committee work (If related to pedagogy, NYS Learning Standards. Approved agenda must be attached to sign in sheets.)
3. On-line courses relating to curriculum and/or education practice (Not university or credit bearing)
4. Strategic Planning Committees (If related to pedagogy, NYS Learning Standards. Approved agenda must be attached to sign in sheets.)
5. Type I and Type II In-Service Programs (See form. Note: This type of activity may not count towards the state’s required professional development hours.)

Notes:
- Professional development credit will only be given for activities that are deemed not to be part of routine employment duties.
- Professional development hours do not roll over from five year periods.
- Possessing dual certifications does not require additional professional development hours.
- All providers must be approved by State Education and listed in this plan.

Process for approving and tracking Professional Development:
- A computer program (currently PDP Timekeeper software) will be used for the approval, tracking and accounting of professional development hours by both the Central Office (Director of Curriculum and Instruction) and the individual teacher/teacher assistant/leader. This will be accessible on line via the web. Approval of the building principal, Director of Curriculum and Superintendent is necessary for all conferences/activities. Proof of attendance must be submitted to the Director of Curriculum upon return from a conference/class/etc. in order to obtain the PD credit(s).
- Staff must complete a purchase order form in order to secure funds after approval of the professional development activity in the customary manner per building practice.
- Staff must register themselves for requested PD unless the district has indicated otherwise.

Teacher/Principal Improvement Plan (TIPS)

Any teacher/principal who receives a TIPS plan will be eligible to receive professional development in the areas of concern as mandated by the plan. The professional development is in addition to any PD that the district usually offers to staff.

Type I: In-service Programs

A program is considered to be an In-service Program when it is approved by the Superintendent of Schools according to criteria described in the Watervliet Teachers Association Contract. Credit will be based on contact hours. Reimbursement will be according to the Contractual Agreement.

The person receiving In-service will receive at the end of the class a certificate of satisfactory completion which will state: Date, Name of Attendee, Course Title, number of hours and duration of course, and signature of the instructor. Copies will be maintained by the individual and Curriculum Office.
**Type II: In-service**

An individual requests Independent Study/Action Research Project. The teacher will submit a written proposal stating the topic, the need to research, and the effect on students. This research is to be carried out on the teacher's time, i.e. over summer, weekends, and vacations. The number of hours is to be determined by the teacher and agreed upon with the Superintendent after review of the proposal. Use Action Research/Independent Research form.

See Appendix B for Form

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**Professional Development for School Leaders**

All professional development for school leaders will be developed and approved by the superintendent of schools or the BOCES district superintendent, derived from research-based best practice, and in consultation with school leader representatives on the district or BOCES professional development committee. The professional development will derive from needs as identified through professional performance reviews, taking into consideration such areas as the school leader’s identified performance goals. Topics may include: organizing instruction to meet diverse needs of learners; provision of behavioral supports and interventions to assist students to meet state learning standards, application of research on effective leadership practices, understanding of comprehensive school improvement planning models; and ethics and ethical conduct of school employees and school leaders.

---

**Registering with the State Education Department**

Beginning July 1, 2016, all permanently or professionally certified teachers, educational leaders and Level III teaching assistant certificate holders will be required to register with SED in the month of his/her birth. This registration process will be done using the State Education Department’s TEACH system. These certificate holders will be required to register every five (5) years thereafter. Details on the actual registration process will be determined by SED and posted on their website.
Watervliet City Schools
Mentor-Teacher Program

Watervliet Mentoring Program provides teachers new to the district the necessary education and support to grow and flourish as educators. Our goal is not only to retain our new teachers, but also work with them in partnership to ensure that they become distinguished teachers, as described in the Enhancing Professional Practice by Charlotte Danielson.

Beginning in the 2006-07 school year, all teachers hired by the Watervliet City School District will become participants in the Mentoring Program. These “interns” are matched as described in level A, B and C. District mentoring program provides all teachers new to the district mentor services until tenure.

The mentoring program is coordinated through the Office of Curriculum and Instruction. The Mentoring Committee will meet at least annually to review the program. This committee is comprised of teachers and administrators. The superintendent or designee is involved in the assignment of mentor teachers to the interns.

