Vestal Central School District

Professional Development Plan for Continued Teacher and Leader Education

2018-2019

Adopted by the Vestal School Board _____

Vestal Approved Sponsor of Continuing Teacher and Leader Education (CTLE)
Identification Number:
1016
July 1, 2016 to June 30, 2021

Vestal Central School District
2018-2019
Board of Education

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Rosalie Sullivan

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Clifford Kasson, Vestal High School
Ann Loose, Vestal Middle School
Therese Mastro, Vestal Hills Elementary School
Doreen McSain, Glenwood Elementary School
Meghan Stenta, African Road Elementary School

Assistant Principals

Vestal High School
Dr. Andrew Blaine
Dawn Young

Vestal Middle School
Ashley McKenna
Melissa Williams

Athletic Director
Michael Rotondi

Vestal District Mission Statement

The Vestal Central School District believes each student is unique and can learn. The District's mission is to provide instruction, programs, strategies and challenges in a caring, positive learning environment. Each student will become a critical thinker, a lifelong learner, and a responsible, contributing citizen in a changing global society. The Board of Education, staff, parents, students and community share a commitment to this mission.

Vestal District Goals

Challenge all Vestal students to meet ever-increasing standards of excellence in preparation for participation in the global society.
Support students' efforts to learn and grow by assuring all a positive educational environment.
Foster community pride in the Vestal schools by communicating openly and effectively about our students and the school program.
Invest fiscal resources responsibly and effectively to accomplish the District's mission.

International Baccalaureate: Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Core Beliefs of Responsive Classroom®

In order to be successful in and out of school, students need to learn a set of social and emotional competencies -- cooperation, assertiveness, responsibility, empathy, and self-control – and a set of academic competencies – academic mindset, perseverance, learning strategies, and academic behaviors.

Professional Development Committee 2018-2019

Member	Title	Representing
Dr. Laura Lamash	Assistant Superintendent of Instruction	District
Dodie Ainslie	Coordinator of Instruction	District
Patrick Clarke	Coordinator of Instruction	District
Rosalie Sullivan	Director of Special Education	Special Education Administration
Therese Mastro	Principal	Vestal Hills Elementary
Doreen McSain	Principal	Glenwood Elementary
Clifford Kasson	Principal	Vestal High School
Sarah Evans	Literacy Specialist	Teacher, PD trainer, Technology Liaison
Joan Pokorak	AIS Math Specialist	Teacher, PD trainer, Technology Liaison
Drew Deskur	Parent	Parent Association
Jessica Groves	Social Studies Teacher	Vestal High School
Kelly O'Brien	Social Studies Teacher	Vestal Middle School
Christina Aloi	Art Teacher	Vestal Middle School
Jessica Mirtallo	Elementary Education Teacher	Glenwood Elementary
Becky Nunn	Elementary Education Teacher	Clayton Avenue Elementary
Amanda Reid	Math Teacher	Vestal High School

Professional Development Plan Timeline 2018-2019:
June 2018: Review of PD Plan
July-August 2018: Board Review of PD Plan
August 2018: Submission of PD Plan
February 2019: PDC 2018-2019 Planning Session
February – May 2019: Development of 2019-2020 District Priorities
June 2019: Review of 2019-2020 PD Plan

VESTAL CENTRAL SCHOOL DISTRICT
Professional Development Plan for Continued Teacher and Leader Education

Board Approved, _____

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2018-2019 Plan for Teacher and Leader Education

This plan for teacher and leader professional development is aligned to the annual district priorities created by the Vestal Professional Development Team in collaboration with district committees, department chairpersons, grade level and department teams, District Planning Group (DPG) and Building Planning Teams (BPT), and administration, and reviewed by the 2017-2018 Professional Development Committee.

The Vestal Central School District adopts annual priorities based on prior initiatives, current needs, and forward planning for future growth and development of the district's instructional program.

- *Focus Targets* identify the general goals of all initiatives.
- *Strategies for Achieving Targets* highlight the practices the Vestal district has identified as setting a path towards the targets.
- *2018-2019 Initiatives* are organized by content areas or programs to reflect the professional and curriculum development initiatives that will occur to promote an ongoing process of incremental growth focused on student achievement.

I. Instructional Focus Targets:

- District-wide focus on annual, incremental gains in level of mastery and proficiency in ELA and math state assessments.
- Increased academic progress of special education students and students in poverty.
- Increased integration of special education support within the core instruction (general education or content area classroom).

II. Strategies for Achieving Instructional Targets (New 2018-2019 Initiatives):

- *Action Inquiry Model* adopted by building planning teams to promote district priorities at the building level.
- "Learning Labs": Peer practice workshops in which teachers observe and discuss demonstration lessons which will be extended to K-5 math curriculum.
- *Teaching for Understanding (*TfU): Using the TfU model to design curriculum around performances of understanding, which integrate content and skill instruction through inquiry-based learning. TfU curriculum design will focus on the development of elementary science and social studies units aligned to the new standards.
- Book Studies: District-wide book groups facilitated by teams of teachers, administrators, and paraprofessionals.
- Integration of *Universal Design for Learning* as a framework for inclusive practices and co-teaching practices in the spirit of "Success for All."

III. Strategies for Achieving Instructional Targets (Ongoing):

- *K-12 Vertical Alignment:* Continued focus on consistent and common language/expectations across and between grade levels/ courses through district and BT-BOCES sponsored workshops and planning sessions.
- *Targeted Professional Support:* Provide targeted goal setting and professional development specific to course, teams, or grade levels that includes varied approaches to professional growth – peer teaming/visits, "lab" visits, and demonstration lessons. Emphasis on deepening teacher and leader expertise through rich and complex professional experiences.
- *K-12 Collaboration:* Ongoing district and regional collaboration among faculty focusing on K-12 curriculum alignment and alignment of course content and instructional practices to the Common Core standards through district and BT-BOCES sponsored workshops and planning sessions.

- *Curriculum Integration:* Integration of ELA and social studies skills and inquiry methods to strengthen overlapping literacy skills and concepts (i.e. evidence based reasoning, persuasive writing and reasoning) through district and BT-BOCES sponsored workshops and planning sessions.
- *Monitoring Performance of Sub-Groups:* Identification of needs by cohort and individually to include trends, patterns, and outliers through building and district level RTI teams and the RTI Advisory Committee.
- *Teaching for Understanding*: Developing and supporting instructional practices that make understanding visible and integrate ongoing assessment.
- *Educating the Whole Child*: Ongoing support for the development of a student's strong self-concept in the social, emotional, and intellectual domains: play-based learning, character education, talent development, leadership, civic and community engagement, exposure to diversity through academic, arts, and community experiences.

IV. Annual Mandated Trainings

The Commissioner requires that districts provide staff with annual trainings related to critical areas of student support and safety:

- Supporting English Language Learners: Under CR Part 154, while the Vestal District is exempt for the mandated hours due to an ELL enrollment under 5%, the district must still provide annual professional development: "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."[1]
- Dignity for All Students Act: Annual training is conducted to promote a positive climate and maintain staffs sensitivity to issues of student safety, support, and expression according to Section 100.2(jj) of the Commissioner's Regulations which requires, " that each school district and each charter school shall establish policies, procedures and guidelines for its school or schools to implement Dignity Act school employee training programs to promote a positive school environment that is free from harassment, bullying and/or discrimination; and to discourage and respond to incidents of harassment, bullying and/or discrimination on school property or at a school function, or off school property."[2]
- School safety training on violence prevention and mental health.[3]

[1] http://www.nysed.gov/bilingual-ed/continuing-teacher-and-leader-education-ctle-requirements-ellmll-educators
[2] http://www.p12.nysed.gov/dignityact/documents/DASAGuidanceLocalImplementation.pdf
[3] http://www.p12.nysed.gov/sss/documents/NewSafetyLegis_FieldMemoFINAL.pdf

V. 2018-2019 District Strategic Focus Areas

I. Student Wellness and Safety	II. Academic Support and Intervention	III. High Standards and Accountability
• Transition to two School Resource Officers • Expansion of 6-12 Counseling Support • Guidance Advisory Committee • Mental Health Student/Parent Workshop • Expansion of Psychologist Support	• VHS Dean of Students • Expansion of ENL Program • Expansion of K-5 Reading Support for Early Intervention • "Full Time" K-6 Elementary Math Specialist • NYS Seal of Biliteracy Student Recognition	•K-12 Curriculum Development: Alignment to NYS Science and Social Studies Standards. •Middle School Enriched English •K-12 Teaching for Understanding Model of Curriculum Design (Harvard University) •K-5 Reading and Writing Workshop Model (Calkins, Teachers College, Columbia) •Accelerating Literacy Models of Phonemic Instruction (BT-BOCES) •"Fostering Dialogue" Cultural Responsiveness Workshops

VI. Instructional Focus Areas: Initiatives and Priorities for 2018-2019 for Professional and Curriculum Development

The following charts represent professional development and related curriculum initiatives specific to content areas or programs. The Vestal school district takes pride in developing workshops "in-house" specific to the vision, rigor, and innovation that defines both our professional and instructional practices. Providers of professional development may include the following:

- *Broome-Tioga BOCES is an SED/CTLE approved sponsor and provider of professional development within the Southern Tier Region of New York.*
- *Qualified district personnel development in collaboration with Broome-Tioga BOCES.*
- *Consultants who have been identified for specific professional development.*
- *NYSED CTLE approved sponsors.*

Professional development initiatives address three components of the instructional program:

- Pedagogy: Initiatives in this area focus on the development of strong instructional practices and methods based effective, research based models.
- Language Acquisition: Required professional development for instruction in English language acquisition and the needs of ELL students is annually provided.
- Content Area: Professional development initiatives are strongly linked to curriculum development and the significant relationship between content and instructional methods (i.e. the inquiry process).

Instructional Focus Area: English Language Arts		
Initiatives	**Professional/Curriculum Development Activities**	**Providers**
• Expansion of teacher expertise in phonological awareness and phonics, and its application of instructional practices. • K-1 Pilot of Teachers College (TC) Phonics Units of Study. • Teachers College (TC) Writing Units of Study: Grades K-5 Year 5 with structured support – 4 units. • Grades 6-8 *Evaluation* of year 3 implementation of Teachers College (TC) Writing Units– 1 unit. • Calibration of writing assessments and writing rubrics to establish Fall to Spring writing progression. • Teachers College (TC) Reading Units of Study: Full implementation grades K-5 Year 1 with ongoing support – 4 units. • K-5 *Words Their Way*: Evaluation and adjustment of whole class group sorts adopted in 2016-2017. (Year 2). • Redesign of ELA 8 SP and coordination with ELA 9.	• BT-BOCES Workshop Series: *Accelerating Student Literacy.* (Year 1 and 2) • TC Phonics Units of Study Pilot Sessions (K-1 Team) • ELA Instruction Overview for New Teachers • Writing Assessment Exploration and Calibration (sessions for each grade level K-5) • *Words Their Way* ongoing support workshops • Teachers College (TC) Units of Study for Teaching Reading -- Training and Support Sessions (K-5) • Grade 7 and 8 curriculum design. • Reading "Office Hours" to provide ongoing support for Reading Units of Study (After initial training)	• *Teachers College, Columbia University* • *Broome-Tioga BOCES* • *Broome Teacher's Center* • *District staff who have participated in BOCES training* • *Trained district staff*

• Implement district-wide text selection criteria. • Continuation/expansion of learning lab model for both reading and writing workshop. • Alignment of English 12 and SUNY Broome English 110	• Writing "Office Hours" to provide ongoing support with Writing Units of Study • Regional Collaboration between English teachers and SUNY Broome	

Instructional Focus Area: Mathematics		
Initiatives	**Professional/Curriculum Development Activities**	**Providers**
• Implement and revise grades 2-5 cumulative review assessments to be given midyear. • Implement and revise K-1 AMU assessment. • Develop 'learning lab' to support K-5 math stations workshop. • Continue learning stations and cooperative learning workshops. • Develop Logo Programming Language Grade 3 lesson aligned to geometry module. • Year 4 Logo Programming Language Grade 4 aligned to geometry module. • Year 4 Foundations of Math Course (SUNY-Broome) • Year 6 implementation of K-5 math modules. • Year 5 implementation of 6-8 grade math modules. • Year 3 implementation of Prek math modules. • Year 4 implementation of K-5 math assessments aligned to report card competencies • Continue support for making math problems accessible through instructional scaffolding. • Year 3 implementation of Equals Math for specialized math instruction grades K-8. • 7-12 Math: Ongoing structured support for 7-12 alignment to Common Core standards, modules, and assessments. • 6-8 Scope and sequence, resource review	• STAR math assessment training and support • K/1 AMU assessment application and data analysis. • Math Instruction Overview for New Teachers • Equals Math Training • Math Bootcamp (K-5) • Increasing Student Engagement in Math: PK-5 • Making Connections: The Next Generation Mathematics Learning Standards • Algebra PLC • AIS Math Instruction (K-5, 6-12) • Making Math Problems Accessible through Instructional Scaffolding • 6-8 Curriculum alignment	• *Broome Tioga BOCES* • *Broome Teacher's Center* • *District staff who have participated in BOCES training* • *Trained district staff*

