



Manchester-Shortsville CSD

Organizational Professional Development Plan
2017-2018

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District Mission:

The Mission of the Manchester-Shortsville Central School District is to challenge all learners and to work in partnership with students, parents, and community to achieve high standards.

District Vision:

Every employee of the District plays a vital role in the success of our students. With uncompromising commitment in the pursuit of excellence, we will meet the unique needs of every student, regardless of social advantage, race, or gender, and ensure he or she has a safe learning environment and acquires necessary foundational skills. We will promote healthy habits and provide challenging, real-world learning experiences. We will cultivate student ownership for goal-setting, learning, and citizenship by partnering with families and community groups. We will promote a learning environment of critical thinking, creative problem-solving, self-direction, and collaboration in order to maximize each student's ability and potential to succeed in an ever-changing, highly technical, and diverse world. Together, we will develop and maintain the highest level of ethical and professional practice, demonstrating a culture of respect, cooperation, and pride, with care and dignity for all.

District Core Beliefs:

EXCELLENCE

Challenge and learning are the goals and rewards.

LEADERSHIP

We are all leaders and role models.

DIGNITY FOR ALL

Everyone is treated with dignity, and contributions are heard, valued, and encouraged.

COMMUNICATION

Open and honest dialogue ensures that we are all working towards a common goal.

COLLABORATION

Working together is critical to our success.

CONTINUOUS IMPROVEMENT

We are all accountable for continually improving our practice.

STUDENTS FIRST

We are responsive to the needs of all students.

RESOURCEFULNESS

We seek out educational opportunities within and beyond the walls of our school.

FISCAL RESPONSIBILITY

We use our resources responsibly.

PRIDE

We respect ourselves, each other, and our school.

Introduction

I. Professional Development Mission:

The purpose of professional development is to improve the quality of teaching and learning by ensuring that teachers remain current with their profession and meet the learning needs of their students. Professional development is a means for the instructional staff to continually strengthen and reinforce content and skills as they relate to the effective management of students and the higher learning standards. The Professional Development Mission of the Manchester-Shortsville Central School District is to provide ongoing staff development to the instructional staff to ensure that they have the knowledge and skills necessary to maximize student success through engaging curriculum, current methodologies, reflective learning, and data-driven results. Data may include, but is not limited to:

- State Assessments
- Standardized Tests
- Diagnostic Assessments
- Local Assessments/Benchmarks
- Attendance Rates/Dropout Rates
- Disciplinary Reports
- Professional Development Reflections
- School Report Card
- Professional Development Needs Assessment/Survey

II. **District Professional Development Expectations:**

It is an expectation of the Manchester-Shortsville Central School District that the Professional Development Program is aligned to District Outcomes and State Mandates.

It is recommended that the program include:

- a. A demonstrated alignment to District Outcomes and initiatives and the New York State Common Core and Learning Standards
- b. A diagnostic/prescriptive methodology
- c. Outcomes that focus on increased student achievement
- d. An opportunity for all instructional staff to participate

Delivery of Instructional Professional Development can include:

- a. Planned in-service programs, courses, seminars, and workshops offered both within District, and through other agencies, as well as online options
- b. Classroom visitations and attendance at professional conferences and meetings
- c. New teacher training programs with follow-up support
- d. District-wide Superintendent's Conference Days
- e. Early release days for professional development and engagement in professional learning communities

Starting July 1, 2016, a new State law requires all permanently or professionally certified teachers and Level III teaching assistants working in public schools or BOCES to register online with the State Education Department. Re-registration will be required every five years. School guidance counselors, school psychologists, and school social workers are categorized as "Pupil Personnel" and are NOT impacted by this new requirement.

The law also includes new professional development requirements called Continuing Teacher and Leader Education (CTLE). Professionally certified teachers and Level III teaching assistants are required to complete **100 hours** of state-approved CTLE professional development within each five-year registration cycle. Professional development completed on or after July 1, 2016, but before your birth month, will count as CTLE hours, SED says. However, CTLE hours cannot be carried over from one five-year registration period to another.