The program will enable experienced teachers (mentors) in the district to provide guidance and support to beginning teachers (interns) in their first (or second year) of teaching as well as those teachers who may not be new to teaching but are new to the district and in their first four years in our district. By providing this induction into the teaching profession, it is anticipated that teachers will engage in a productive and satisfying teaching and learning experience that will enhance their skills and increase the likelihood of their remaining in the teaching profession. (Note: Participating Interns in level A can only be in this mentoring phase for one year.)

Program Participants

1. The program consist of three tiers:

   **Group A** - teachers who are in their first or second year of full-time teaching only and have never been mentored.

   **Group B** - teachers who are new to the district, but are beyond their first year of full-time teaching plus all teachers who were in group A the previous year.

   **Group C** - teachers who were previously in group B, those waiting for tenure, and any long term substitutes.

   **Group A**: All teachers would get a one on one mentor teacher. All efforts will be made to get someone in the new teacher’s certification area. Group A teachers would meet at least 4 times per month (at least 6 hours a month) with their mentors. The meetings could occur before/after school, during the school day or be a classroom observation. In addition, Group A teachers and their mentors would also be required to attend a monthly mentor meeting/skills group after school.

   **Group B**: There would be three group B teachers assigned to every one mentor. This group would need to meet with their mentors at least once a month for monitoring/classroom review (at least 2 hours a month). Release time during the day from classes is not required. In addition, each B teacher and their mentor would need to attend two after school meeting/skills groups each semester.
**Group C:** There would be one mentor for all C’s in each building. The mentor would be a “go to” person and used when needed. Release time during the day from classes is not required. The group C teachers would be required to attend at least one after school meeting/skills group each semester. Note: Each C Mentor would be responsible for coordinating or leading five of the meetings/skills groups after school.

Note: Teachers who switch grade level/certification areas are not eligible for inclusion in this formal mentoring program. Informal mentoring may be requested.

**>Training for both the mentor and intern**

Mentors and interns will determine the focus of their activities throughout the year. Mentors will use the New Teacher Center Formative Assessment System Tool- Collaborative Assessment Log (See Appendix). The log will help mentors/interns in determining their need for various activities. The log includes assessment areas as follows: for engaging and supporting all students in learning, creating and maintaining an effective environment, understanding and organizing subject matter, planning instruction and designing learning experiences, assessing student learning and professional develop as a professional educator. If many mentors or interns are requesting similar activities, the district will coordinate the professional development for the mentors/interns to meet their needs.

Mentor training is a priority. All mentors will be trained by a professional mentor trainer. The Capital District Teacher Center offers this training each summer and fall. In addition, NYSUT also offers this training. We would contract with these or a similar entity to deliver mentor training. The training is traditionally held over the course of two day (16 hours). Mentors who have not been to training or have not mentored for three or more years would be required to attend the training over the summer or in the fall. (Advanced mentor training would be available to those who already attended the initial training.) The training will include: adult learning theory, learning styles, communication skills, and observation skills.

Additionally, training for the mentors and interns will be provided by professional organizations from around the region. This could include presenters/workshops from Capital Region BOCES on Differentiated Instruction, SETRC on Response to Intervention, Magellan Foundation- Charlotte Danielson/APPR to name a few planned activities. In addition, training on district technology and integrating technology into the curriculum will be covered from professional develop provided by BOCES and district staff. The district has been working on reviewing and aligning preK-12 ELA and math curriculum, learning to work with data and embedding reading and writing into the content areas; mentors and interns would all be eligible to participate in the district’s on going training in these and other areas.

**>Program Evaluations**

In order to review the mentor program and see how effective it is, as well as to improve upon it, the mentors and interns will be surveyed at least once annually to gage their satisfaction and use of the program. The survey results will be reviewed by the mentor selection committee. The results could be used to revise the mentoring program. In addition, after each workshop/training we will ask for feedback to ensure that the training is impacting such factors as teacher skills development, school climate, teaching strategies, etc.