Instructional Focus Area: Social Studies		
Initiatives	**Professional/Curriculum Development Activities**	**Providers**
• Maintain K-5 Social Studies Task Force (Year 4) • Build K-5 teacher expertise in (1) Each social studies discipline's theory of knowledge; (2) "Wise	• The K-5 Social Studies Task Force will draft a set of social studies unit topics	• *Broome Tioga BOCES* • *Broome Teacher's Center*

practices" for teaching and learning in an inquiry-based context • Align local K-5 curricula to the C3 Framework and the New York State Social Studies Framework with emphasis on inquiry-based learning and the social studies practices. • Align local 6-12 curricula to the C3 Framework and the New York State Social Studies Framework with emphasis on inquiry-based learning and the social studies practices (ongoing). • Familiarize 6-11 teachers with the demands of the revised Global and U.S. History Regents exams. • Continue cross-grade collaboration, especially at the secondary level by: (1) holding 6-12 department meetings; (2) providing a focused 6-12 geography curriculum workshop series. • Promote collaboration between ELA and social studies faculty on the integration of content, themes, literacy and inquiry approaches between courses.	• Teachers who have taken TfU will have opportunities to write inquiry-based social studies units and post them in a common space • The following K-5 workshops will be offered: (1) History Mysteries; (2) Sourcing; (3) Geo-Geniuses; (4) Economic Thinking • K-5 grade level workshops will be held focusing on content from units that are particularly challenging to teach. • Curriculum development sessions will be held for Global History teachers (grades 6, 9, and 10) and US History teachers Curriculum (grades 7,8, and 11) • One or more 6-12 department meetings will be held. • Teachers will create social studies Teaching for Understanding units with explicit interdisciplinary connections.	• *District staff who have participated in BOCES training* • *Trained, district staff* • *New York State Council for the Social Studies* • *Central New York Council for the Social Studies*

Instructional Focus Area: Science		
Initiatives	**Professional/Curriculum Development Activities**	**Providers**
• Explore and understand NYSSLS Science instructional shifts (Grades K-12) (Ongoing) • Create and refine NYSSLS Science Curriculum Topic Map • Continue work with grade 2-5 Science Task Force, exploring NYSSLS and creating units. • Year 2 District-created NYSSLS aligned first grade unit, *Sound and Light.* • Year 1 District-created NYSSLS aligned kindergarten unit, *Push and Pull.* • Year 1 Pilot Grade 6 FOSS science kits; Evaluate FOSS kits for selective use in grades K-8. • Continue attendance in Biology and Earth Science PLC regional work, developing lessons and assessments aligned to the NYSSLS. • Evaluate NYSSLS alignment with Earth Science and grade 7 curriculum. • Year 1 IB Biology • Monitor and support 15:2 Living Environment science course	• Exploring the NYS Science Learning Standards K-5 • PLTW Training (as needed) • Digital Dome Training (BOCES) • High School Biology PLC • The New NYSSLS: A Focus on Practices (6-12) • NYS Learning Standards (NYSSLS) Immersion for Earth Science Teachers • NYS Learning Standards (NYSSLS) Immersion for 7th Grade Teachers • Paul Andersen regional workshops • It's a Phenomena! Designing Engaging Lessons Around Scientific Phenomena	• *Broome Tioga BOCES* • *Rochester Institute of Technology* • *Trained district staff* • *Kopernik Observatory* • *Roberson Museum and Science Center*

Instructional Focus Area: Library Media		
Initiatives	**Professional/Curriculum Development Activities**	**Providers**
• Align K-12 Library curriculum with AASL (American Association of School Librarians), ESIFC (Empire State Information Fluency Continuum) and ISTE (International Society for Technology in Education) • Support alignment between classroom teachers and librarians for reading, giving overview and common language • Support all K-5 full time library media specialists to become Common Sense Certified, explore district-wide certification status.	• Library Curriculum Work • K-5 Library introduction to TC Reading Units of Study • Common Sense certification courses	• *Broome Tioga BOCES* • *Trained district staff*

Instructional Focus Area: World Languages		
Initiatives	**Professional/Curriculum Development Activities**	**Providers**
• Enact Seal of Biliteracy initiative • Year 3 of 7-8 full year courses in World Languages • Year 3 implementing the ACTFL Standards • Monitor New York State World Language standards currently under development. • Promote the 4+1 World Language pathway by transitioning to state-approved Checkpoint B assessments in Spanish, French, and Mandarin.	• Convene the VHS Seal of Biliteracy Committee in order to implement the regional Seal of Biliteracy plan. • Meet with Seal of Biliteracy mentors to support year 1 of implementation. • Reach out to community organizations to find voluntary evaluators for culminating project presentations. • Conduct at least one 6-12 department meeting. • Agree on common "throughlines" for each grade level. • Design articulating performance assessments aligned to the ACTFL levels and Seal of Biliteracy expectations. • Send teachers to the world language conference sponsored by NYSAFLT (New York State Association of Foreign Language Teachers)	• *Trained district staff* • *Binghamton University/NYSAFLT* • *Broome-Tioga BOCES* • *Mid-State RBERN*

Instructional Focus Area: International Baccalaureate		
Initiatives	**Professional/Curriculum Development Activities**	**Providers**
• 2018 Five-Year Self Review • Ongoing: K-12 integration of IB Learner Profile. • Promote IB professional development for leadership and district level stakeholders. • Evaluate introduction of additional IB course for IB Business • Monitor and promote participation in IB examinations.	• Establish IB Self-Review Task Force • Conduct annual student feedback and survey. • Continue IB Steering Committee • IB national workshops and trainings • Initiate regional round tables • Expand support for extended essay.	• *International Baccalaureate Organization* • *Trained district staff*

Instructional Focus Area: Social Education		
Initiatives	**Professional/Curriculum Development Activities**	**Providers**
• Evaluate and expand practices and support for mental health education: Align current health curriculum to NYS Mental Health Standards. • Establish K-12 Mental Health Task Force • Establish K-12 Guidance Advisory Committee • Year 3 Responsive Classroom K-5; Evaluate 6-8 adoption. • Fostering Dialogue: Trainings in cultural responsiveness and sensitivity. • Continuation of workshops on de-escalation strategies and awareness of the Conflict Cycle as part a crisis intervention model. • Understanding the effects of toxic stress and ACES. • Revisit Personal Device Process and revise as needed to continue celebrating the opportunities of social media and personal devices, while stressing the importance of being a positive global citizen. • Hold annual principal, psychologist counselor meeting to evaluate district practices and identify areas of strength and growth.	• K-5 Responsive Classroom: Summer training for K-5 teachers (all subject areas) • Book discussion of *Solving Thorny Behavior Problems* • Responsive Classroom follow-up sessions • Paraprofessional trainings in Responsive Classroom reminding and re-directing language, logical consequences, and positive time out • Continuation of Crisis Prevention Institute (CPI) trainings in crisis response and verbal de-escalation. • Life Space Crisis Intervention Training for Counselors • Kevin Hines student presentations	• *Broome Tioga BOCES* • *Trained, district staff* • *OCM BOCES: Certificated Responsive Classroom Trainer* • *CITI BOCES Life Space Crisis Intervention Trainer* • *MHAST, Promise Zone Staff* • *Trained district staff*

Instructional Focus Area: English as a New Language		
Initiatives	**Professional/Curriculum Development Activities**	**Providers**
• Seal of Biliteracy Initiative (See World Language section) • Ongoing support of ENL integrated co-teaching model. • Scaffolding & differentiation for ELLs • ELLs and Early Literacy • Collaboration with community partners to provide wrap around services and training. • Professional development to support ELL best practices in the general education setting.	• Seal of Biliteracy work (See World Language section) • Workshops and support provided by Mid-State RBERN • 48th Annual NYS TESOL Conference, Albany (Nov 2-3) • "Scaffolding and Differentiation Strategies for ELLs" workshops (Summer 2018) • ENL Department Action-Inquiry Project around Early Literacy • Inclusion of ENL teachers in Calkins PD • Panel Discussion: "Working with Immigrants and ELLs" (March SCD)	• *NYSTESOL* • *The New York State Office of Bilingual Education and World Languages* • *Mid-State RBERN @ OCM BOCES* • *District staff who have participated in BOCES training* • *Trained, district staff* • *Dr. Audrey Cohan of Molloy College* • *American Civic Association* • *Binghamton University*

Instructional Focus Area: Technology		
Initiatives	**Professional/Curriculum Development Activities**	**Providers**
• Analyze, evaluate, and integrate Brightbyte survey results to inform technology support and district Technology Plan goals: (1) Create and support technology sub-committees specific to teacher interests and needs (multimedia and classroom management); (2) Enhance teachers' capacity to educate students on digital safety, cyberbullying, and the evaluation of online content. • Evaluate new Assistive Technology Process and evaluation of professional development needs for special education staff. • Continue digital citizenship focus lessons in grade 5. Grade 8 and 10 focus lessons through librarians. • Implementation of key lessons for digital citizenship K-5 through librarians. Re-evaluate K-5 lessons and revise as needed. • Design focus lesson for grade 3 on how to be safe when playing online games. • Year 3 Computer Studies grade 6 course. • Year 3 Media Arts elective at high school – pursue professional development and support in the area of video production. • Year 4 full implementation of G Suite for	• Computer Studies unit development • Teacher-directed sub-committees • Workshops for teachers focused on digital safety and evaluation of online content. • Assistive Technology • G Suite for Education Series of workshops (G Suite 101, Google Chrome, Collaborative Tools, Google Classroom, Google Drawing • Ongoing awareness of digital citizenship, including media literacy. • Regional Instructional Technology Conversation • Trainings in Google Expeditions virtual reality devices • Media Library Services: STEAM Playground K-12 • Illustrator • eDoctrina Level 1 and 2	• *Broome Tioga BOCES* • *Trained, district staff* • *Google Certified Trainer*

Education 2-12. • Pilot touchscreen Chromebook in K-1 • Yearly update of Technology Plan. • Educational impact of virtual reality. • Continue supporting teachers with use of eDoctrina • Continue embedding SAMR Model of technology integration into technology professional development offerings. • Introduce the 4 Shifts Protocol to leadership team.		

Instructional Focus Area: Art and Music Education		
Initiatives	**Professional/Curriculum Development Activities**	**Providers**
• Review new Arts Standards • Create an Arts Task Force to review new Arts Standards and develop a plan for implementation and curriculum revision as need • Year 2 Alignment of K-12 music curriculum.	• Regional Arts Standards Workshop • K-12 curriculum development working groups for art and music.	• *Broome Tioga BOCES* • *Trained district staff* • *Google Certified Trainer*

Instructional Focus Area: Physical Education		
Initiatives	**Professional/Curriculum Development Activities**	**Providers**
• Ongoing support for K-3 mini-lessons	• Continued training in GoNoodle website	• *Broome Tioga BOCES* • *Trained, district staff*

Instructional Focus Area: Special Education		
Initiatives	**Professional/Curriculum Development Activities**	**Providers**
• Continue regular department meetings with elementary, middle, and high school special education teachers. • Continue regular department meetings with related services staff and school psychologists. • Communication and Evaluation of NYSED *Blueprint for Improved Results* and LRE guidelines.	• CDOS Implementation Institute • Workshops on least restrictive environment (LRE), Universal Design for Learning (UDL), and Specially Designed Instruction (SDI). • Blueprint for Improved Results for Students with Disabilities • Behavioral Strategies for High Need Students	• *Broome Tioga BOCES* • *Southern Tier Independence Center* • *Regional Special Education Technical Assistance Support Center (RSE-TASC), Otsego-Northern Catskills BOCES (ONC BOCES)*

• Continue support for DCT teams 6-12 • Provide professional development for DCT teams K-5, 9-12. • Support teachers in identifying skill gaps and providing targeted instruction to close identified gaps • Support 8:1:1 classrooms with resources for core replacement literacy and life skills instruction • Develop an aligned curriculum to K-8 to support 12:1:1 Program Profile • Promote understanding and integration of Assistive Technology resources and documentation among all K-12 faculty. • Ongoing support for CDOS pathways for all students. • Ongoing support for evaluating and promoting models of special education support aligned to state requirements for least restrictive environments. • Monitor and evaluate 15:2 Living Environment course; continued evaluation of support for inclusion of middle school 12:1:1 students. • Promote understanding of autism.	• DCT Team Collaboration Training • NYSAA training • Least Restrictive Environment Indicator 5 training • BT-BOCES Workshop Series: *Accelerating Student Literacy.* (Year 1 and 2) •	• *District staff who have participated in BOCES training* • *Trained, district staff* • *The Early Childhood Direction Center and Parent Technical Assistance Center* • *Syracuse University*

Instructional Focus Area: Leadership		
Initiatives	**Professional/Curriculum Development Activities**	**Providers**
• Annual Professional Performance Review: Coaching, Feedback, and Teacher Evaluation • *Fostering Dialogue*: Promoting understandings of race, class and gender to support leadership for equity and inclusion and cultural responsiveness. • Accelerating Student Literacy (K-5): Understanding the continuum of phonemic awareness to support struggling learners. • Action Inquiry Model for building instructional leadership • Participation on District Ad Hoc Committees: DASA Advisory Committee, VELP Committee, K-5 Social Studies Task Force, Professional Development Committee, Technology Advisory Committee, K-12 Science Task Force.	• Regional BT-BOCES Administrative Council meeting (OIR, Directors, Principals, Assistant principals) • NYSCOSS Fall Leadership Summit • SAANYS Annual Conference • Lead Evaluator Training for NEW Administrators • Lead Evaluator Training: Principal Evaluation (Part 1 and 2) • Lead Evaluator Training: Coaching and Feedback • District Leadership Workshops and Councils • Accelerating Student Literacy workshop series (2017-2019)	• *New York State Council of School Superintendents (NYSCOSS)* • *School Administrators Association of New York State (SAANYS)* • *Broome-Tioga BOCES* • *District trained staff*

	• Fostering Dialogue Leadership Retreat	

Instructional Focus Area: Mentoring		
Initiatives	**Professional/Curriculum Development Activities**	**Providers**
• Vestal Mentor Program	• New Teacher Orientation/Induction • Year 1 Workshops • Year 2 Workshops (See Appendix A)	• *Broome Tioga BOCES* • *Trained, district staff*