Certificate holders who must complete CTLE hours are now also required to maintain a record of their CTLE hours for three years after each five-year registration period.

The District has purchased an annual subscription with Frontline Technologies - My Learning Plan Inc. My Learning Plan Inc. is a web-based educator evaluation and professional learning data management solution.

The content of the Manchester-Shortsville Central School District's Professional Development Plan is being supported in part by BOCES (Mid-West JMT: Wayne-Finger Lakes, Monroe 1, Monroe 2, Genesee Valley), RBERN, RSE-TASC, Teacher Centers, Regional Information Centers, and approved vendors.

Professional Development Opportunities at Manchester-Shortsville CSD:

There are multiple opportunities for professional development in the Manchester-Shortsville School District. Superintendent's Day Conferences focus on content that is required for all staff, as well as differentiated content to address specific stakeholders that are involved. Staff are also encouraged to engage in individualized and self-directed professional development based on personal goals set by the teacher. Professional development opportunities must be directly related and appropriate to achieving mastery of the New York State Common Core & Learning Standards and be connected to improving student performance specific to these standards.

Required Professional Development: New Teacher to the District

Upon being hired as a new teacher to the Manchester-Shortsville Central School District, teachers will be required to complete a training program within their first four years of employment. It is critical that the program not only teach proven methodologies related to best practices, but also provide an essential component to the effectiveness of any teaching/learning process: follow-up support within the classroom by the Assistant Superintendent and other professionals who are focused on specific skills needed by teachers who are new to our District.

Depending upon the experience of the newly hired staff member, the District may choose to offer two strands of professional development; one for teachers new to the profession, and one for teachers new to the District. This will allow for a more in-depth focus on classroom management skills that may not be necessary for teachers new to the District. Teachers who are new to the District will be given the option to participate in either strand.

Professional Development Committee Membership

Name	Title
Samantha Cassavaugh	7th grade ELA Teacher
Erin Gerbasi	High School Social Studies Teacher
Kristine Guererri	Assistant Superintendent (Supt. Designee/Administrative Rep./Curriculum Specialist)
Vicky Towne	Elementary Literacy Specialist

New York State Department Regulations and Requirements

This Professional Development Plan is in compliance with Commissioner's Regulations 100.2 (dd) that requires each district and BOCES to collaboratively create professional development plans that are reviewed annually. Additionally, professional development activities outlined in this Plan provide teachers with the opportunities needed to meet and maintain the Continuing Teacher Leader Education (CTLE) requirements as defined by The Board of Regents in Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional, and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders.

Manchester-Shortsville CSD, Wayne-Finger Lakes (W-FL) BOCES, and other approved professional development providers will provide professional certificate holders with certificates, physical or electronic, acknowledging completion of workshops, trainings, and professional development opportunities qualifying for CTLE credits. Such certificates will include: participant's name, title of the program attended, date and location of program, number of hours completed, and sponsor's name.

The content of the Manchester-Shortsville CSD's Professional Development Plan is being supported in part by BOCES, RBERN, RSE-TASC, Teacher Centers, Regional Information Centers, and other approved school districts and vendors.

Philosophy

The purpose of the Plan shall be to improve the quality of teaching and learning by ensuring that all administrators, teachers, teaching assistants, and other instructional staff participate in substantial professional development in order that they remain current with their profession and meet the learning needs of their students. We are committed to high-quality professional development to provide ongoing growth for practitioners within our organization, as well as to the assessment of ongoing professional development initiatives. Professional development provided to internal employees is tailored to the needs of the individual District and building, progresses across grade levels (PreK-graduation), and when appropriate, is continuous and sustained.

We strive to provide professional development in alignment with the New York State Professional Development Standards (<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 educator's 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 skills 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 their children's education.

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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.