**Definition of an Intern:**

**Group A Interns:**

- A full-time teacher
A teacher in his/her first or second year of service in a particular license area or area of certificate title, holding valid provisional or permanent teacher’s certificate or temporary emergency license issued by the Commissioner of Education, or valid regular teaching license, temporary per diem certificate for a field in which no licensed person is available to teach other than a certificate or license valid for supervision or administrative service

The teacher may not have participated in a mentor teacher-internship program the previous year

**Group B and C Interns:**
- Any full-time teacher who is not yet tenured but does not meet requirements of Group A Interns

**Definition of a Mentor:**
- A teacher rated effective/highly effective, permanently certified/licensed in the same area* or certificate/license title as the intern
- Demonstrated his or her mastery of pedagogical and subject matter skills:
  - Ability to incorporate NYS Standards into lesson planning and daily instruction
  - Ability to demonstrate and model differentiated instruction
- Given evidence of superior teaching abilities and interpersonal relationship qualities:
  - Confidential
  - Positive outlook
  - Non-judgmental
  - Nurturing
  - Objective
  - Ability to mediate a conflict
  - Effective classroom management and discipline. Creates a safe and welcoming learning environment.
  - Communicates well verbally and in writing
  - Committed to the school community and supportive of district initiatives
- Indicated willingness to participate as a mentor

*Special note: If an appropriately certified mentor is not available in the district, a permanently certified teacher in a different certificate title than that of the intern may serve as a mentor. Service as a mentor shall not result in any change in the mentor’s tenure area.

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

Mentors and Interns will be required to attend specific training sessions/meetings. Some examples of specific training sessions may include: New Teacher Orientation, Mentor Training, New Teacher Seminars, Charlotte Danielson’s Frameworks for Teaching Model, Classroom Management, Motivating Students and Understanding the Diverse Needs of Students. Attendance at additional training, seminars and meetings will be up to the individual mentor and/or the Intern.

Mentors and Interns will have access to a professional development library. The materials will be housed at the Elementary and Jr./Sr. High School Libraries. Need for additional materials and/or training should be brought to the attention of the Mentor Coordinator.

All Mentors and Interns will be required to fill out a monthly Mentor/Intern Report (due by the 5th of each month) and an end of the year evaluation regarding their mentoring experience. These reports must be sent (or emailed) to the Office of Curriculum and Instruction.

Any further questions regarding the mentoring program should be directed to the Curriculum Office.
Appendix A

Watervliet City School District
Mentor Teacher Program
Application for Mentors

Name of Applicant: _________________________________________ Date: ________

Area(s) of Certification: __________________________________________________

Current Position: ________________________________ Years in District: ________

In a brief statement, please respond to the following questions:

1. Why do you wish to serve as a mentor within the Watervliet City School District?

2. How many years of teaching experience do you have? In what capacity?

3. Describe your level of education.

4. What pedagogical strengths do you possess?

5. How would you describe your classroom management style?

6. What professional development opportunities have you engaged in over the last three years?

7. Have you had any mentoring training?

8. What qualities do you possess that would make you an effective mentor?

9. What do you hope to gain by serving as a mentor?
Collaborative Assessment Log

Name: ___________________________ Mentor: ___________________________

Grade Level/Subject Area: ___________________________ Date: ___________________________

Check all that apply:

○ Analyzing Student Work
○ Developing/Reviewing Professional Goals
○ Modelinig Lesson
○ Planning Lesson
○ Pre-Observation Conference
○ Using Technology
○ Communicating with Parents
○ Discussing Case Study Student
○ Observing Instruction
○ Problem Solving
○ Post-Observation Conference
○ Other ________
○ Discussing Content Standards
○ IEP Development/Meeting
○ Observing Veteran Teacher
○ Providing Resources
○ Reflecting

What's Working:

Current Focus—Challenges—Concerns:

Teacher's Next Steps:

Mentor's Next Steps:

Next Meeting Date:

Focus:

Engaging and Supporting All Students in Learning
- Connecting students' prior knowledge, life experience, and interests with learning goals
- Using a variety of instructional strategies and resources to respond to students' different needs
- Facilitating learning experiences that promote autonomy, motivation, and independence
- Engaging students in student learning, critical thinking, and other activities that make subject matter meaningful
- Promoting self-directed, reflective learning for all students