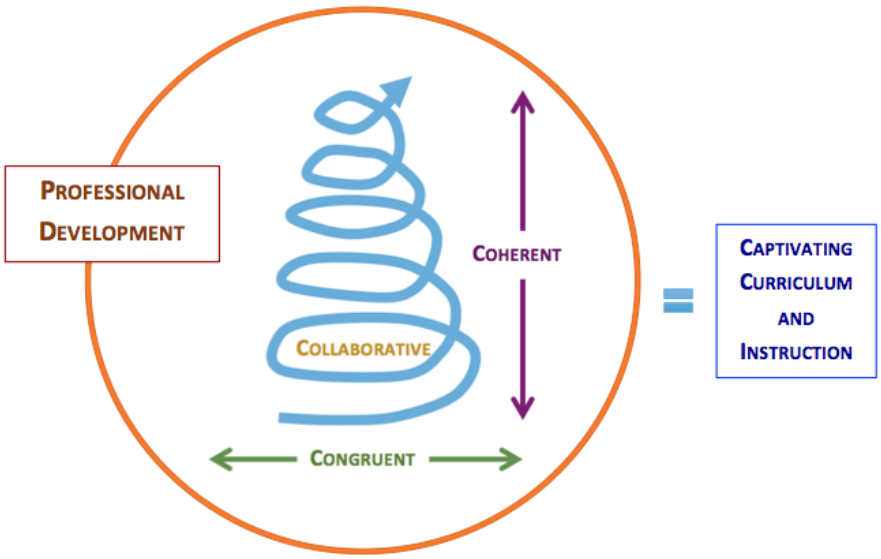
Instructional Focus Area: Community Outreach		
Initiatives	**Professional/Curriculum Development Activities**	**Providers**
• Support parents around mental health needs. • Support parents around digital citizenship. • Education of families on the Teachers College (TC) Writing and Reading Units of Study and the importance of early literacy. • Establish and/or expand collaboration with regional cultural institutions, industries, and districts.	• Kevin Hines Parent Presentation • Screening of the documentary 'Angst' • Parent workshop on the book, 30 *Million Words* and importance of early literacy. • Science curriculum collaboration with Kopernik and Roberson. • Collaboration with MHast of the Southern Tier to promote mental health awareness.	• *Broome Tioga BOCES* • *Trained, district staff* • *MHAST and Promise Zone staff* • *Kevin Hines* • *Early Literacy Initiative (SUNY-Broome)*

Rationale: Professional Development to Support a Dynamic Process of Teaching and Learning

Professional development is the coordination of all district stakeholders around the process of continuous growth to sustain and expand a captivating environment for student learning. Maintaining vertical and horizontal alignment of curriculum and instruction is a fundamental focus of professional and curriculum development. To this end, professional development represents the continuous learning of teachers, administrators, and paraprofessionals to achieve this core belief. Continuous learning therefore is not an option, but an expectation.

The Vestal Central School District operates on the foundational belief that professional development is a dynamic process shaped by the coordination of feedback among all district stakeholders. Four essential qualities of the Vestal professional learning community are at the core of this dynamic process:

- **Captivating:** Engaging, lively, authentic curriculum and instruction that captures our students' hearts and minds is the core of our school district's instructional program. All professional development promotes the development and sustenance of captivating instruction.
- **Coherent:** The structure of the curriculum requires vertical alignment of content, concepts, and skills to maximize each student's capacity to receive, internalize, and apply core knowledge and understanding.
- **Congruent:** Instructional practices within each discipline and grade level are strengthened by the alignment of congruent instructional practices through the ongoing development and sharing of common language, concepts, and goals for student learning and achievement.
- **Collaborative:** Intellectual communities that promote high-level discourse, thoughtful consideration of student work, and data-informed practice result from a climate of collaboration and mutual respect. Collaboration among all stakeholders is the foundation for professional development necessary to foster an instructional model that is captivating, coherent, and congruent.



The Professional Development Plan (PDP) continues to evolve as the program grows and matures. The District encourages thoughtful reflection within all professional practice. The plan provides the structure for a constant flow of information regarding the achievement of all students and related best practices in professional development. The dynamic nature of the communication system allows this written plan to become a living document for continuous improvement throughout the district.

The PDP represents a focus on improving the quality of teaching and learning by ensuring that teachers participate in substantial professional development to promote a process of continual professional growth. In addition to conveying Vestal's beliefs, standards, and opportunities for professional development, the plan responds to Part 100.2(0) of the Commissioner's Regulations requiring that the plan include:

- A needs analysis, and goals, objectives, strategies, activities and evaluation standards for professional development in the school district; and
- A description of:
    - How the district provides all teachers substantial professional development opportunities directly related to student learning needs as identified in the school district report card and other sources of information as determined by the district.
    - How the district will provide teachers holding a professional certificate (after February 2, 2004) with opportunities to maintain such certificates in good standing based on successfully completing 100 hours of professional development every five years;
    - How teachers will access and participate in professional development, including but not limited to an estimate of the average number of hours each teacher is expected to participate in professional development in the school year covered by the plan;
    - The alignment of PDP components with New York State Standards and Assessments, student needs, including but not limited to linguistic, cultural diversity and special needs, and teacher capacities;
    - The articulation of professional development across grade levels;
    - The efforts made to ensure that professional development is continuous and sustained and that the methods and approaches for delivering professional development have been shown to be effective; and,
    - The manner in which the school district will measure the impact of professional development on student achievement and teachers' practices.

At its November 2003 meeting, the Board of Regents adopted a regulation requiring school districts to plan and implement mentoring programs for new teachers. This regulation complements a previously adopted regulation (effective February 2, 2004) that requires all new teachers holding an initial certificate to complete a mentored teaching experience. The PDP is required to include the following components of the mentoring program:

- A mentor selection procedure,
- A locally defined role for participating mentors,
- Mentor training and preparation,
- A defined set of mentor activities, and
- A time allocation for mentoring activities.

The Vestal Professional Development Plan is designed to meet the New York State Education Department requirements. In addressing the requirements, our plan has been developed to assure that all stakeholders of the Vestal educational community will:

- Understand the relationship between professional development and student learning based on a continuous cycle of curriculum review, development, and refinement.
- Recognize that professional development must provide the same level of engagement, relevancy, and purposefulness for our professional staff as is expected teachers will provide for their students.
- Understand how decisions related to professional development are derived from current initiatives in the area of curriculum and instruction but aligned to authentic and enduring models of student centered learning.

The Ten Standards for High Quality Professional Development
(From http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf)

1. Designing Professional Development: 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.
2. Content Knowledge and Quality Teaching: Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
3. Research-based Professional Learning: Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research.
4. Collaboration: Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.
5. Diverse Learning: Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
6. Student Learning Environments: Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
7. Parent, Family and Community Engagement: Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.
8. Data-driven Professional Practice: 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.
9. Technology: Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
10. Evaluation: Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Continuing Teacher and Leader Education (CTLE) Certification Requirements[4]:

As of July 2016, all teachers and educational leaders with a permanent[5] or professional certificate or a Level III Teaching Assistant certificate issued prior to July 1, 2016 will be required to register through the TEACH system during the 2016-2017 school year based on their month of birth. Certification must be renewed every five years. Teachers, leaders and Level III TAs who are issued a certificate after July 1, 2016 will be registered automatically. They will need to re-register during the fifth succeeding birthday month. Registration occurs through the TEACH system.

A Continuing Teacher and Leader Education (CTLE) certification must be completed by all holders of a professional certificate in classroom teaching or educational leadership, or Level III Teaching Assistant.

The requirement for CTLE certification includes:

- Completion of 100 hours during each 5 year registration period. Providers/sponsors of continuing education must be approved by SED. This correlates to an average of 20 hours each school year of professional development by a SED approved provider. Teachers with professional certificates may achieved these hours through:
    - District specific workshops and planning initiatives developed and facilitated by district administrative staff and/or trainers. *(Note: Teacher or chairperson facilitated planning sessions will not contribute towards the 100 CTLE certification hours).*
    - District-Regional workshops and planning initiatives developed and facilitated by BOCES staff.
    - Workshops conducted by the Broome County Teachers Center and New York State United Teachers (NYSUT) will contribute towards the 100 CTLE certification hours.
    - Professional conferences may count towards CTLE hours only if the conference providers can provide CTLE approved sponsor number(s).
- Teachers of English to speakers of other language or bilingual extension titles require a minimum of 50% of CTLE hours must be focused on best practices for co-teaching, integrating language, and content instruction for ELL.
- For ALL other certificate holders, a minimum of 15% of hours must be dedicated to meeting needs of ELL. The Vestal Central School District has received a waiver for this requirement because ELLS make up less than 5% of total district population.

Under CTLE regulations, teachers and administrators are responsible for documenting their CTLE hours. For each five year cycle, teachers and administrators with a professional certificate will be required to confirm in the New York State TEACH portal that they completed 100 hours of CTLE approved professional development. They must be prepared to provide workshop certificates upon request. In order to receive CTLE credit, documents must include the provider's CTLE sponsor number.

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[4] http://www.regents.nysed.gov/common/regents/files/316hea1.pdf

[5] The Provisional/Permanent certificate series is available in:

- Classroom teaching titles prior to February 2, 2004.
- Administrative and supervisory certificate titles prior to September 2, 2007.
- Pupil personnel services certificate titles.

Professional Development Stakeholders

The Vestal Central School District recognizes that the strength of its professional development program is the result of it being a collaborative process. There are many groups and individuals who are considered stakeholders in planning curriculum and instructional priorities and the professional development necessary to successfully implement them. Members of the educational community may participate in more than one stakeholder group.

- Board of Education: The Board of Education allocates the resources to promote and sustain professional development initiatives under the guidance of the Superintendent.
- Superintendent: The Superintendent will oversee all professional development activities to ensure that they align with the district vision and mission and fulfill the annual priorities developed through collaboration among all stakeholders. The Superintendent empowers the Assistant Superintendent to oversee the annual process of developing instructional priorities and communicating those priorities to the Board of Education.
- Assistant Superintendent for Instruction (ASI): The ASI coordinates the development of annual curriculum and instructional priorities through collaboration with district stakeholders.
- Professional Development Team: This committee meets regularly to plan, evaluate, and promote professional development initiatives. The committee consists of the Assistant Superintendent, Coordinators, Literacy Specialist and Math Support Teacher. The team solicits and reviews feedback from teachers, administrators, and paraprofessionals to develop, adjust, or initiate professional development practices.
- Administrative Team: The administrative team consists of building and district level administrative staff. Based on feedback from faculty and the Professional Development Committee, and under guidance by the Assistant Superintendent, the administrative team communicates, evaluates, and supports professional development at the building level, working to integrate it within the each building's culture of professional practice.
- District Planning Group: The District Planning Group consisting of representatives from each buildings shared decision-making team or Building Planning Team (BPG) collaborates biannually to communicate to the Professional Development Team. New for 2017-2018 is the districts piloting of the Action Inquiry Model to promote alignment between the 2017-2018 district priorities and building initiatives led by the Building Planning Groups.
- Technology Advisory Committee: Technology Advisory Committee is comprised of representatives from all instructional levels and programs who collaborate with the Coordinator of Instruction/Technology Specialist to provide feedback on existing and emerging technology to evaluate its instructional impact, usefulness, and areas of professional development. Members of the Technology Advisory Committee collaborate with their building communities to provide feedback to the professional development team
- RTI Advisory Committee: The Response to Intervention Steering Committee consists of representatives from all programs and grade levels charged with monitoring, evaluating and refining the matrix of support for students who are not progressing along the instructional continuum. The RTI Steering Committee provides feedback from building level RTI teams on professional development needs related to interventions and related assessments for progress monitoring.
- Faculty and Support Staff: The faculty and support staff will contribute to the development of professional development initiatives through their representatives on the building and district planning committees, district advisory committees and task forces, and the Professional Development Committee. Faculty and support staff also communicate their professional development needs to grade level and department chairs, principals, Directors,

and Coordinators to share with the Assistant Superintendent for Instruction and Superintendent.

- Paraprofessionals: Paraprofessionals will contribute to the development of professional development initiatives through their representatives on the building and district planning committees and through annual planning meetings between representatives and the Assistant Superintendent for Instruction and Director of Special Education.
- Transportation Staff: Transportation staff contribute to the development of professional development initiatives through the coordination of the Director of Transportation and district administration.
- Vestal District Council: The Vestal District Council consists of representatives from each building's parent teacher organization. The Assistant Superintendent for Instruction and district communications coordinator serve as district liaison to this committee.
- Departmental and Grade Level Teams: These teams meet formally and informally throughout the year. Building principals serve as liaison to these teams. In addition, teams communicate professional and curriculum development needs to the Assistant Superintendent for Instruction through collaborative planning notes generated during professional development activities.
- Ad Hoc Committees: K-5 Social Studies Task Force, VELP Committee, K-12 Science Task Force, Text Selection Criteria Task Force, Arts Task Force.

Protocol for Establishing Professional Development Priorities

I. Needs Analysis

Identifying areas of professional growth is contingent upon gathering and evaluating multiple sources of data conducted by stakeholders throughout the course of the school year.