Organizational Professional Development Goals

Goal # 1: Using data analysis and instructional action plans as well as other data, to create, maintain, and evaluate curriculum documents that are horizontally and vertically aligned and aligned with the New York State Common Core Standards. Using a variety of data sources, we will develop and implement instructional action plans based on the NYS Common Core and Learning Standards. These plans will inform instruction, as well as horizontal and vertical alignment of curriculum.

Goal # 2: To develop a collaborative culture that nurtures ongoing professional growth across the District.

Goal #3: To provide and maintain a system that supports new teachers to the District during their first four years of employment.

Goal #4: To provide a mentoring program for first-year teachers that meets their needs and increases their success during their first year of teaching and to provide training to mentors who are new to that role.

Goal #5: To provide training in language acquisition that is aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.

Goal #6: 100% of staff will meet the State requirement for school violence and intervention training.

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ACTION PLANS:

Goal # 1: Using data analysis and instructional action plans as well as other data, to create, maintain, and evaluate curriculum documents that are horizontally and vertically aligned and aligned with the New York State Common Core Standards. Using a variety of data sources, we will develop and implement instructional action plans based on the NYS Common Core and Learning Standards. These plans will inform instruction, as well as horizontal and vertical alignment of curriculum.

Need Statement: Curriculum needs to be implemented consistently across and between grades levels.

Action Steps	Person(s) Responsible	Timeline	Evidence
1. Staff will work together to develop unit maps that are aligned both horizontally and vertically for ELA and Math	Assistant Superintendent, Building Principal	2017-2018 and ongoing	Unit maps available Google and in eDoctrina
2. Conduct curriculum revisions: <ul style="list-style-type: none"> ● 2017-2018 Focus <ul style="list-style-type: none"> ○ K-6 ELA Units (Jan Plan, IRA, Genre Study, Guided Reading) ○ 3-5 Writing (Being A Writer) ○ K-12 Social Studies - unit development aligned with new 10th grade RE with Kristen Henry and Erin Gerbasi ○ K-5 Science STEMScopes Implementation ○ 3-5 Math Mapping ○ 6-8 ELA & Math Unit Revisions ○ 6-12 Grammar Strand ○ 6-12 Business Unit Development 	Individual Teachers, Building Principals, Assistant Superintendent	2017-2018 and ongoing	Curriculum maps/units are living documents and will be revised on an ongoing basis
3. Provide training/staff development for teachers in curriculum writing format, instructional strategies, assessment development, and analysis	Teachers, Building Principals, Assistant Superintendent	2017-2018 and ongoing	Training will occur, units will be written, and strategies will be implemented based on results of assessment data analysis

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4. Assessment data results will be used to drive curriculum development and classroom instruction	Teachers, Building Principals, Assistant Superintendent	2017-2018 and ongoing	Assessment analysis results, instructional action plans, curriculum revisions, increased student achievement
5. Curriculum development/revisions will be shared during PLC meetings, faculty meetings, conference days, staff development meetings, or through written communications	Teachers involved in the writing of curriculum, Building Principals	Ongoing	Presentations, written communications, e-Doctrina updates

Goal # 2: To develop a collaborative culture that nurtures ongoing professional growth across the District.

Need Statement: There is a need to increase connections and dialogue between all three buildings, within grade levels, and across disciplines in regard to professional development.

Action Steps	Person(s) Responsible	Timeline	Evidence
1. Communication will be increased by making faculty and staff aware of all professional development opportunities available in and out of district through My Learning Plan.	Building Principals, Assistant Superintendent, Department or Grade Level Chairs	Ongoing	Increased involvement in professional development
2. Teachers will be required to register for all professional development in MLP so that substitutes are immediately requested. Principals will respond within 24 hours to automatic notifications from MLP to approve requests.	Teachers	Ongoing	All professional development requests will be present in MLP. Teachers will receive on-demand professional development to assist them with using MLP.
2. Information and strategies acquired from Out-of-District professional development will be shared with other staff upon returning.	Building Principal, Attendees	Ongoing	Presentations at PLC's, faculty meetings, and Superintendent's Conference Days