Creating & Maintaining an Effective Environment
- Creating a physical environment that engages all students
- Establishing a climate that promotes fairness and respect
- Promoting social development and group responsibility
- Establishing and maintaining standards for student behavior
- Planning and implementing classroom procedures and routines that support student learning
- Using instructional time effectively

Understanding and Organizing Subject Matter
- Developing a coherent framework of knowledge
- Organizing curriculum to support student understanding of subject matter
- Integrating ideas and information within and across subject matter areas
- Developing student understanding through instructional strategies that are appropriate to the subject matter
- Using materials, resources, and technologies to make subject matter accessible to students

Planning Instruction and Designing Learning Experiences
- Drawing on and valuing students' backgrounds, interests, and developmental learning needs
- Establishing and articulating goals for student learning
- Developing and sequencing instructional activities and materials for student learning
- Designing short-term and long-term plans to foster student learning
- Modifying instructional plans to adjust for student needs

Assessing Student Learning
- Establishing and communicating learning goals for all students
- Collecting and using multiple sources of information to assess student learning
- Involving and guiding all students in assessing their own learning
- Using the results of assessment to guide instruction
- Communicating with students, families, and other audiences about student progress

Developing as a Professional Educator
- Reflecting on teaching practices and planning professional development
- Establishing professional goals and pursuing opportunities to grow professionally
- Working with communities to improve professional practice
- Working with colleagues to improve professional practice
- Balancing professional responsibilities and maintaining motivation

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Watervliet City School District

In-service Program Course Completion Certificate

_____________________________       _______________________________
Date (Name of person)                                                               SS#

has completed ____________________________________________________________
(Course Title)

on____________________________________   during the school year of __________and has

earned _______________class hours.

_____________________________       _______________________________
Signature of Instructor                   Agency

Original: Class Participant
Copy1: Personnel File
Appendix C

Name________________________________________ Date____________

Position________________________________________ Building____________

Professional Literature Review/Analysis

☐ Individual (Answer part I only)
☐ Study Group (Answer parts I and II) * individually submitted

Part I:

Title of book___________________________________________

Author(s)______________________________________________

• Summary: What topics were discussed in book?

________________________________________________________________________

• Application: What new strategies did you engage in with your students?

________________________________________________________________________

• Analysis: Were these new strategies effective? Explain.

________________________________________________________________________

Part II (Study group only)

• How often did your group meet? (ex. one half-hour a week for ten weeks)

________________________________________________________________________

• What other topics were brought up as a result of your study of this book?

________________________________________________________________________

• Were some strategies more effective for certain teachers/classrooms? Explain.

________________________________________________________________________

• What further topics do you hope to research (as an individual or a group member) as a result of your reading and discussions?

________________________________________________________________________
Appendix D

Watervliet City Schools

Independent Study/Action Research Form

The following form needs to be submitted to the Superintendent when proposing an independent study/action research proposal for in-service credit. This must be done prior to the start of the independent study/action research proposal.

Name: ________________________________________________________ Today’s Date: __________

Position/Grade Level: ____________________________________________

Title of Project: ________________________________________________

Amount of In-service credit requested: __________

1. Describe your project. (Include number of participants, cost, etc.)

2. Describe the educational need(s) to which the project is addressed and what effect the project will have on student behavior.

3. How does it relate to other needs of the Watervliet City School District’s Curriculum?

4. Who will disseminate the project’s product?

5. With whom have you planned the project? (Principal, dept. chair, teacher, etc.)

6. What further planning will need to be done to make your project/study most effective?

7. On what basis will you evaluate your project?

8. Estimate time span for the project.
DEFINITIONS OF TERMS

**ACTION RESEARCH**: Educators work collaboratively to form questions about their professional practice; to collect, analyze and interpret data; to draw conclusions about their practice; and to use the results for this research to enhance and improve their professional practice.