- NYS 3-8 Assessments and Regents: Annually data analysis sessions are organized to train and orient building level RTI teams on the strategic use of current 3-8 and Regents data to identify at risk students, target interventions, evaluate current support models, and consider new support models. Evaluation of assessment data adheres to the following set of expectations for student achievement:
    - Annual growth in rates of proficiency and mastery disaggregated by sub-groups and cohorts to monitor and reduce achievement gaps.
    - Transition of students from levels of intervention to levels of proficiency
    - Growth towards an annual graduation rate of 100%.
    - Evaluation and response to students whose academic progress is impacted by mobility among regional districts.
- Surveys and Feedback: Annually faculty are surveyed formally in the course of professional development workshops. Grade level and department level teams complete planning and feedback forms during scheduled planning days.
- Task Forces and District Committees: Annually, committees are established to identify and evaluate specific areas of interest or focus.
- Monitoring and Evaluating of Existing Curricular Initiatives: Administrators collaborate with teachers to provide feedback on current initiatives and identify areas of in need of support. In particular, especial attention is given to the vertical and horizontal alignment of curriculum to maintain its coherency and congruency.
- Annual levels of participation and proficiency in AP and IB courses.

II. Establishment of Priorities
The process of evaluating areas of need results in the development of annual and future priorities. Central to these priorities is a focus on continuity to ensure that all curricular and instructional initiatives supported through the initial implementation process to full adoption. For this reason, priorities are maintained from one year to the next but may require different levels of support or engagement. Building, team, program and grade level priorities are communicated to the Assistant Superintendent for Instruction who organizes them into general areas or themes aligned to current priorities. The fundamental goal of all existing and new priorities is to promote the essential qualities of curriculum that is captivating, coherent, and congruent and sustained through a collaborative process among all stakeholders. Feedback on current priorities and the initiation of new priorities is generated and communicated through stakeholder groups.

III. Development of Annual Professional Development Initiatives
The Professional Development Team in collaboration with administration reviews annual priorities and establishes professional development activities. Annual timeline for establishing priorities is as follows:

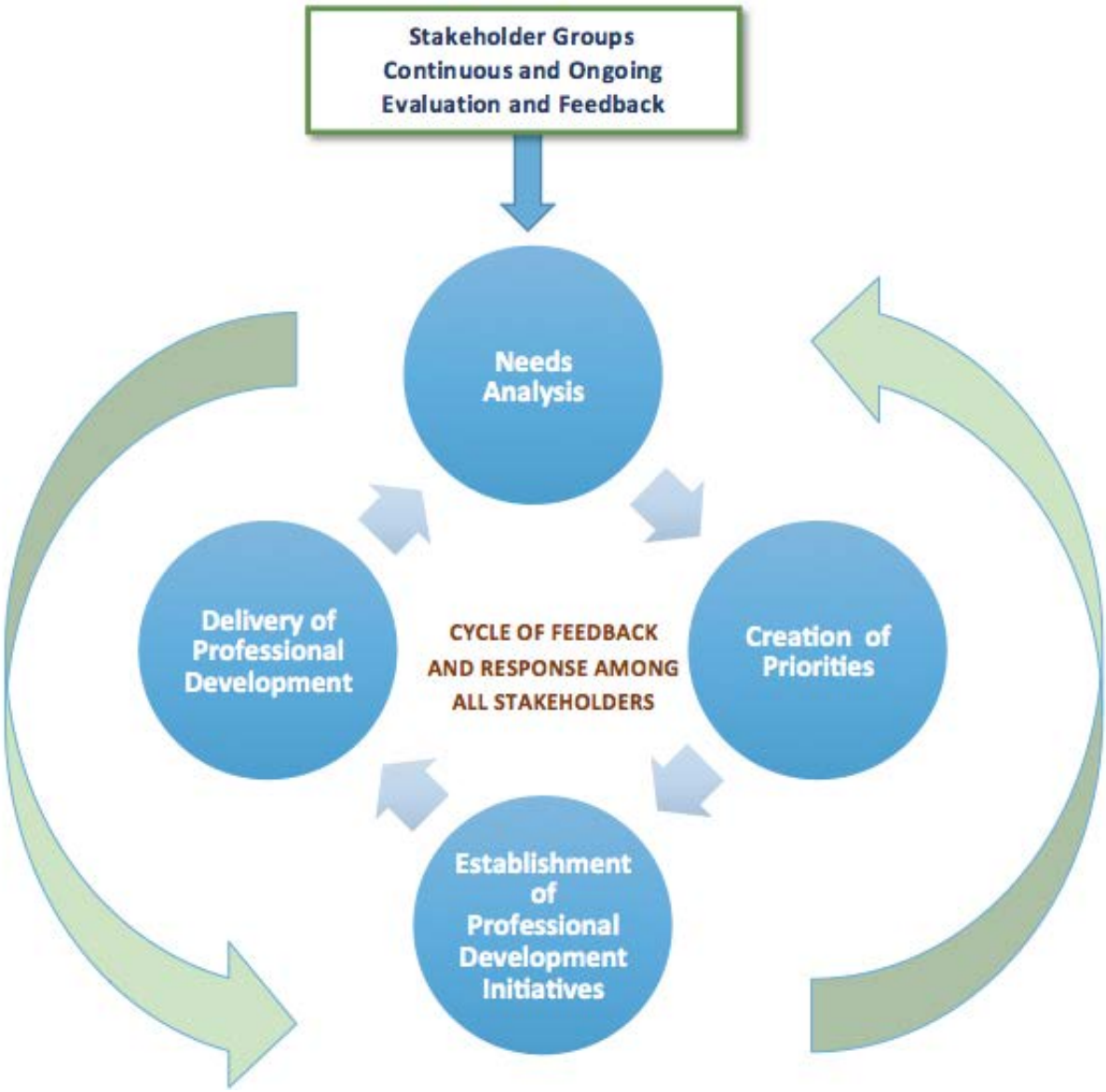
- January: Review of current year priorities with administrative team and framing of new priorities. Solicitation of feedback from representatives of stakeholder groups.
- February: Preliminary draft of new priorities for review and feedback is developed by the Professional Development Team.
- March: Finalization of priorities. Drafting of summer and academic year professional and curriculum development initiatives.
- May-June: Communication of priorities to all district stakeholders.
- July-September: Revision of Professional Development Plan to include updated priorities and release 3-8 Assessment and Regents Data.

IV. Development of Innovative Educational Programs (Pilots)
The Vestal district encourages the development and replication of innovative models of instruction, intervention, curriculum, and enrichment. To effectively do this, all new initiatives are assessed by district teams through the use of small scale pilot applications and evaluations. Pilots are monitored throughout the year; pilot participants assess impact and are charged with communicating feedback to district stakeholder groups through a variety of forums (i.e. grade level and department meetings, advisory committees, faculty meetings, Building Planning Teams, District Planning Group, administrator meetings, parent organizations, BOCES, etc.). Initiatives producing positive results for student learning may become a standardized practice through consensus among stakeholder groups.

V. Delivery of Professional Development
Professional opportunities occur during the school year through Superintendent Conference Days, workshops, committee meetings, and planning sessions as outlined below.

- Professional development opportunities occur in the following ways:
    - Superintendent Conference Days (District Wide)
    - Professional Release Days (Specific to a topic, content area, and/or grade level)
    - Summer Professional Development
    - Online Coursework (AP and IB training only)
    - In building 'roll throughs'
    - Afterschool Professional Development
    - Professional Conferences and Workshops

- Types of Professional Development:
    - Curriculum development and alignment
    - Training in "wise" practices, methodologies, or instructional strategies
    - Training in specific programs or instructional models:
        - Responsive Classroom
        - Calkins Writing Units
        - Visual Thinking Strategies
        - Teaching for Understanding
        - Universal Design for Learning
        - Disciplinary Literacy
        - K-12 NYS Social Studies Inquiry Arc
        - Technology Integration: Google Apps for Education
        - Accelerating Literacy Phonics-Based Interventions
    - Training in use and application of assessment protocols/models:
        - DIBELS Next
        - Leveled Literacy Intervention
        - Running Records
        - Teachers College (TC) Writing Rubrics and Checklists
        - STAR Assessments
        - Curriculum-based assessments
    - Training and implementation in data informed practices, including annual data reviews.
    - Professional development specific to the needs of paraprofessionals in the area of student management, academic assistance and coaching, meeting the needs of special learners
    - Annual training and re-training on school violence prevention and intervention, with focus on building school cultures and climates that promote students feelings of safety, belong, and inclusion
    - Participation in task forces, district or building level committees
    - Planning and delivery of professional trainings or workshops


Stakeholder Groups
Continuous and Ongoing
Evaluation and Feedback
Needs Analysis
Creation of Priorities
Establishment of Professional Development Initiatives
Delivery of Professional Development
CYCLE OF FEEDBACK AND RESPONSE AMONG ALL STAKEHOLDERS

Appendix A. Mentor Program

1. Procedure for Selection of Teacher-Mentor

- Annual announcement no later than January 15 – an application to Assistant Superintendent for Instruction no later than February 15, resulting in the creation of a cadre of teacher mentors based on projected district needs. Mentors may/may not be matched by the certification area. However, this will be one consideration.
- Requirements: 5 years teaching experience, leadership experiences, current professional development, and a willingness to participate in mentoring training
- Recommendation from colleague and administrator

2. Goal

The Teacher-Mentor program supports the transition from preparation to practice and thereby hopes to increase retention of new teachers. Workshops and the mentoring experience strengthens the skills of new teachers. These skills are directly related to student achievement in accordance with New York State Standards and the district's annual priorities.

3. Mentor Responsibilities:

Mentors would be limited to no more than two mentees in a given school year. The Teacher-Mentors' role is to provide guidance and support to new teachers (first – third) as well as veteran teachers, through:

- Schedule visit/meetings (both planned & drop in) to address mentee needs. These visits/meetings would occur after school (up to 3 hours per month) and/or during release time (up to a half day per month). These needs may include:
  - Developing a confidential mentor/mentee relationship
  - Modeling instruction
  - Providing informal instructional feedback
  - Assisting with short and long range instructional planning
  - Peer coaching
  - Co-teaching
  - Orienting mentee to the district culture and core beliefs
  - Supporting immediate needs onsite
- Assist in the growth of mentee reflection and self-evaluation
- Participate in new teacher workshops designed to address instructional components as needed
- Participate in support groups to provide assistance with curriculum, instruction, assessment and data analysis
- Complete a mentor program evaluation and mentor reflection sheet by June 15
- Communicate and collaborate with colleagues and administrators
- Complete district mentor log sheet on a monthly basis
- Support district goals and core beliefs (reflection, lifelong learning, literacy and collaboration)
- Other requested assistance

4. Mentee Responsibilities:

- Participate in Orientation/Induction and required workshops
- Actively engage in the confidential mentor/mentee process
- Maintain a journal
- Complete a portfolio
- Complete program evaluation and required mentee reflections
- Support district goals and core beliefs (reflection, life long learning, literacy and collaboration)
- Actively participate in other professional growth opportunities

5. Compensation for mentors up to 3 hours per month/per mentee at the curriculum rate for after school work submitted on a time sheet to the Director of Instruction. And, up to a ½ day per month of release time based on mentee needs for co-teaching, modeling, co-planning, observing a lesson, providing feedback, mentor reflection, communication with administration and other agreed upon activities to be conducted during the school day.

Year I Mentoring Workshops

Orientation Induction

When: Wed., 8/29 (7:45-4:00) and Thursday, August 30 (8:00-12:00)

Where: August 31 in District Administration Building-Staff Development Room, September 1 in Clayton Avenue Auditorium

***What:** Program Overview, Strategies for Actively Engaging All Learners, Technology Integration, Mentor Meet and Greet, VTA Welcome, APPR, Disciplinary Literacy, First Days of School, Overview of Mentoring Program, Compliance Training, Employee Assistance Program, DASA

Meeting the Needs of All Learners

When: Wednesday, October 10 (1 Day), 8:00-3:00

Where: Staff Development Room

***What:** Building a Positive & Inclusive Classroom Climate, Cooperative Learning, Universal Design for Learning

Disciplinary Literacy

When: Tuesday, December 12 (1 Day), 8:00-3:00

Where: Staff Development Room

***What:** Literacy strategies for content area instruction, close reading

Promoting Higher Order Thinking

When: Tuesday, February 13 (1 Day), 8:00-3:00

Where: Staff Development Room

***What:** Questioning strategies, Socratic Seminars, Visual Thinking Strategies, Media Decoding

Strategies for Engaging All Learners

When: Wednesday, May 29 8:00-3:00

Where: Staff Development Room

***What:** Thinking Routines, Inquiry-Based Learning, Problem and Project-Based Learning

****Topics are tentative, and will be adjusted to meet the needs of participants.***

Year 2 Mentoring Workshops

Understanding: An Introduction to Teaching for Understanding

When: Secondary Group: Wednesday, October 17, 8:00-3:00
Elementary Group: Thursday, January 3, 8:30-3:30
Where: Staff Development Room
***What:** An introduction to Teaching for Understanding as a model for curriculum, instruction & assessment.

Deciding What to Teach

When: Secondary Group: Wednesday, October 24, 8:00-3:00
Elementary Group: Wednesday, January 9, 8:30-3:30
Where: Staff Development Room
***What:** Generative Topics & Understanding Goals

Minds on Learning: Linking Performances of Understanding to Understanding Goals

When: Secondary Group: Thursday, November 1, 8:00-3:00
Elementary Group: Wednesday, January 16, 8:30-3:30
Where: Staff Development Room
***What**: Review & Extension of Generative Topics & Understanding Goals, Performances of Understanding

Putting it All Together: Ongoing Assessment, Reflection and Unit Design

When: Secondary Group: Wednesday, November 14, 8:00-3:00
Elementary Group: Wednesday, January 30, 8:30-3:30
Where: Staff Development Room
***What:** Ongoing Assessment, TfU Unit Design

TfU Follow-Up Workshop: Unit Feedback and Reflection

When: Secondary Group: Wednesday, January 23, 8:00-3:00
Elementary Group: Wednesday, May 15, 8:30-3:30
Where: Staff Development Room
***What:** Feedback & Reflection, Tuning Protocol

Appendix B. English as a New Language

ENL Professional Development Initiatives 2017-2018

Part 154 of the Commissioner's Regulations requires school districts to provide professional development specific to the needs of English Language Learners, co-teaching strategies, and integrating language and content instruction.