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<p>3. Collaboration between the special education service provider and the student's general education teachers will occur as soon as possible in September to share needs of students and strategies that work, with a follow-up meeting to occur later in the fall. Principals will meet with special education teachers in the fall to assure services are scheduled and teachers have resources for data collection aligned with IEP goals. General education teachers will read the IEP's of students in their classes and sign off that they understand their responsibilities after conferring with the special education teacher(s).</p>	<p>Coordinator of Special Services, Building Principals, Teachers</p>	<p>Annually</p>	<p>Meetings will occur and general education teachers will sign off</p>
<p>4. Explore ways to create opportunities for professional dialogue. Principals will be asked to include opportunities during faculty meetings.</p>	<p>Superintendent, Assistant Superintendent, Building Principals, Faculty, Staff</p>	<p>Ongoing</p>	<p>PD dialogue is included on faculty meeting agendas</p>
<p>5. Seek meaningful feedback from participating faculty and staff on any District-provided (in-house) professional development opportunities.</p>	<p>Presenter</p>	<p>Ongoing</p>	<p>Participants will complete a reflection need to determine if this is REQUIRED for teachers on 100 hour plan</p>
<p>6. Support building council plans' initiatives through professional development opportunities.</p>	<p>Teachers, Administrators</p>	<p>Ongoing</p>	<p>Professional development aligned to building council plans</p>

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Goal #3: To provide and maintain a system that supports new teachers to the District during their first four years of employment.

Need Statement: The District recognizes the need to recruit and retain new teachers and administrators, and provide them with the skills and experiences necessary to promote growth that will lead to strong student academic achievement.

Action Steps	Person(s) Responsible	Timeline	Evidence
<p>1. Meetings for first-year teachers will occur to learn instructional strategies based on needs - two paths will be provided to teachers, one for teachers who are “new” to teaching (first three years) and one for teachers who are new to Red Jacket, whenever possible based on teacher schedules. Teachers new to Red Jacket will meet monthly with the Assistant Superintendent and a variety of other staff members.</p>	<p>Assistant Superintendent, First Year Teachers</p>	<p>Summer & Monthly meetings</p>	<p>Description of training in My Learning Plan, agendas, notes from meetings, pre and post surveys as needed</p>
<p>2. New teachers in their first year of teaching will have a mentor appointed, per the RJFA Contract.</p>	<p>First Year Teachers, Mentors</p>	<p>Annually</p>	<p>Mentor Log & Checklist, as well as informal program feedback to be submitted by the new teacher to the mentor. The mentor log will be provided to District Office and maintained in the new teacher’s personnel file. The Superintendent will complete the mentoring statement in TEACH upon receiving the mentor log.</p>
<p>3. Teachers in their second and third year at RJ will be invited to meet on a bimonthly basis to focus specifically on instructional action planning and curriculum mapping.</p>	<p>Assistant Superintendent, Principals Teachers</p>	<p>Bimonthly</p>	<p>Teachers new to RJ will have instructional action plans and curriculum maps/units in either eDoctrina or Google and they will be updated at bimonthly meetings</p>
<p>4. Teachers in their final year prior to tenure (3rd if tenured</p>	<p>Assistant Superintendent, Principals</p>	<p>Bimonthly in final year prior to</p>	<p>Assistant Superintendent and teacher will share a Google doc to document the goal and work completed</p>

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previously, otherwise 4th year) will meet with the Assistant Superintendent in the fall of that year to develop a goal for the year that they will focus on. Bimonthly meetings will focus on meeting that goal and providing necessary PD.	Teachers	tenure	throughout the year prior to tenure
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Goal #4: To provide a mentoring program for first-year teachers that meets their needs and increases their success during their first year of teaching.

Provisions for Mentoring Program:

All new teachers at Manchester-Shortsville CSD holding an initial certificate will complete a mentored teaching experience within their first year of employment as a teacher. The purpose of the mentoring program is to provide support for new teachers, retention of teachers, and to increase the skills of new teachers.