**CTLE**: Continuing Teacher & Leader Education hours

**COLLEGE CREDIT HOUR**: One hour of college credit is equal to 15 hours of professional development credit.

**COMMITTEE WORK**: service on a school, district level work group in which educational improvement is the focus.

**CURRICULUM DEVELOPMENT**: including but not limited to research, writing, and revision.

**INDEPENDENT STUDY**: a project related to an individual’s job and the core curriculum standards, developed by an educator, approved by the superintendent.
Appendix F

2017-2020 Watervliet City School District Professional Development Implementation Plan

Goal #1: Curriculum Alignment — To ensure that all staff of the Watervliet City School District develops the skills, knowledge and strategies to provide all students with a rigorous, common-core aligned curriculum. All members of the professional staff will implement 100% of the NYS Learning Standards in the discipline(s) that they teach. All members of the professional staff will be provided with opportunities to learn and demonstrate knowledge pertaining to the design and use of specified curricula including the application of technology.
**Objective #1:** Alignment and application of NYS ELA curriculum (reading and writing) through all disciplines, both vertically and horizontally in grades UPK-12.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Activity</th>
<th>Who</th>
<th>Time Frame</th>
<th>Performance Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Development</td>
<td>PD to help staff design, utilize, evaluate and revise curriculum for ELA (Reading and Writing) UPK-12</td>
<td>UPK-12 District Teachers</td>
<td>Continuous process</td>
<td>Teacher usage of created Curriculum/Syllabus, Inclusion in Google Drive curriculum maps, Administrative and self-evaluation, Review of writing Portfolios</td>
</tr>
<tr>
<td>Department/Grade Level Meetings (to foster on &amp; between grade level communication)</td>
<td>Create study groups, building teams and department work groups to complete the strategy/discuss curriculum as it related to the standards</td>
<td>UPK-12 Teachers, BOCES Instructional coaches, Media Specialist</td>
<td>September-June Weekly/Monthly</td>
<td>Meeting minutes, Observations &amp; lesson plans to look for evidence of implementation of strategies/curriculum (APPR)</td>
</tr>
<tr>
<td>Workshops and Consultation</td>
<td>Teacher training and consultation, Needs analysis of 3-8 State Assessments, Needs analysis of English Regents</td>
<td>UPK-12 District Staff, Administrators, BOCES Coaches, Other Staff</td>
<td>July-June</td>
<td>% of Professional Staff attending in-services, Administrative, teacher, supervisor feedback, Increase in performance on State and Local Assessments, Decrease in the number of students needing AIS classes, Sign In Sheets, Star Reading/SAT/PSAT/ACT scores</td>
</tr>
</tbody>
</table>
**Objective # 2:** Alignment and application of NYS Math curriculum through all disciplines, both vertically and horizontally in grades UPK-12.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Activity</th>
<th>Who</th>
<th>Time Frame</th>
<th>Performance Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CURRICULUM DEVELOPMENT</strong></td>
<td>PD to help staff design, utilize, evaluate and revise curriculum for Math UPK-12</td>
<td>UPK-12 District Teachers</td>
<td>Continuous Process</td>
<td>Teacher usage of created curriculum/Syllabus, Inclusion in Google Drive curriculum maps, Administrative and self-evaluation</td>
</tr>
<tr>
<td><strong>GRADE LEVEL MEETINGS (TO FOSTER ON &amp; BETWEEN GRADE LEVEL COMMUNICATION)</strong></td>
<td>Create study groups, building teams and department work groups to complete the strategy/discuss curriculum as it related to the standards</td>
<td>UPK-6 Teachers, K-12 Sped Teachers, 7-12 Math Teachers, 7-12 Science, Technology, &amp; Business Teachers, were applicable BOCES Instructional Coaches</td>
<td>SEPTEMBER-JUNE WEEKLY/MONTHLY</td>
<td>Meeting Minutes, Observations &amp; Lesson plans to look for evidence of implementation of strategies/curriculum (APPR)</td>
</tr>
<tr>
<td><strong>TEACHER WORKSHOPS AND CONSULTATION</strong></td>
<td>Teacher training and consultation, Needs analysis 3-8 State Assessment, Math Regents Results</td>
<td>UPK-6 Teachers, K-12 Sped Teachers, 7-12 Math Teachers, 7-12 Science, Technology, &amp; Business Teachers, where applicable Administrators, Trainers, BOCES Coaches, Other Staff</td>
<td>JULY-JUNE</td>
<td>% of Professional staff attending in-services, Classroom observations &amp; lesson plans to look for evidence of implementation of strategies (APPR), 3-6 NYS assessments/Regent Exams, Star Math/SAT/ACT/PSAT scores, Sign in Sheets</td>
</tr>
</tbody>
</table>
Objective # 3: Professional Development to integrate technology and its applications into the classroom with a focus on Google Apps for Education.