The district will offer ELL-related professional development for teachers and administrators in buildings with ELL populations. These workshops may be provided by (1) the district's ENL teachers, the district literacy specialist and/or the coordinators of instruction; (2) staff from Broome-Tioga BOCES and/or Mid-State RBERN; (3) outside consultants (e.g. Carrie McDermott, Audrey Cohan), or any combination thereof. The ENL teachers may also attend local, state, or national ENL conferences sponsored by groups such as NYSED, NYS TESOL, and TESOL. Possible professional development topics may include but are not limited to: (1) identifying and serving ELLs with disabilities; (2) strategies for engaging ELLs in the integrated ENL classroom; (3) culturally responsive practice; (4) advocating for ELLs and their families; and (5) co-teaching integrated ENL.

In addition to ELL-specific professional development offerings, the district will also integrate Universal Design for Learning, Cooperative Learning, Thinking Routines and other strategies for meeting the needs of all students (including ELLs) into several general workshops including (1) a series of five mentoring workshops for first-year teachers and (2) a five-part series of workshops on "Teaching for Understanding."

Appendix C. 2013-2017 Longitudinal Grades 3-8 Assessment

		ALL STUDENTS				ECONOMICALLY DISADVANTAGED				NOT ECONOMICALLY DISADVANTAGED				STUDENTS WITH DISABILITIES				GENERAL EDUCATION STUDENTS			
Exam	Year	Total #	Lev 2-4	Lev 3-4	Lev 4	Total #	Lev 2-4	Lev 3-4	Lev 4	Total #	Lev 2-4	Lev 3-4	Lev 4	Total #	Lev 2-4	Lev 3-4	Lev 4	Total #	Lev 2-4	Lev 3-4	Lev 4
ELA 3	2016-17*	230	85%	58%	11%	79	80%	48%	4%	151	87%	63%	15%	23	22%	9%	0%	207	92%	63%	13%
ELA 3	2015-16*	214	80%	52%	8%	54	59%	26%	2%	160	87%	61%	11%	25	40%	16%	0%	189	85%	57%	10%
ELA 3	2014-15	215	74%	41%	3%	49	59%	24%	0%	166	79%	46%	4%	19	5%	0%	0%	196	81%	45%	4%
ELA 3	2013-14	229	76%	47%	6%	52	58%	29%	2%	177	81%	52%	7%	31	26%	3%	0%	198	83%	54%	7%
ELA 3	2012-13	245	76%	38%	4%	47	51%	15%	2%	198	81%	43%	5%	26	31%	4%	0%	219	81%	42%	5%
ELA 4	2016-17*	209	86%	50%	16%	50	72%	30%	4%	159	91%	56%	20%	24	50%	8%	0%	185	91%	55%	18%
ELA 4	2015-16*	220	85%	50%	17%	55	65%	35%	4%	165	92%	57%	22%	26	27%	0%	0%	194	93%	57%	20%
ELA 4	2014-15	213	87%	54%	21%	54	80%	44%	9%	159	89%	57%	25%	23	39%	9%	0%	190	93%	59%	24%
ELA 4	2013-14	246	82%	43%	14%	56	57%	25%	5%	190	89%	48%	17%	26	35%	12%	0%	220	87%	46%	16%
ELA 4	2012-13	266	87%	42%	16%	51	71%	24%	8%	215	91%	47%	18%	32	56%	6%	0%	234	91%	47%	18%
ELA 5	2016-17*	231	83%	50%	19%	64	64%	31%	6%	167	90%	57%	25%	34	41%	3%	0%	197	90%	58%	23%
ELA 5	2015-16*	220	82%	50%	19%	58	69%	33%	7%	162	87%	56%	23%	31	39%	13%	3%	189	89%	56%	21%
ELA 5	2014-15	228	80%	43%	14%	59	61%	22%	7%	169	86%	50%	17%	23	30%	9%	0%	205	85%	46%	16%
ELA 5	2013-14	269	82%	45%	18%	67	67%	27%	4%	202	87%	50%	22%	36	39%	6%	3%	233	89%	51%	20%
ELA 5	2012-13	249	80%	43%	15%	60	58%	32%	10%	189	87%	47%	16%	36	36%	8%	0%	213	88%	49%	17%
ELA 6	2016-17*	216	86%	47%	21%	52	67%	31%	13%	164	92%	52%	24%	28	39%	7%	4%	188	93%	53%	24%
ELA 6	2015-16*	236	88%	50%	22%	54	72%	35%	15%	182	92%	54%	24%	23	43%	0%	0%	213	92%	55%	24%
ELA 6	2014-15	235	84%	42%	20%	61	67%	21%	5%	174	90%	49%	25%	25	44%	4%	0%	210	89%	46%	22%
ELA 6	2013-14	248	87%	44%	27%	62	69%	19%	11%	186	93%	52%	32%	37	54%	5%	0%	211	93%	51%	31%
ELA 6	2012-13	294	86%	43%	22%	49	65%	20%	6%	245	90%	47%	26%	40	50%	15%	0%	254	254%	47%	26%
ELA 7	2016-17*	209	90%	61%	18%	50	78%	48%	14%	159	94%	65%	19%	23	48%	9%	0%	186	96%	67%	20%
ELA 7	2015-16*	214	86%	51%	20%	48	73%	27%	15%	166	89%	58%	22%	19	42%	5%	5%	195	90%	55%	22%
ELA 7	2014-15	224	83%	44%	9%	58	62%	24%	3%	197	90%	51%	11%	35	46%	3%	0%	189	90%	51%	11%
ELA 7	2013-14	286	81%	47%	10%	59	63%	37%	3%	194	85%	49%	11%	32	34%	13%	3%	254	87%	51%	11%
ELA 7	2012-13	275	83%	48%	15%	63	65%	29%	2%	212	88%	54%	19%	36	39%	6%	0%	239	89%	54%	18%
ELA 8	2016-17*	190	88%	62%	23%	37	70%	35%	16%	153	92%	68%	25%	13	62%	15%	8%	177	90%	65%	24%
ELA 8	2015-16*	203	86%	54%	18%	53	68%	26%	9%	150	93%	64%	21%	24	54%	4%	0%	179	91%	61%	20%
ELA 8	2014-15	249	80%	50%	12%	52	60%	35%	6%	197	85%	54%	14%	30	30%	10%	0%	219	87%	55%	14%
ELA 8	2013-14	259	83%	49%	15%	65	71%	42%	5%	194	87%	52%	19%	34	38%	9%	0%	225	89%	56%	17%
ELA 8	2012-13	292	84%	47%	12%	60	67%	25%	3%	232	88%	53%	14%	42	43%	14%	0%	250	90%	52%	14%
Math 3	2016-17*	230	89%	72%	42%	77	79%	65%	35%	153	94%	75%	46%	23	39%	26%	13%	207	95%	77%	45%
Math 3	2015-16*	211	89%	66%	40%	52	77%	46%	31%	159	93%	73%	43%	23	61%	30%	13%	188	93%	71%	43%
Math 3	2014-15	213	90%	69%	33%	48	77%	46%	17%	165	94%	76%	38%	19	42%	5%	0%	194	95%	76%	36%
Math 3	2013-14	227	93%	64%	31%	49	86%	51%	16%	178	95%	67%	35%	29	66%	28%	10%	198	97%	69%	34%
Math 3	2012-13	246	82%	43%	16%	48	69%	27%	13%	198	85%	47%	17%	27	30%	19%	0%	219	89%	47%	18%
Math 4	2016-17*	214	92%	64%	37%	51	82%	43%	22%	163	95%	71%	42%	24	71%	21%	4%	190	95%	69%	42%
Math 4	2015-16*	221	87%	62%	26%	56	64%	39%	14%	165	95%	70%	30%	26	38%	12%	0%	195	94%	69%	30%
Math 4	2014-15	214	88%	65%	33%	54	80%	59%	24%	160	91%	68%	36%	24	58%	25%	4%	190	92%	71%	36%
Math 4	2013-14	241	87%	50%	24%	56	75%	29%	11%	185	90%	57%	28%	24	38%	13%	4%	217	92%	54%	26%
Math 4	2012-13	265	90%	54%	17%	51	84%	37%	4%	214	92%	58%	21%	32	66%	16%	6%	233	94%	60%	19%
Math 5	2016-17*	226	85%	66%	29%	61	64%	41%	10%	165	92%	75%	36%	33	45%	9%	0%	193	91%	76%	34%
Math 5	2015-16*	220	82%	61%	30%	59	66%	46%	20%	161	88%	66%	34%	31	48%	26%	6%	189	88%	67%	34%
Math 5	2014-15	221	86%	58%	22%	55	75%	31%	11%	166	89%	64%	26%	22	50%	23%	5%	199	89%	62%	24%
Math 5	2013-14	266	83%	56%	23%	68	71%	25%	12%	198	87%	63%	27%	36	33%	8%	6%	230	91%	64%	26%
Math 5	2012-13	251	78%	45%	16%	60	65%	25%	10%	191	82%	49%	18%	36	42%	11%	0%	215	84%	51%	19%
Math 6	2016-17*	219	88%	54%	25%	50	74%	46%	22%	169	92%	56%	26%	29	45%	14%	3%	190	94%	60%	28%
Math 6	2015-16*	236	89%	53%	21%	53	75%	36%	13%	183	93%	58%	23%	24	50%	17%	13%	212	94%	58%	22%
Math 6	2014-15	231	88%	54%	23%	58	76%	36%	12%	173	92%	60%	26%	23	35%	13%	9%	208	94%	58%	24%
Math 6	2013-14	242	86%	50%	26%	63	75%	29%	11%	179	90%	58%	31%	37	54%	16%	5%	205	92%	56%	30%
Math 6	2012-13	292	83%	38%	14%	49	67%	18%	2%	243	86%	42%	16%	38	42%	13%	3%	254	89%	42%	15%
Math 7	2016-17*	209	81%	48%	13%	49	63%	33%	2%	160	86%	53%	16%	23	39%	4%	0%	186	86%	54%	15%
Math 7	2015-16*	204	85%	42%	17%	46	76%	26%	9%	158	88%	47%	19%	19	37%	16%	0%	185	90%	45%	18%
Math 7	2014-15	196	78%	44%	18%	54	59%	22%	4%	142	85%	52%	24%	31	42%	10%	0%	165	84%	50%	22%
Math 7	2013-14	277	78%	41%	11%	58	55%	28%	9%	219	84%	45%	12%	34	35%	15%	6%	243	84%	45%	12%
Math 7	2012-13	276	80%	45%	10%	64	61%	22%	6%	212	86%	51%	11%	37	32%	5%	0%	239	88%	51%	11%
Math 8**	2016-17*	125	84%	30%	2%	32	72%	31%	3%	93	88%	30%	2%	14	36%	14%	0%	111	90%	32%	3%
Math 8**	2015-16*	132	77%	29%	4%	42	64%	24%	2%	90	83%	31%	4%	19	47%	16%	0%	113	82%	31%	4%
Math 8**	2014-15	159	75%	22%	5%	39	59%	15%	3%	120	81%	24%	6%	26	23%	15%	4%	133	86%	23%	5%
Math 8**	2013-14	190	84%	35%	4%	57	81%	26%	4%	133	85%	38%	4%	33	48%	9%	3%	157	91%	40%	4%
Math 8**	2012-13	290	89%	44%	10%	60	77%	27%	2%	230	93%	48%	12%	42	55%	12%	5%	248	95%	49%	10%