The mentoring program shall be developed and implemented consistent with any collective bargaining obligation required by Article 14 of the Civil Service Law (i.e., the Taylor Law); however, Commissioner's Regulation does not impose a collective bargaining obligation that is not required by the Taylor Law.

In accordance with Commissioner's Regulations, the elements of the mentoring program include:

- a) **Purpose:** To provide support for new teachers in the classroom teaching service in order to ease the transition from teacher preparation to practice, thereby increasing retention of teachers in the public schools, and to increase the skills of new teachers in order to improve student achievement in accordance with the State learning standards.

Resources:

<http://www.highered.nysed.gov/tcert/resteachers/guidemenprog.html#four>

<http://www.highered.nysed.gov/tcert/pdf/mentoringstds10032011.pdf>

- b) **Role of Mentor(s):** To provide guidance and support to a new teacher. Additional mentor responsibilities may be negotiated and reflected in a collective bargaining agreement. Information obtained by a mentor through interaction with the new teacher while engaged in mentoring activities shall not be used for evaluating or disciplining the new teacher; unless withholding such

information poses a danger to the life, health, or safety of an individual, including but not limited to students and staff of the school; or unless such information indicates that the new teacher has been convicted of a crime, or has committed an act which raises a reasonable question as to the new teacher's moral character; or unless the school district or BOCES has entered into an agreement, negotiated pursuant to Article 14 of the Civil Service Law whose terms are in effect, that provides that the information obtained by the mentor through interaction with the new teacher while engaged in the mentoring activities of the program may be used for evaluating or disciplining the new teacher.

c) Mentor Selection Criteria:

- ◆ The teacher candidate(s) must have received tenure and preferably five years of experience
- ◆ Be voluntary
- ◆ Be certified in the area s/he is to mentor whenever possible
- ◆ Have knowledge of instructional/learning theory
- ◆ Transfers teaching theory into practice
- ◆ Have interpersonal and communication skills
- ◆ Have an understanding of the concept and value of continuous professional development
- ◆ Holds certain information confidential

d) Mentor Selection Procedure:

- ◆ A committee of two (appointed by the Association and Superintendent) will recommend appropriate mentors to the Superintendent
- ◆ If the Superintendent agrees with the recommendation, the recommendation will be made to the Board of Education for approval

e) Mentor Training Will Occur and May Include, But Not Be Limited To:

- ◆ Theory of Adult Learning
- ◆ Theory of Teacher Development
- ◆ Elements of a Mentoring Relationship
- ◆ Peer Coaching Techniques
- ◆ Time Management Methods
- ◆ Orientation Strategies (i.e., specific building/district policies and procedures, school culture)
- ◆ Confidentiality Laws
- ◆ Professional Conduct
- ◆ Best Practices
- ◆ Collaboration with other Mentors

f) Mentoring Activities Will Occur and May Include, But Not Be Limited To:

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Orienting the new teacher to District and building procedures and understanding such things as:

- ◆ The Instructional Support Team (IST) Process
- ◆ The Referral to CSE Process
- ◆ Handling of support documents (IEP, 504, Declass Plans, etc.)
- ◆ Accessing professional development offerings
- ◆ Accessing professional development resources
- ◆ Accessing online courses
- ◆ Following procedures for and completion of required forms for personal days, professional development record keeping, field trips, requisitions, reimbursement, graduate school hours, health insurance, flex spending, 105 Plan, 403B/TSA, etc.
- ◆ Emergency Response Procedures
- ◆ Accessing and implementing technology

Possible Activities May Include, But Not Be Limited To: (release time shall be provided as needed):

- ◆ Mentor will conduct a classroom walk-through/visitation to observe specific instructional skills
- ◆ New teacher will conduct a classroom walk-through/visitation to observe specific modeled instructional skills
- ◆ Mentor will observe instructional delivery and management techniques and provide coaching/feedback
- ◆ Peer coaching
- ◆ Instructional planning with the new teacher
- ◆ Plan and team teach lessons
- ◆ Sharing of classroom management techniques
- ◆ Strategies for Chromebook use

g) Allotted Time May Include, But Shall Not Be Limited To:

- ◆ Scheduling common planning sessions
- ◆ Release time
- ◆ Superintendent's Conference Days

h) Record Keeping:

The Mentor and New Teacher will meet at least monthly. They will maintain an activity log to record the purpose of their meetings with dates, times, and topics discussed. The activity log will be submitted to the District Office at the end of the mentoring assignment. District Office will maintain the documentation submitted in the teacher's personnel file. The school district will complete a Superintendent's Statement for each teacher at the completion of their year long mentoring program, after they have turned in their log.

New Teacher Professional Development:

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Training	Hours
Summer Training that includes: Curriculum & Planning District Expectations Business Office Procedures APPR/Observations Classroom Management Differentiated Instruction Integrating Technology Special Education Emergency Response Practices	12-18
Monthly Classes + Follow Up	10 + 4
Total	22-32

Training for All Teachers May Include, But Not Be Limited To:

- RtI (Response to Intervention) or AIS (Academic Intervention Services)
- Instructional data analysis
- Curriculum & planning
- Classroom management
- Differentiated instruction
- On-going support and one to one/group meetings between the new teacher and the Assistant Superintendent throughout the entire school year
- Monthly meetings scheduled with the Assistant Superintendent to cover important educational topics and provide training sessions (topics as Common Core Learning Standards, technology integration, special education regulations and accommodations, implementing CDOS Standards, and developing rubrics and alternate forms of assessment)
- Visitations – In and out of District
- Regional Special Education Technical Assistance Support Center (RSE-TASC)
- Training Involving Special Education Requirements**
- Teacher Resource Center (TRC) Offerings
- Emergency Response Procedures
- BOCES Offerings
- Technology Courses
- Out-of-District Conferences
- In-house Trainings/Conference Days/Department Meetings/Faculty Meetings/Study Groups/Vertical Alignment Meetings
- Assessment Analysis and Instructional Action Planning
- Assessment Development

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- Best Practices Conferences/Workshops
- Co-Teaching/Co-Planning
- School Violence Prevention and Intervention Training*
- Mandated Reporting* (District has a turn-key trainer)
- Right to Know*
- Blood Borne Pathogens*
- Networking and Collaborating with Personnel from Other Districts
- Portfolio Review (APPR)
- Mentor Training
- Professional Peer Review
- GCN Tutorials
- At Risk – Awareness
- PBIS Training
- iReady Training
- IST Training (Instructional Support Team)
- eDoctrina – Unit Planning and Assessments
- Collegial Circles
- Learning Buddies (LB)
- Professional Learning Communities (PLC)
- Webinars

**All professional staff and supplementary school personnel who work with students with disabilities

*All employees holding a teaching certificate or license, school service, or administrative or supervisory service

Professional Development will be accomplished through a series of District-wide early release professional development days, Superintendent’s Conference days, release days, department meetings, and faculty meetings.

Training Opportunities will Occur During	Hours
Superintendent’s Conference Days	18 hours possible
Professional Development Early Release Days	9 hours possible
Release Days	6+ hours possible
Meetings	6+ hours possible
Embedded PD	6+ hours possible
GCN Tutorials	1-1 ½ hours possible
Total	46+ hours per year

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Goal #5: To provide training in language acquisition that is aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.

Manchester-Shortsville CSD teachers will utilize the expertise and trainings provided by the Regional Bilingual Education Resource Network to fulfill these requirements for all ELL staff. For all other faculty and staff, Manchester-Shortsville CSD meets* and will apply for an exemption from the professional development requirements in language acquisition for ELLs.

**There are fewer than 30 English language learner students enrolled or English language learners make up less than five percent of the Manchester-Shortsville total student population as of such date as established by the commissioner.*

Need Statement: The District recognizes the need to provide training in language acquisition in order to enhance the knowledge base of teachers who have English language learners in their classroom. We also recognize the requirement for our ELL staff member to engage in training that provides them with best practices.