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>ACTIVITY</th>
<th>WHO</th>
<th>TIME FRAME</th>
<th>PERFORMANCE MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TURN KEY TRAINING</td>
<td>TEACHERS ATTENDING WORKSHOPS -RETURN TO DISTRICT &amp; PROVIDE TRAINING</td>
<td>UPK-12 DISTRICT STAFF</td>
<td>JULY-JUNE</td>
<td>% OF PROFESSIONAL STAFF ATTENDING IN-SERVICES</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BOCES – MODEL SCHOOLS</td>
<td></td>
<td>TEACHER FEEDBACK OF WORKSHOPS</td>
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<td></td>
<td>COMPUTER COORDINATORS</td>
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<td>TEACHER CENTER</td>
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<tr>
<td>TEACHER WORKSHOPS AND CONSULTATION</td>
<td>PROFESSIONAL DEVELOPMENT IN CLASSROOM TECHNOLOGY INTEGRATION</td>
<td>UPK-12 STAFF</td>
<td>SEPT-JUNE</td>
<td>CLASSROOM OBSERVATIONS &amp; LESSON PLANS TO LOOK FOR EVIDENCE OF IMPLEMENTATION OF STRATEGIES (APPR)</td>
</tr>
<tr>
<td></td>
<td>Articulated Continuum of Technology Skills for Teachers K-6 and 7-12</td>
<td>BOCES- MODEL SCHOOLS</td>
<td></td>
<td>REVIEW STUDENT PROJECTS/PORTFOLIOS</td>
</tr>
<tr>
<td></td>
<td>REVIEW INSTRUCTIONAL MATERIALS AND LESSONS</td>
<td>TEACHER CENTER</td>
<td></td>
<td>INCLUSION IN GOOGLE DRIVE CURRICULUM MAPS</td>
</tr>
<tr>
<td></td>
<td>INTRODUCTION AND FUNCTIONS OF GOOGLE APPS FOR EDUCATION</td>
<td>ADMINISTRATORS</td>
<td></td>
<td>USE OF GOOGLE DOCS FOR DISTRICT CORRESPONDENCE</td>
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<td>TRAINERS</td>
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<td>SIGN IN SHEETS</td>
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<td></td>
<td>COMPUTER COORDINATORS</td>
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</table>


**Objective # 4:** Increase the number of students (in all categories) completing the high school requirements for graduating in four years to 85% or greater.