Appendix D: 2013-2017 Longitudinal Regents Exams

	ALL STUDENTS				ECONOMICALLY DISADVANTAGED				NOT ECONOMICALLY DISADVANTAGED				STUDENTS WITH DISABILITIES				GENERAL EDUCATION STUDENTS			
	Total #	≥55	≥65	≥85	Total #	≥55	≥65	≥85	Total #	≥55	≥65	≥85	Total #	≥55	≥65	≥85	Total #	≥55	≥65	≥85
Int Algebra 2016-17	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Int Algebra 2015-16†	2	100%	0%	0%	2	100%	0%	0%	0	No dat	No dat	No da	2	100%	0%	0%	0	No Dat	No Dat	No Data
Int Algebra 2014-15†		87%	64%	10%		87%	58%	3%		87%	70%	17%		76%	47%	3%		100%	85%	19%
Int Algebra 2013-14		94%	86%	34%		88%	79%	22%		96%	87%	36%		73%	53%	4%		98%	92%	39%
Int Algebra 2012-13		98%	95%	39%		92%	80%	12%		99%	97%	44%		93%	78%	9%		99%	98%	45%
Geometry 2016-17	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Geometry 2015-16†	7	86%	71%	14%	1	100%	100%	0%	6	83%	67%	17%	0	No Dat	No Dat	No Da	7	86%	71%	14%
Geometry 2014-15		98%	92%	36%		98%	87%	23%		98%	93%	39%		92%	92%	8%		98%	92%	38%
Geometry 2013-14		97%	92%	41%		89%	86%	21%		98%	92%	43%		86%	62%	14%		98%	94%	43%
Geometry 2012-13		100%	92%	38%		100%	85%	25%		100%	93%	39%		96%	65%	8%		100%	95%	42%
Algebra 2/ 2016-17	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Algebra 2/ 2015-16	233	78%	51%	14%	33	79%	45%	6%	200	78%	52%	16%	13	77%	46%	8%	220	77%	52%	15%
Algebra 2/ 2014-15		87%	72%	18%		79%	55%	10%		88%	74%	19%		69%	54%	15%		88%	73%	18%
Algebra 2/ 2013-14		92%	79%	37%		96%	0%	26%		91%	79%	38%		80%	60%	7%		93%	80%	39%
Algebra 2/ 2012-13		88%	75%	25%		93%	74%	30%		87%	75%	24%		73%	64%	9%		88%	75%	25%
Earth Scier 2016-17	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Earth Scier 2015-16	265	94%	85%	39%	55	48%	75%	27%	210	96%	88%	42%	19	58%	53%	11%	246	97%	87%	42%
Earth Scier 2014-15		96%	91%	44%		93%	76%	25%		97%	95%	49%		86%	75%	14%		98%	92%	48%
Earth Scier 2013-14		96%	87%	40%		93%	79%	24%		96%	88%	44%		77%	57%	11%		98%	91%	44%
Earth Scier 2012-13		97%	91%	45%		96%	79%	25%		97%	93%	47%		95%	82%	16%		98%	93%	50%
Liv Env 2016-17	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Liv Env 2015-16	271	100%	97%	69%	59	100%	92%	56%	212	100%	99%	73%	37	100%	84%	30%	234	100%	99%	76%
Liv Env 2014-15		97%	95%	66%		93%	90%	56%		98%	97%	68%		83%	70%	28%		99%	99%	71%
Liv Env 2013-14		97%	96%	72%		90%	87%	65%		98%	97%	73%		84%	80%	29%		100%	100%	82%
Liv Env 2012-13		99%	97%	61%		100%	90%	44%		99%	98%	63%		94%	84%	27%		100%	99%	68%
Chemistry 2016-17	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Chemistry 2015-16	206	100%	79%	25%	25	100%	84%	16%	181	99%	78%	26%	8	100%	63%	25%	198	99%	79%	25%
Chemistry 2014-15		97%	81%	24%		96%	68%	24%		97%	83%	24%		93%	79%	29%		97%	81%	24%
Chemistry 2013-14		97%	81%	24%		94%	88%	25%		97%	80%	24%		90%	60%	10%		97%	82%	25%
Chemistry 2012-13		99%	85%	28%		100%	81%	38%		99%	85%	27%		100%	75%	13%		99%	85%	29%
Physics 2016-17	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Physics 2015-16	97	80%	77%	37%	10	90%	80%	20%	87	82%	77%	39%	4	50%	50%	50%	93	84%	78%	37%
Physics 2014-15		73%	69%	33%		80%	70%	30%		72%	69%	33%		33%	33%	0%		75%	71%	34%
Physics 2013-14		98%	88%	48%		100%	80%	40%		98%	89%	49%		No Dat	No Dat	No Data		No Dat	No Dat	No Data
Physics 2012-13		83%	74%	29%		No dat	No dat	No data		No dat	No dat	No data		No Dat	No Dat	No Data		No Dat	No Dat	No Data
Comp Engli 2016-17	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Comp Engli 2015-16†	12	83%	67%	33%	6	83%	67%	33%	6	83%	67%	33%	3	67%	33%	0%	9	11%	78%	44%
Comp Engli 2014-15		96%	95%	72%		89%	88%	55%		98%	97%	76%		83%	81%	28%		99%	98%	80%
Comp Engli 2013-14		97%	95%	66%		100%	91%	59%		97%	95%	67%		88%	80%	25%		99%	98%	74%
Comp Engli 2012-13		98%	93%	50%		92%	88%	44%		99%	94%	51%		90%	70%	23%		99%	97%	55%
Global Hist 2016-17	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Global Hist 2015-16	302	94%	84%	50%	72	92%	75%	31%	230	95%	87%	56%	45	80%	44%	22%	257	97%	91%	56%
Global Hist 2014-15		92%	84%	46%		86%	72%	28%		94%	87%	52%		68%	51%	8%		97%	91%	55%
Global Hist 2013-14		93%	84%	48%		88%	65%	33%		94%	86%	51%		65%	46%	14%		99%	92%	56%
Global Hist 2012-13		92%	86%	50%		77%	63%	29%		95%	91%	55%		73%	60%	20%		98%	94%	59%
U.S. Histor 2016-17	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
U.S. Histor 2015-16	269	99%	96%	67%	54	96%	94%	52%	215	99%	96%	70%	42	93%	81%	33%	227	100%	98%	73%
U.S. Histor 2014-15		96%	95%	72%		90%	88%	54%		98%	97%	76%		78%	73%	41%		99%	99%	77%
U.S. Histor 2013-14		99%	97%	66%		97%	95%	65%		99%	97%	66%		94%	89%	33%		100%	99%	73%
U.S. Histor 2012-13		97%	95%	72%		82%	79%	50%		99%	97%	74%		81%	72%	33%		99%	98%	77%

	ALL STUDENTS				ECONOMICALLY DISADVANTAGED				NOT ECONOMICALLY DISADVANTAGED				STUDENTS WITH DISABILITIES				GENERAL EDUCATION STUDENTS			
	Total #	Lev 3-5	Lev 4-5	Lev 5	Total #	Lev 3-5	Lev 4-5	Lev 5	Total #	Lev 3-5	Lev 4-5	Lev 5	Total #	Lev 3-5	Lev 4-5	Lev 5	Total #	Lev 3-5	Lev 4-5	Lev 5
CC Algebra 2016-17	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
CC Algebra 2015-16	332	91%	56%	30%	70	70%	36%	13%	262	93%	62%	34%	45	58%	20%	9%	287	97%	62%	33%
CC Algebra 2014-15		77%	29%	14%		60%	12%	5%		83%	34%	18%		27%	4%	0%		87%	34%	17%
CC Algebra 2013-14		79%	28%	13%		69%	20%	10%		81%	30%	13%		35%	3%	0%		86%	32%	14%
CC Algebra 2012-13		Not Gi	Not Gi	Not Given		Not Gi	Not Gi	Not Given		Not Gi	Not Gi	Not Given		Not Gi	Not Gi	Not Given		Not Gi	Not Gi	Not Given
CC Geomet 2016-17	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
CC Geomet 2015-16	223	89%	41%	28%	37	86%	32%	19%	186	90%	42%	30%	9	89%	22%	22%	214	89%	42%	29%
CC Geomet 2014-15		89%	39%	26%		84%	33%	22%		90%	40%	26%		80%	30%	20%		89%	39%	26%
CC Geomet 2013-14		Not Gi	Not Gi	Not Given		Not Gi	Not Gi	Not Given		Not Gi	Not Gi	Not Given		Not Gi	Not Gi	Not Given		Not Gi	Not Gi	Not Given
CC Geomet 2012-13		Not Gi	Not Gi	Not Given		Not Gi	Not Gi	Not Given		Not Gi	Not Gi	Not Given		Not Gi	Not Gi	Not Given		Not Gi	Not Gi	Not Given
CC Algebra 2016-17	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
CC Algebra 2015-16	201	89%	40%	15%	29	86%	38%	17%	172	90%	41%	15%	9	100%	11%	0%	192	89%	42%	16%
CC Algebra 2014-15		Not Gi	Not Gi	Not Given		Not Gi	Not Gi	Not Given		Not Gi	Not Gi	Not Given		Not Gi	Not Gi	Not Given		Not Gi	Not Gi	Not Given
CC Algebra 2013-14		Not Gi	Not Gi	Not Given		Not Gi	Not Gi	Not Given		Not Gi	Not Gi	Not Given		Not Gi	Not Gi	Not Given		Not Gi	Not Gi	Not Given
CC Algebra 2012-13		Not Gi	Not Gi	Not Given		Not Gi	Not Gi	Not Given		Not Gi	Not Gi	Not Given		Not Gi	Not Gi	Not Given		Not Gi	Not Gi	Not Given
CC English 2016-17	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
CC English 2015-16	259	98%	92%	80%	52	96%	79%	62%	207	98%	95%	84%	36	89%	75%	50%	223	99%	94%	84%
CC English 2014-15		Not Gi	Not Gi	Not Given		Not Gi	Not Gi	Not Given		Not Gi	Not Gi	Not Given		Not Gi	Not Gi	Not Given		Not Gi	Not Gi	Not Given
CC English 2013-14		Not Gi	Not Gi	Not Given		Not Gi	Not Gi	Not Given		Not Gi	Not Gi	Not Given		Not Gi	Not Gi	Not Given		Not Gi	Not Gi	Not Given
CC English 2012-13		Not Gi	Not Gi	Not Given		Not Gi	Not Gi	Not Given		Not Gi	Not Gi	Not Given		Not Gi	Not Gi	Not Given		Not Gi	Not Gi	Not Given

Source: data.nysed.gov

***2016-17 and 2015-16 3-8 ELA & Math Exams are not directly comparable to each other, or to previous years. Tests were untimed beginning in 2015-16. Tests were shortened in 2016-1**

****SP students in 8th grade take CC Algebra 1, not Math 8**

†Exam is being phased out. Only given to students from earlier cohorts who are taking it again for a higher (or passing) score.

Data compiled by Patrick Clarke and Soni Murphy

Last updated 8-28-17

	2016					2017					2018				
Regents	Mastery	Proficient	Passing	Total (65-100)	N=	Mastery	Proficient	Passing	Total (65-100)	N=	Mastery	Proficient	Passing	Total (65-100)	N=
CC Alg 1	33%	28%	33%	**94%**	287	42%	34%	21%	**96%**	258	39%	26%	26%	**92%**	280
CC Geo	29%	12%	50%	**90%**	216	25%	15%	47%	**86%**	229	32%	18%	45%	**96%**	213
CC Alg 2	15%	25%	49%	**89%**	201	31%	25%	39%	**96%**	183	32%	27%	35%	**94%**	210
CC ELA	80%	12%	5%	**98%**	257	75%	11%	10%	**96%**	260	69%	11%	13%	**93%**	272
Lv Env	70%		27%	**97%**	266	57%		39%	**97%**	298	68%		27%	**95%**	291
Earth Sci	40%		45%	**85%**	258	59%		31%	**90%**	237	53%		39%	**92%**	267
Chem	25%		53%	**78%**	203	34%		49%	**83%**	169	22%		58%	**80%**	201
Physics	37%		40%	**77%**	97	43%		33%	**76%**	102	54%		29%	**83%**	82
US Hist	67%		28%	**96%**	264	71%		23%	**94%**	261	68%		27%	**95%**	277
Global	54%		32%	**87%**	276	55%		36%	**91%**	295	58%		35%	**93%**	272
CC:	85-100	80-84	65-79	65-100		85-100	80-84	65-79	65-100		85-100	80-84	65-79	65-100	
Standards:	85-100		65-84	65-100		85-100		65-84	65-100		85-100		65-84	65-100	

Appendix E: Mission Statements

Vestal Central School District:

The Vestal Central School District believes each student is unique and can learn. The District's mission is to provide instruction, programs, strategies and challenges in a caring, positive learning environment. Each student will become a critical thinker, a lifelong learner and a responsible, contributing citizen in a changing global society. The Board of Education, staff, parents, students and community share a commitment to this mission.

International Baccalaureate:

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB Learner Profile promotes students to embrace the following values:

- Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
- Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
- Thinkers: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
- Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
- Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
- Open-Minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
- Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
- Balanced: We understand the importance of balancing different aspects of our lives -- intellectual, physical, and emotional -- to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
- Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.
- Risk-Takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Appendix F: Action Inquiry Model

Vestal Central School District
Redefining Shared Decision Making in Vestal: Collaborative Action Inquiry Model
Dr. Laura Lamash, Assistant Superintendent for Instruction
January 2017

I. Rationale

The purpose of this proposal is to set up a process for strategic planning and action unique to the Vestal district; a process that supports our district's commitment to a dynamic process of planning and decision making based on the district's mission, shared values and established beliefs about authentic, enduring learning and teaching.

In 1994, CR 100.11was put into practice requiring all school districts to provide for the participation of parents and teachers in school-based planning and shared decision-making for the following purpose: "…to improve the educational performance of all students in the school, regardless of such factors as socioeconomic status, race, sex, language background, or disability." In 2015, the Every Student Succeeds Act (ESSA) sets the stage for local control and stronger family-community partnerships. This proposal formalizes the processes our district has in place for authentic shared decision making to ensure the participation of all stakeholders in the ongoing development of our district's instructional model and vision.

The shared decision-making process in Vestal adheres to these guidelines through the activities of the Building Planning Teams (BPT) that meet regularly and the District Planning Group (DPG) that meets two to three times a year:

- The Building Planning Teams may vary in size, but consist of the following representation:
  - Building administration (principals, assistant principals)
  - Faculty (teachers, counselors)
  - Paraprofessionals
  - Parents
  - Students (high school only)

- The District Planning Group consists of representatives from each BPT as well as representatives from the Vestal school board, the professional development team, the following associations:
  - Association for Vestal Support Professionals (AVSP)
  - Vestal Administrators Association (VAA)
  - Vestal Teachers Association (VTA)

II. District Priorities

A. Rationale

Beginning in 2013, the district strategic planning transitioned from using an action plan with five year goals to the development of annual priorities. The rationale for this change was as follows.