Action Steps	Person(s) Responsible	Timeline	Evidence
1. ELL teacher will attend regional training that provide best practices via RBERN	Assistant Superintendent, ELL Teacher	Throughout the school year	Completion certificates of offered training
2. District will provide training that focuses on best practices for co-teaching with our ELL teacher and content area teachers.	RBERN ELL Teacher Content Area Teachers	During the 17-18 school year.	Completion certificates of offered training

Goal #6: 100% of staff will meet the State requirement for school violence and intervention training.

Manchester-Shortsville CSD is committed to hiring teachers who have fulfilled the requirements of certification, including participation in workshops covering school prevention and intervention. Such workshops shall consist of at least two clock hours of training that includes, but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations, and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem-solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

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Upon request or determination of necessity, Manchester-Shortsville CSD will provide refreshers on school violence prevention and intervention.

In instructional settings, Manchester-Shortsville CSD will also utilize the interpersonal violence prevention education package provided by the State Education Department. These materials will be incorporated as part of the health or other related curricula or programs for students in grades K through 12.

Need Statement: The District recognizes the need to be proactive in our preparation and readiness for potentially violent situations.

Action Steps	Person(s) Responsible	Timeline	Evidence
1. The District will plan and implement required drills (Lockdown and Evacuation) on an annual basis.	Emergency Response Committee	Throughout the school year	Completion and documentation of required drills
2. The District will provide professional development that promotes mental health and wellness and provides staff with strategies for working with students who display potential warning signs that signal concerns.	PDP Team Leadership Team	During the 17-18 school year	Completion certificates of offered training
3. The District will provide online training access to staff for a variety of compliance areas.	Leadership Team	During the 17-18 school year	GCN & Utica National

Strategies:

1. A District-wide safety team representing all stakeholders meets quarterly to review and revise the following District documents: student code of conduct, District attendance policy administration procedures, District-wide safety plan, and building level safety plans.
2. At least annually, the School District Resource Officer meets with the District’s Emergency Response Team to review a menu of crisis situations, “drill” each scenario, and update and revise the Emergency Plans as needed. Each building’s team and Principal will train the school’s staff on each of the various situations and scenarios.

3. Each building Principal ensures that annual updates are presented to students, parents, and staff regarding behavioral expectations.

Record Keeping for Professional Development:

Based upon the new regulation, effective July 1, 2016, the Department will ask that the certificate holder attest to his/her completion of the 100 hours prior to his/her re-registration. He/she will also be responsible to retain a record of the CTLE programs attended, and the number of hours completed. Certificate holders will attest that they have completed the 100 hours of required CTLE, must retain records of completed CTLE, and must provide documentation if requested showing that they have complied with the CTLE requirement. It is important to note the teachers with multiple professional certifications are only required to complete 100 hours of professional development every five years.

[Registration Link for TEACH](#)

[10 Things You Need to Know About NY's New Registration and Continuing Education Regs](#)

[New Law and Regulation Pertaining to Registration, Continuing Teacher and Leader Education \(CTLE\) and Approval of Providers of CTLE](#)

[CTLE Power Point](#)

[NYSUT Resources](#)

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Appendix A

List of anticipated workshop topics, trainings, and consultants to be offered and/or utilized during the 2017-2018 school year which will be available across the Manchester-Shortsville CSD organization where CTLE credit will be awarded.