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>ACTIVITY</th>
<th>WHO</th>
<th>TIME FRAME</th>
<th>PERFORMANCE MEASURE</th>
</tr>
</thead>
</table>
| ➢ Grade Level/Department Meetings (to foster on & between grade level communication) | ➢ Create study groups, building teams and department work groups to complete the strategy/discuss strategies to increase graduation rates | ➢ 7-12 Teachers  
➢ 7-12 Special Ed Teachers  
➢ 7-12 Alt. Ed Teachers  
➢ School Counselors  
➢ Administrators | ➢ September-June  
➢ Monthly/as needed | ➢ Meeting minutes |
| ➢ Teacher workshops and consultation | ➢ Teacher training in Consultant Teaching, response to intervention, differential instruction, 21st Century Skills, Poverty, etc. | ➢ 7-12 Teachers  
➢ 7-12 Special Ed Teachers  
➢ 7-12 Alt. Ed  
➢ School Counselors  
➢ Administrators  
➢ Trainers | ➢ July-June | |
| ➢ Data analysis (dropout/grad/AIS/attendance) | ➢ System developed to provide all staff with data  
➢ Teachers review data and professional practice  
➢ Dropout prevention committee review of district needs | ➢ 7-12 Teachers  
➢ School Counselors  
➢ 7-12 Alt. Ed  
➢ 7-12 Special Ed Teachers  
➢ Administrators | ➢ July - June | ➢ % of professional staff attending conferences  
➢ Teacher feedback  
➢ Classroom observations & lesson plans to look for evidence of implementation of strategies (APPR)  
➢ Regent Exams  
➢ SAT/ACT/PSAT scores  
➢ NYS School Report Card |
| ➢ Review/Implement models for alternative instruction | ➢ Research models for alternative instruction  
➢ Counselors/teachers meet w/college & business reps on Postsecondary options | ➢ School Counselors  
➢ Administrators  
➢ 7-12 Teachers  
➢ 7-12 Special Ed Teachers  
➢ 7-12 Alt Ed Teach | ➢ July - June | ➢ Implement new/improved programs  
➢ Increased attendance and graduation rates  
➢ Decreased students in AIS |
Goal # 2: To decrease the special education classification rate and maintain students in their least restrictive environments.

Objective # 1: To continue to provide training to all staff in Response to Intervention (RTI) to assist teachers with strategies to individualize instruction for at risk students in the classroom.

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>ACTIVITY</th>
<th>WHO</th>
<th>TIME FRAME</th>
<th>PERFORMANCE MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE LEVEL/DEPARTMENT MEETINGS (TO FOSTER ON &amp; BETWEEN GRADE LEVEL COMMUNICATION)</td>
<td>CREATE STUDY GROUPS, BUILDING TEAMS AND DEPARTMENT WORK GROUPS TO: o Foster Communication o Discuss Curriculum as it related to Decreasing Classification Levels o Review Materials, Curriculum &amp; Lessons to use in Integrated Classes</td>
<td>K-12 Teachers</td>
<td>SEPTEMBER-JUNE</td>
<td>MEETING MINUTES</td>
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<tr>
<td></td>
<td></td>
<td>School Psychologists</td>
<td>WEEKLY/MONTHLY</td>
<td>OBSERVATIONS &amp; LESSON PLANS TO LOOK FOR EVIDENCE OF IMPLEMENTATION OF STRATEGIES/CURRICULUM (APPR)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Administrators</td>
<td></td>
<td>IMPROVEMENTS IN STUDENT ACHIEVEMENT FOR STUDENTS WITH DISABILITIES &amp; REDUCTION IN CLASSIFICATION RATE</td>
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<td>REDUCTION IN CLASSIFICATION RATE</td>
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</tr>
<tr>
<td>TEACHER WORKSHOPS AND CONSULTATION</td>
<td>WORKSHOPS AND CONSULTATION ON o RTI (RESPONSE TO INTERVENTION) o CONSULTANT TEACHING MODEL o DIFFERENTIATED INSTRUCTION o FBA/BIPS TRAINING o UTILIZING ALIGNED CURRICULUM o TECHNOLOGY IN THE CLASSROOM</td>
<td>K-12 Teachers</td>
<td>JULY-JUNE</td>
<td>% OF PROFESSIONAL STAFF ATTENDING IN-SERVICES</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School Psychologists</td>
<td></td>
<td>CLASSROOM OBSERVATIONS &amp; LESSON PLANS TO LOOK FOR EVIDENCE OF IMPLEMENTATION OF STRATEGIES (APPR)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Administrators</td>
<td></td>
<td>IMPROVEMENTS IN STUDENT ACHIEVEMENT FOR STUDENTS WITH DISABILITIES &amp; REDUCTION IN CLASSIFICATION RATE</td>
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<td>SETRC</td>
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<td>BOCES</td>
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<td>Teacher Center</td>
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<td>Parent Partnership</td>
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</tbody>
</table>
**Objective #2:** To Provide targeted training to staff on the continuum of special educations services