> The intensification of state mandates related to curriculum, assessment, and accountability, needed a more dynamic and responsive model that was process driven rather than goal driven. To this end, the outcomes for all curriculum and professional initiatives should be the steady improvement of student academic achievement. But for this to happen requires that a multiple set of factors be attended to simultaneously:
>
> - Student engagement: How are social, emotional and environmental factors impacting students' ability to access curriculum and instruction?
> - Teacher experience with new and existing curriculum and instructional models: The amount of time a teacher and principal have becoming knowledgeable in curriculum must be taken into account for long-term planning. Professional learning takes years.
> - "Age" of initiative: We know that coherence of curriculum and instruction requires multiple years for it to impact student performance; students must have prolonged exposure to a new initiative over multiple years.
> - Professional and curriculum development: There needs to be ongoing and integrated support of teachers and principals over multiple years in order for initiatives to be learned, understood, and eventually, integrated within our district and school cultures.
> - K-12, grade level, and course alignment: In order to ensure that curriculum is both coherent and integrated, the priorities allow for understanding how initiatives and activities contribute to a K-12 alignment.

At the same time, our district and all districts must be flexible and adaptive in responding to state and federal mandates, changing policy requirements, and social and economic trends.

B. Development and Feedback

District Priorities began in 2013 as a list of all current initiatives. Each year, initiatives are either carried forward or removed from the list. In this way, we can monitor the progression of an initiative from year to year.

- The list is comprehensive. This is to ensure that while we may not be actively focusing on an item, we do not lose sight of it in the broad long range plan.
- The list is flexible and designed to guide short-term and long range planning and related activity and events that need to happen.
- The list promotes an integrated approach to curriculum and professional development.
- The list is a compilation by the professional development team of feedback from all district stakeholders and many different stakeholder groups:
  - Committees: Professional Development Committee, RTI (District and Building)
  - Departments
  - Building Planning Teams and District Planning Group
  - Board of Education
  - Technology advisory committees
  - Building and district administration

- The list is responsive to feedback and data from multiple sources:
  - Discussions, surveys and evaluations conducted during workshops
  - Collaborative team planning summaries from early release day activities

C. K-12 Vision

Moving forward, we need to build stronger connections between the district priorities, the district planning group and the building planning teams. The Vestal district recognizes that each building is unique in its culture. What unites all buildings are the priorities and a commitment to a K-12 vision for student growth and development.

What is the power of a K-12 vision? Our district recognizes that there is a difference between a student's experience of schooling and a teacher's experience of school.

- Teachers have multiple years to work with a set curriculum. To this end, planning must take into account the evolution of a teacher's relationship to his/her content and methods.
- Students have one year or one semester, at which point they transition to another layer of curriculum. What is often overlooked is that not only does curriculum change for the student, but its presentation. Each year, while students may be studying writing or math, they must adapt to different teaching methods, language, expectations, and models.

The extent to which our faculty can work together to coordinate curriculum and instruction to bring K-12 alignment to a student's experience, will provide students with coherent opportunities to learn, practice, apply and master essential skills and content.

K – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10 – 11 – 12	
Student	K – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10 – 11 – 12
Continuous	→
Teacher	K – K – K – K …
Teacher	1 – 1 – 1 – 1 …
Teacher	6 – 6 – 6 – 6 …
Teacher	9 – 9 – 9 – 9 …
Discrete	→ → → → → → → → → → → →

This chart expresses the qualitative difference between a student's experience of school over 13 years and a teacher's experience. A teacher's experience is "discrete"; he/she repeats a grade level. Because a student progresses through the grades, they do not have repeated exposure to prior models/concepts/content. It is for this reason that vertical alignment is important.

Vestal Action Inquiry Cycle

1. Defining a Focus

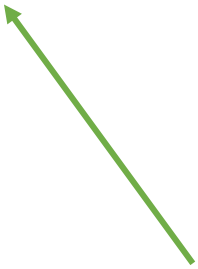
a. Evaluate their prior actions (action inquiry) by comparing anticipated and actual outcomes based on qualitative and quantitative data and feedback.
b. Review the district priorities;
c. Relate prior actions and annual district priorities to themes, interests, and concerns of relevance at the building level.

2. Developing a Context and Identifying an Inquiry Question

a. Team generates and documents (through charts, brainstorming) their local "knowledge" and understanding around this focus;
b. Team develops a clarifying question to guide the focus inquiry;
c. Team develops supporting questions that identify areas requiring research or to corroborate the assumptions or beliefs framing the focus inquiry.

3. Collecting and Analyzing Data

- What stories does the data tell?
- Are there parts of the story missing?
- Is it the story we want to hear?



4. Designing and Implementing an Action Inquiry

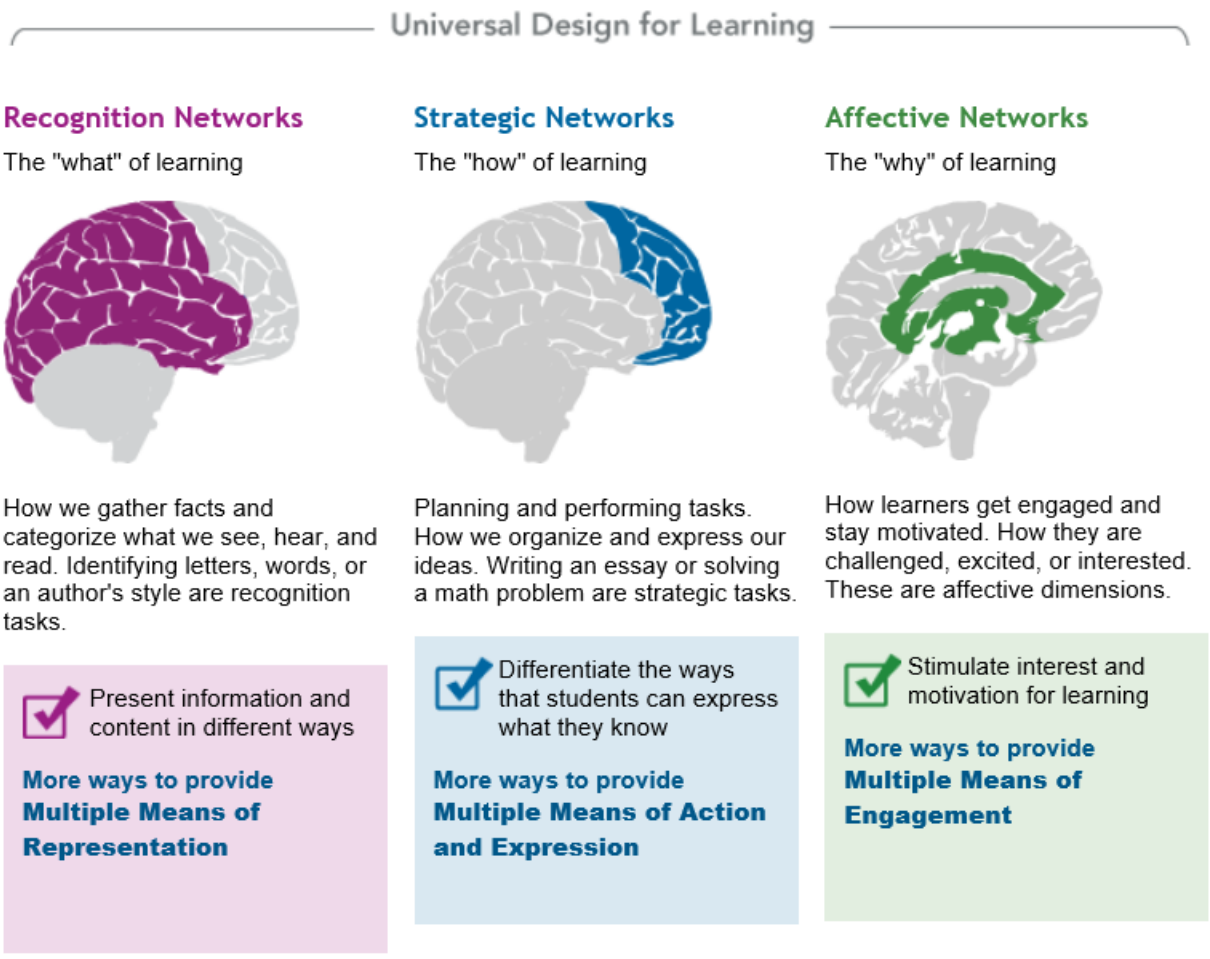
a. Area of focus
b. Rationale for selecting area of focus
c. What the data tells us
d. Action steps
e. Anticipated outcomes
f. Assessment of inquiry

Appendix G: Universal Design for Learning Overview and Guidelines

(Adapted from http://www.udlcenter.org/)

Universal Design for Learning is a set of principles for curriculum development that give all individuals equal opportunities to learn.

- UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.
- Why is UDL necessary? Individuals bring a huge variety of skills, needs, and interests to learning. Neuroscience reveals that these differences are as varied and unique as our DNA or fingerprints. Three primary brain networks come into play:



Provide Multiple Means of Engagement

Purposeful, motivated learners

Provide options for self-regulation

+ Promote expectations and beliefs that optimize motivation
+ Facilitate personal coping skills and strategies
+ Develop self-assessment and reflection

Provide options for sustaining effort and persistence

+ Heighten salience of goals and objectives
+ Vary demands and resources to optimize challenge
+ Foster collaboration and community
+ Increase mastery-oriented feedback

Provide options for recruiting interest

+ Optimize individual choice and autonomy
+ Optimize relevance, value, and authenticity
+ Minimize threats and distractions

Provide Multiple Means of Representation

Resourceful, knowledgeable learners

Provide options for comprehension

+ Activate or supply background knowledge
+ Highlight patterns, critical features, big ideas, and relationships
+ Guide information processing, visualization, and manipulation
+ Maximize transfer and generalization

Provide options for language, mathematical expressions, and symbols

+ Clarify vocabulary and symbols
+ Clarify syntax and structure
+ Support decoding text, mathematical notation, and symbols
+ Promote understanding across languages
+ Illustrate through multiple media

Provide options for perception

+ Offer ways of customizing the display of information
+ Offer alternatives for auditory information
+ Offer alternatives for visual information

Provide Multiple Means of Action & Expression

Strategic, goal-directed learners

Provide options for executive functions

+ Guide appropriate goal-setting
+ Support planning and strategy development
+ Enhance capacity for monitoring progress

Provide options for expression and communication

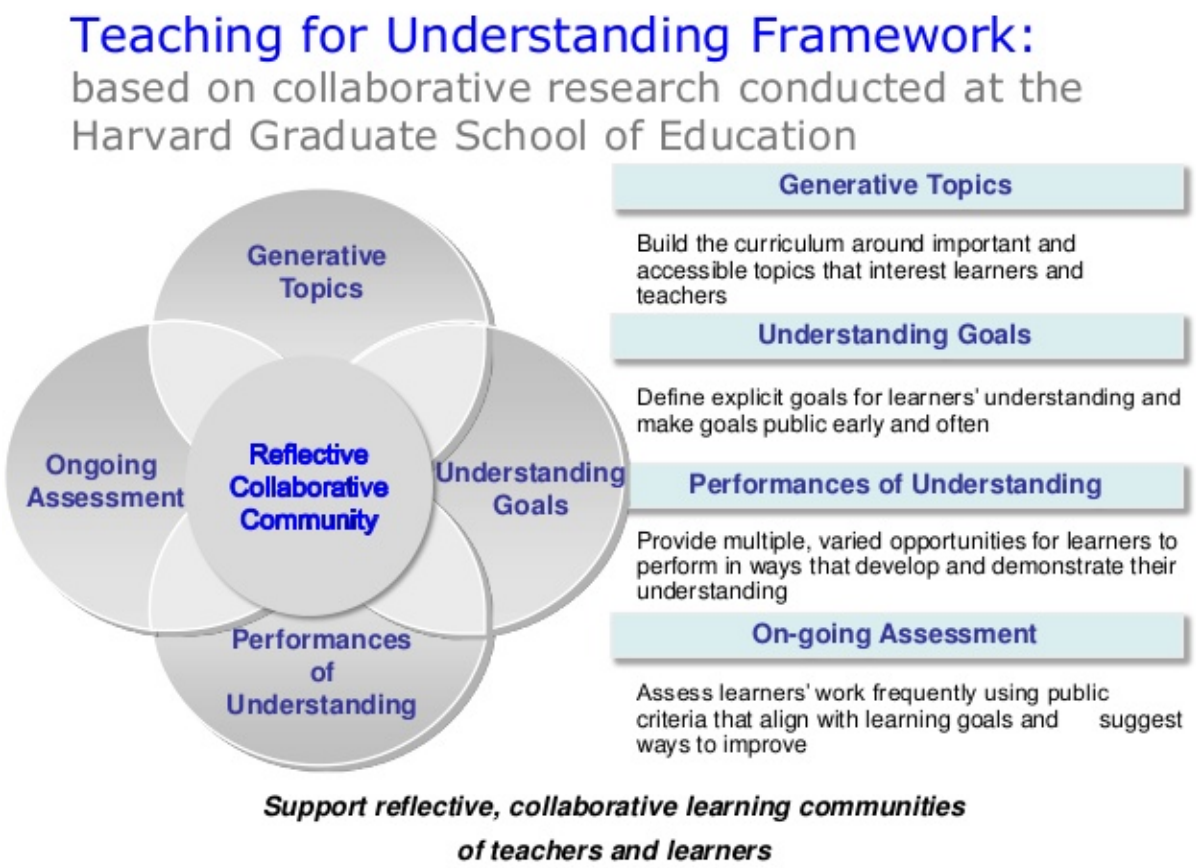
+ Use multiple media for communication
+ Use multiple tools for construction and composition
+ Build fluencies with graduated levels of support for practice and performance

Provide options for physical action

+ Vary the methods for response and navigation
+ Optimize access to tools and assistive technologies

Appendix H: Teaching for Understanding Overview and Guidelines
(Adapted from http://www.pz.harvard.edu/projects/teaching-for-understanding)

Harvard University's Graduate School of Education developed Teaching for Understanding (TfU)as a model of teaching and learning. Harvard's research on Teaching for Understanding helps educators to answer two essential questions: What does it mean to understand something? And what kinds of curricula, learning experiences, and assessment support students in developing understanding? The Teaching for Understanding framework that was developed through this research helps educators take students beyond the simple mastery of facts to being able to apply knowledge flexibly in unfamiliar contexts. The framework helps educators 1) identify topics, concepts, and skills that are worth understanding; 2) frame goals that help students focus on the most important aspects of those topics; 3) engage students in challenging learning experiences that help to build and demonstrate their understanding; and 4) develop assessment practices that help to deepen student understanding.