Date(s)	Topic	Audience	Provider
September - June	Naviance College & Career Resource Training	Administration, School Counselors, Psychologist, Health/FACS teacher	In-District Trainer
September - June	My Learning Plan System	Administrators & Teachers	In-District Trainer
July 6, 2017	STEMScopes Train the Trainer	Math & Science Chairpersons	STEMScopes Training Webinar
July 17, 2017	STEMScopes Training	K-5 Teachers	Math & Science Chairpersons
July 18, 2017	K-5 Social Studies Frameworks Training	K-5 Teacher	8th & 9th grade Turnkey Trainers
July 19, 2017	Data Meeting	Literacy Teachers	Asst. Supt. & ES Principal
August 8-11, 2017	TCI (Therapeutic Crisis Intervention)	Teachers & Aides working with students with a high level of need	In-District TCI Trainer (Coordinator of Special Programs)
August 11, 2017	Guided Reading Training	3-5 ELA Teachers	Literacy Specialist
August 14, 2017	Being A Writer Training	K-9 ELA Teachers	Consultants from Collaborative Classroom via WFL BOCES
October 10, 2017	Technology Integration Training	All Instructional Staff	Variety of presenters
November 9, 2017	Onsite Study Island Professional	6-8 core teachers	Edmentum

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	Development		
November 9, 2017	Onsite STEMScopes Professional Development	K-5 Teachers	AccelerateLearning.com Professional Development Trainer
January 12, 2018	ACEs Training (Adverse Childhood Experiences)	All Instructional Staff	Director of Professional Services, Trauma Informed Care Implementation Team Lead, Family Counseling Service of the Finger Lakes Inc.
May 25, 2018	Instructional Action Plan Evaluation & Curriculum Map Updating	All Instructional Staff	RJ Leadership Team
June 25, 2018	edCamp RJ 18	All Instructional & Leadership Staff	All Instructional & Leadership Staff
July 1, 2017 - June 30, 2018 as available	LOTE workshops	LOTE Teachers	NYSAFLT
July 1, 2017 - June 30, 2018 as available	College Board topics	Teachers, Counselors, Administrators	The College Board
July 1, 2017 - June 30, 2018 as available	French workshops	French Teachers	American Association of Teachers of French
July 1, 2017 - June 30, 2018 as available	Online and in-person workshops	Teachers & Administrators	Bureau of Education & Research
July 1, 2017 - June 30, 2018 as available	Online and in-person workshops	Physical Education Teachers , Health Teachers, and Administrators	NYS Association for Health, Physical Education, Recreation and Dance
July 1, 2017 - June 30, 2018 as	Online and in-person workshops	FACS Geachers	NYS Association of Family and

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available			Consumer Sciences Educators
July 1, 2017 - June 30, 2018 as available	Workshops	Administrators	NYSASBO
July 1, 2017 - June 30, 2018 as available	Workshops	Teachers & Administrators	NYSCATE
July 1, 2017 - June 30, 2018 as available	Workshops	Teachers & Administrators	NYSCSS
July 1, 2017 - June 30, 2018 as available	Respectful Discipline Workshops	Teachers	MaryAnn Brittingham
July 1, 2017 - June 30, 2018 as available	Workshops	Teachers	Rochester Voices
July 1, 2017 - June 30, 2018 as available	Workshops	Teachers & Administrators	Starbridge
July 1, 2017 - June 30, 2018 as available	TCI Train the Trainers	District Trainers	Cornell University
July 1, 2017 - June 30, 2018 as available	Online workshops	Teachers & Administrators	Newsela
July 1, 2017 - June 30, 2018 as available	Online courses	Teachers & Administrators	PBS Teacher Line Courses
July 1, 2017 - June 30, 2018 as available	Online and in-person workshops	Teachers & Administrators	iReady
July 1, 2017 - June 30, 2018 as available	Gemini workshops	Teachers	FLCC
July 1, 2017 - June 30, 2018 as	Annual meetings and training	Teachers	NYSUT

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available			
July 1, 2017 - June 30, 2018 as available	Annual meetings and training	All Staff	<i>Alicia Van Borssum, EdD Coordinator, Project CELLS: Western NY Collaboration for English Language Learner Success Warner Graduate School of Education University of Rochester Office: 585-276-4779 Mobile: 585-261-7460</i>
July 1, 2017 - June 30, 2018 as available	Annual meetings and training	Music Teachers	<u>NYSSMC</u>
July 1, 2017 - June 30, 2018 as available	Annual meetings and training	Music Teachers	<u>NAFME</u>