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>Activity</th>
<th>Who</th>
<th>Time Frame</th>
<th>Performance Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>PD</td>
<td>Observations</td>
<td>CASDA consultants</td>
<td>June-July</td>
<td>Resources</td>
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<tr>
<td></td>
<td></td>
<td>K-12 Spec Ed Teachers</td>
<td></td>
<td>Classrooms with Co-teaching model functioning</td>
</tr>
</tbody>
</table>

**Goal # 3: To promote a safe and secure school through violence prevention training.**

**Objective # 1:** Establish a Safe and Secure School Environment for all students and district employees.

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>ACTIVITY</th>
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<th>TIME FRAME</th>
<th>PERFORMANCE MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAFETY / VIOLENCE PREVENTION TRAINING (2 HOURS MIN. ALL STAFF)</td>
<td>PROJECT S.A.V.E. TABLETOP EXERCISES</td>
<td>K-12 Teachers &amp; staff</td>
<td>JULY-JUNE</td>
<td>MEETING MINUTES</td>
</tr>
<tr>
<td>BULLYING PREVENTION (DASA)</td>
<td>STAFF TRAINING ON VIOLENCE PREVENTION/INTERVENTION</td>
<td>ADMINISTRATORS</td>
<td></td>
<td>SUCCESSFUL IMPLEMENTATION OF TABLETOP &amp; PRACTICE MEASURES</td>
</tr>
<tr>
<td>MENTAL HEALTH TRAINING</td>
<td>MONTHLY SAVE MEETINGS</td>
<td>LOCAL POLICE</td>
<td></td>
<td>COMPLETION OF ONLINE SAFETY COURSES</td>
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<td></td>
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<td>BOCES</td>
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<td>FIRE DEPARTMENT</td>
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<td>NEEDHAM ASSOCIATES</td>
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<td>UTICA NATIONAL ONLINE SAFETY COURSES</td>
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</tbody>
</table>
Goal # 4: To promote professional growth of all teachers and leaders.

Objective #1: Ensure all teachers/leaders have the skills necessary to maintain or become effective/highly effective teachers/leaders (as described in C. Danielson’s frameworks/LCI Multidimensional Rubric [MPPR]).

<table>
<thead>
<tr>
<th>STRATEGY</th>
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<th>WHO</th>
<th>TIME FRAME</th>
<th>PERFORMANCE MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPR</td>
<td>OVERVIEW OF APPR PLAN</td>
<td>TEACHERS, STAFF, ADMINISTRATORS</td>
<td>DEVELOPED SEPTEMBER 2012 (UPDATE IN FALL ANNUALLY AS REQUIRED BY LAW)</td>
<td>LESSON PLANS, STUDENT DATA (3-8 TEST SCORES, REGENTS EXAMS, DROP OUT RATE, ATTENDANCE RATES), CURRICULUM MAPS, SIGN IN SHEETS, TEACHER/PRINCIPALS EVALUATIONS (APPR)</td>
</tr>
<tr>
<td></td>
<td>WORKSHOPS: CHARLOTTE DANIELSON TRAINING (TEACHERS); LCI TRAINING (LEADERS); OTHERS AS NECESSARY: CLASSROOM MANAGEMENT; TIME MANAGEMENT; DIFFERENTIAL INSTRUCTION; COMMUNICATION SKILLS</td>
<td>OUTSIDE PROVIDERS</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ADDITIONAL PD AS NEEDED FOR TEACHERS/PRINCIPALS ON TIPS PLANS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEETING THE NEEDS OF DIVERSE LEARNERS</td>
<td>PROFESSIONAL DEVELOPMENT ON: -ELL STRATEGIES -SPECIAL EDUCATION STRATEGIES -POVERTY -CULTURAL DIVERSITY -RTI</td>
<td>ELL TEACHERS, EBERN, BOCES INSTRUCTIONAL COACHES</td>
<td>SEPTEMBER-JUNE</td>
<td>CLASSROOM OBSERVATIONS &amp; LESSON PLANS TO LOOK FOR EVIDENCE OF IMPLEMENTATION OF STRATEGIES (APPR), SIGN IN SHEETS</td>
</tr>
</tbody>
</table>