Appendix I: CTLE Certification

From: CTLEsponsor [mailto:CTLEsponsor@nysed.gov]
Sent: Thursday, March 16, 2017 10:42 AM
To: Lamash, Laura M <LMLamash@vestal.k12.ny.us>

We attempted to send this email back in December.

-David P.
Office Asst. 2
Office of Teaching Initiatives
Higher Education
New York State Education Department

Sponsor Name: Jeffrey Ahearn

The New York State Education Department (NYSED) has received your application to be an approved Sponsor of Continuing Teacher and Leader Education (CTLE) pursuant to Section 80-6 of the Regulations of the Commissioner of Education.

As a result of the review of the submitted information, your application has been approved. The term of approval is five years, beginning July 1, 2016 and ending June 30, 2021. At least three months prior to the end date, you should reapply for approval should you wish to continue to be an approved Sponsor of CTLE.

Your identification number for purposes of issuing the Certification of Completion form and electronic reporting is 1016. This number is unique to the Sponsor and must be on every certification you issue. If using the Department's form, this number must be documented in Section III of the form.

If you are a School District and you make changes to your professional development plan, the revised plan must be uploaded into TEACH using the "District CTLE Sponsor Application" link.

When corresponding with the NYSED regarding your status as an approved Sponsor of CTLE, please include your unique Sponsor identification number and send correspondence to CTLEsponsor@nysed.gov or CTLE Sponsor, Office of Teaching Initiatives, New York State Education Department, 89 Washington Avenue, Albany, New York 12234. We wish you success as you implement this training to increase teacher knowledge.

Sincerely, Ann Jasinski

If you have any questions please visit the Office of Teaching Website

Appendix J: Blueprint for Improved Results for Students with Disabilities

http://www.p12.nysed.gov/specialed/publications/2015-memos/documents/blueprint-students-disabilities-special-education.pdf

Guiding Principles

The following principles will be used by the State to review policy, technical assistance and other improvement activities. School districts and schools are encouraged to use these principles to review practice and to identify and act on areas where improvement is needed.

STUDENTS ENGAGE IN SELF-ADVOCACY AND ARE INVOLVED IN DETERMINING THEIR OWN EDUCATIONAL GOALS AND PLANS.

This is evident when:

- Students participate in individualized education program (IEP) meetings.
- *Students create and monitor their progress towards academic and social goals.*
- *Students engage in career planning and selection of courses of study to prepare them for post-secondary living, working and learning.*

PARENTS, AND OTHER FAMILY MEMBERS, ARE ENGAGED AS MEANINGFUL PARTNERS IN THE SPECIAL EDUCATION PROCESS AND THE EDUCATION OF THEIR CHILD.

This is evident when:

- *Parents report that they understand the special education process and their due process rights and actively participate in the development of their child's IEP.*
- *Parents understand what their child is expected to know and be able to do to progress toward the State learning standards.*
- *Parents and educators engage in frequent, respectful and open discussion of the educational needs of the student.*
- *Families are invited into and feel welcome in all school environments.*
- *Parents have the information they need about effective strategies to support their child's learning and support transition from school to post-school activities.*

TEACHERS DESIGN, PROVIDE AND ASSESS THE EFFECTIVENESS OF SPECIALLY-DESIGNED INSTRUCTION TO PROVIDE ACCESS FOR STUDENTS WITH DISABILITIES TO PARTICIPATE AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM.

This is evident when:

- All teachers are responsive to the pedagogical needs of students with disabilities.
- *All students receive instruction in curriculum aligned with the State's Learning Standards.*
- IEPs are developed in consideration of grade level standards.
- *IEPs are implemented and reviewed by educators, families and students to ensure that students are meeting their annual goals.*
- *Special and general education teachers of students with disabilities engage in intentional collaborative lesson planning to meet the needs of each individual student with a disability.*
- *Individual student data are used to inform and design instruction for students with disabilities to progress toward grade level standards.*
- *Students with disabilities receive instructional materials in alternative formats at the same time as other students in the class receive their instructional materials.*

TEACHERS PROVIDE RESEARCH-BASED INSTRUCTIONAL TEACHING AND LEARNING STRATEGIES AND SUPPORTS FOR STUDENTS WITH DISABILITIES.

This is evident when:

- *All teachers develop lessons that allow multiple entry points and multiple modes of engagement for students with diverse needs.*
- *All teachers are knowledgeable and skilled in providing explicit instruction in academics and social-emotional learning.*
- *Students with disabilities are taught strategies for self-regulated learning across the content areas.*
- *All teachers continually assess students' understanding of lessons to improve and target instruction to student needs.*
- *Students' individualized needs for assistive technology devices and services are considered and accommodated.*

SCHOOLS PROVIDE MULTI-TIERED SYSTEMS OF BEHAVIORAL AND ACADEMIC SUPPORT.

This is evident when:

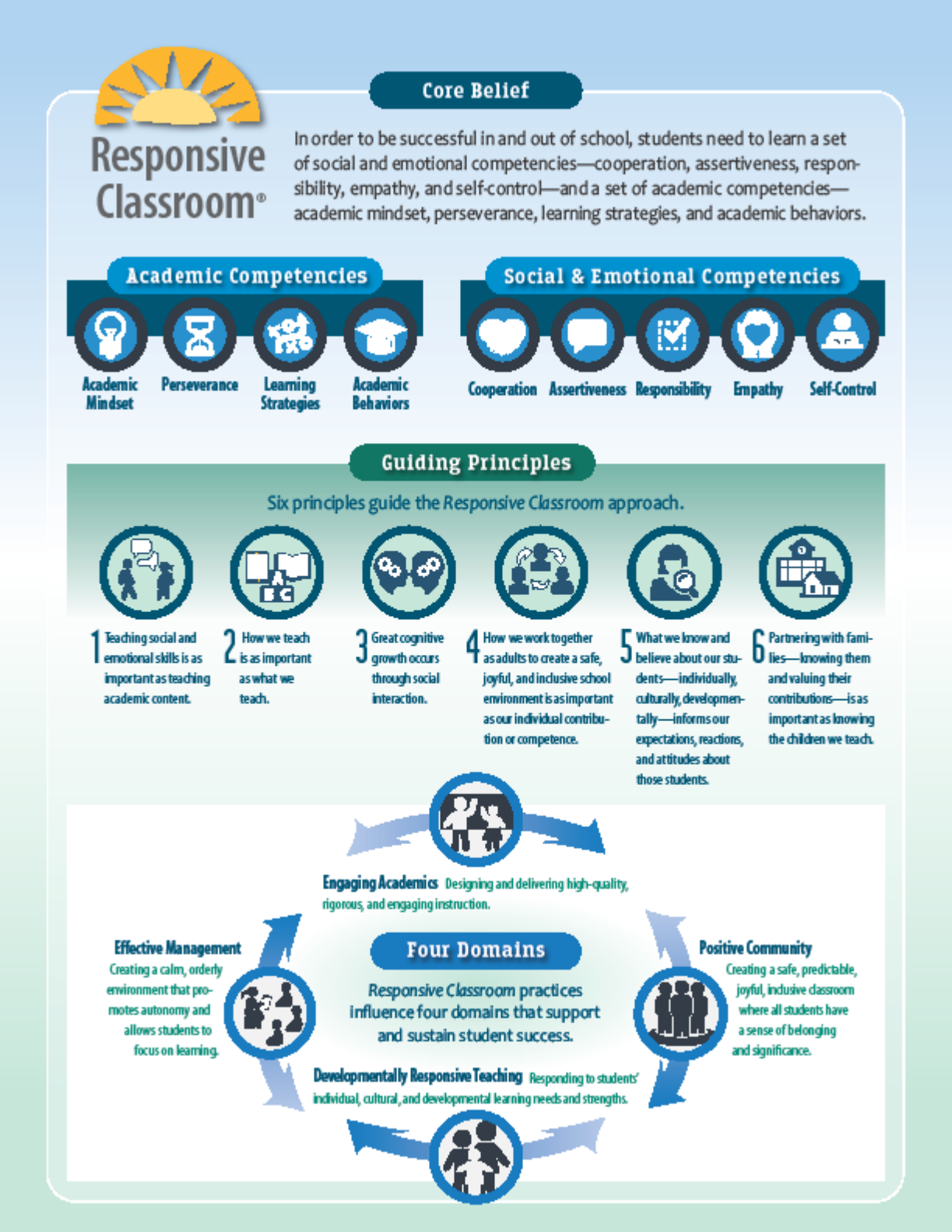
- *Educators collect and analyze student outcome data to plan, organize, deliver and evaluate the effectiveness of school-wide programs and instruction for all students.*
- *Educators disaggregate and analyze outcomes for students with disabilities to improve school-wide programs and interventions.*
- *Educators collect and analyze data to identify individual students in need of additional support.*
- *Evidence-based interventions are provided in a timely manner to students needing more support.*
- *Progress monitoring data are collected and inform decisions about the effectiveness and/or need for modification to those interventions.*

SCHOOLS PROVIDE HIGH-QUALITY INCLUSIVE PROGRAMS AND ACTIVITIES.

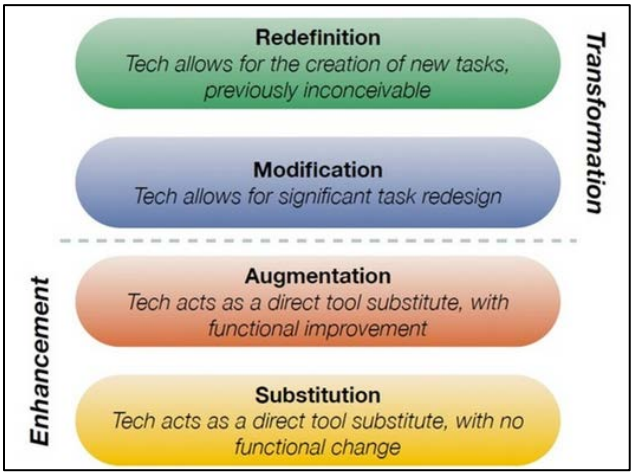
This is evident when:

- *Educators use the full continuum of services to ensure that students with disabilities are educated in the least restrictive environment.*
- *The needs of the students are the primary consideration in the configuration of special education programs and services to be provided to students with disabilities.*
- *District/school leaders allocate human and financial resources to support scheduling and planning time to ensure all students receive rigorous and appropriate instruction throughout the continuum of special education programs and services.*
- *Students with disabilities in inclusive settings are provided the accommodations and explicit and specially-designed instruction needed to progress in the curriculum.*

Appendix K : Responsive Classroom



Appendix L: Technology Integration SAMR Model



The SAMR Model Explained
From: https://www.schoology.com/blog/samr-model-practical-guide-edtech-integration

The SAMR model is made up of four steps—Substitution, Augmentation, Modification, and Redefinition. Substitution and Augmentation are considered "Enhancement" steps, while Modification and Redefinition are termed "Transformation" steps.

Substitution: *At this stage, technology is directly substituted for a more traditional one. It is a simple, bare-bones, direct replacement. For example, if you are teaching a government lesson on the Constitution, you might use an electronic or web-based version of the document instead of a hard copy. Students might also answer questions about the Constitution using a Microsoft Word instead of filling out a worksheet. Substitution might also include a student using Keynote, PowerPoint, Prezi, Slides, or a similar program to present information about an article or amendment to the class. In this step, you ask yourself what we stand to gain by replacing traditional tools with technology. Invariably, some situations will be better served with pen and paper.*

Augmentation: *The technology is again directly substituted for a traditional one, but with significant enhancements to the student experience. In other words, you ask yourself if the technology increases or augments a student's productivity and potential in some way. Returning to the Constitution example, a student might augment a presentation on, say, the 14th Amendment with a video clip of how equal protection under the law was enforced during school desegregation. It could also include interactive links to relevant supreme court decisions, such as Plessy v. Ferguson or Brown v. Topeka Board of Education.*

Modification: *In this stage, you are beginning to move from enhancement to transformation on the model. Instead of replacement or enhancement, this is an actual change to the design of the lesson and its learning outcome. The key question here—does the technology significantly alter the task? A student presenting research on the 14th Amendment, to continue our example, might create his or her own unique graphic organizer for the class that not only includes the usual multimedia resources but represents a new product or synthesis of existing material. As another example, a group of students might collaborate in a cloud-based workspace to propose a modern definition of equal protection under the law and solicit feedback on their proposals from classmates.*

Redefinition: *The last stage of the SAMR model is Redefinition and represents the pinnacle of how technology can transform a student's experience. In this case, you ask yourself if the technology tools allow educators to redefine a traditional task in a way that would not be possible without the tech, creating a novel experience. For example, after completing their group work and soliciting feedback from classmates (both tasks that could be completed "offline" although arguably not with the same experience as in the modified format), students could utilize technology to network with students several states away to see how regional differences impact how others think about the Constitution. Taking it a step further, students could even interact in real time with citizens in another country to examine key differences in constitutional philosophy and law. This can bridge the gap between K-12 and higher education as it did in this digital citizenship project.*