



Madison-Oneida

Board of Cooperative Educational Services

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Professional Learning Plan 2022-2023

**MADISON-ONEIDA BOCES
PROFESSIONAL LEARNING PLAN**

District Name	Madison-Oneida BOCES	
BEDS Code	259-000-000-000	
District Superintendent	Scott Budelmann	
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Year(s) Plan is effective	2022-2023	

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Purpose

The purpose of the BOCES Professional Learning plan is to improve the quality of teaching and learning by ensuring that teachers and leaders participate in substantial learning opportunities that allow them to grow professionally, remain current with their profession, and meet the learning needs of their students.

In accordance with certification provisions requiring continuing teacher and leader education, each holder of a professional certificate (Teacher/ Level III Teaching Assistant) must complete 100 hours of CTLE every five years in order to maintain certification. This plan and any addendums support that requirement.

Professional Learning Committee 2022-2023

The BOCES Professional Learning Team is a collaborative effort that represents instructional PK- 12 divisions, curriculum specialists, parents, and other relevant stakeholders.

BOCES Divisional Directors are responsible for ensuring that their respective teams develop a professional learning plan aligned with the BOCES annual strategic plan, Board of Education priorities, professional standards, and student needs. The Assistant Superintendent for Curriculum & Instruction set the direction for the plan. Board priorities were shared with Directors. The individuals listed below contributed to the plan.

<i>Division</i>	<i>Name</i>	<i>Title</i>
Central Administration	Scott Budelmann	District Superintendent
Central Administration	Matthew Williams	Assistant Superintendent for Curriculum & Instruction
Staff & Curriculum Development	Edward Rinaldo	Director
<i>Career & Technical Education</i>	Kathryn Allen	Director
	Erin Noto	Principal
	Molly LiBritz	Coordinator
	Phil Helmer	Coordinator
	Candice Paravati	Coordinator
	Zak Messenger-Harris	Teacher
	Nancy Pitman	Teacher/ELA Integration Specialist; Adjunct Professor at MVCC
	Lisa Decker	Parent
	Keith Pitman	Teacher
	Casie Kolenda	Teacher
	Heather Still	Teacher

<i>Alternative and Special Education</i>	James Weaver	Director
	Amanda Hopkins	Principal
	Owen Maranhville	Principal
	Gina Calabro	Special Education Coordinator
	Carla Fountain	Special Education Coordinator
	Ashley Debella	Teacher
	Heather Drummond	Teacher
	Jean Paxton	Teacher
	Tessa Evens	Teacher
	Heather Pehmoeller	Behavior Specialist
	Kim Wandley	Behavior Specialist
	Karen Kloss	Teacher
	Jean Pexton	Teacher
	Laura Kent	Teacher
	Annette LaQuay	Teacher
Carrie Endemann	Parent	
<i>Early Childhood & Community Services</i>	Colleen Wuest	Director
	Sarah Owens	Parent Representative/PK Aide
	Bernadette Chapman	Coordinator
	Danielle Bennett	Behavioral Specialist
	Amy Perrone	Pre-K Teacher
	Danielle Suydam	Pre-K Teacher
	Roxanne Tupper	Pre-K Teacher
	Robin Pierce	Pre-K Teacher
	Teresa Williams	Pre-K Teacher
	Val Hambach	Pre-K Teacher
	Ann Sylstra	Ass. For Family Services

Professional Learning Plan Development Process

The instructional divisions met with their respective teams to identify professional learning strategies in support of the BOCES annual strategic plan, Board of Education priorities, professional standards, and student needs. This content then informed the BOCES-wide plan. The teams met prior to October 1st and continued to develop the recommended learning plan, in compliance with the Commissioner's Regulations, for consideration and adoption by the BOCES Board of Education. Each division spent a significant amount of time discussing the professional training needs to support staff and students and this year, placed special emphasis on the needs for learning in a remote environment.

The utilized method for analyzing needs and delivering Professional Learning has been demonstrated to be effective and appropriate for adult learners. The process includes the following steps.

1. Identify common district/building goals.

- Analyze student achievement data: past, present, projected trends.
- Diagnose needs using needs assessment tools.
- Establish improvement with measurable goals expressed in terms of student outcomes and within the context of the learning standards and the district’s mission statement.
- Determine assessment tools representing a “collective body of evidence.”

2. Plan for implementation.

- Outline flexible and integrated professional development strategies that address the needs as identified through the district/building goals.

3. Implement professional development strategies.

- Integrate learning models that provide choice, differentiated learning opportunities, and ongoing support.

4. Monitor progress.

- Collect staff implementation data and student achievement data.

5. Evaluate impact.

Key considerations for alignment included:

Madison-Oneida BOCES Mission

The Madison-Oneida BOCES cooperatively and responsibly *provides educationally focused programs and services*, which enable learners to excel.

Madison-Oneida BOCES Board of Education Priorities 2022-23

<i>Core Value</i>	<i>Madison-Oneida BOCES Board Priorities</i>
Regional Leadership	BOCES communication strategies will be designed to reach and encourage the involvement of affected students, parents /guardians and regional partners.
Career Ready	BOCES programs and services will foster a unique confluence of the region’s economic and collegiate strengths to allow students the opportunity to prepare for and successfully transition to their career pursuits.
Stewardship	BOCES programs and services are designed to develop, maximize, and protect human capital through effective use of resources.
Human Flourishing	BOCES programs and services will incorporate social emotional wellness strategies that are informed by current research, reflect best practices and align with NYS Social Emotional Learning Benchmarks.

<i>Core Value</i>	<i>Madison-Oneida BOCES Board Priorities</i>
Equity & Access	BOCES programs, services and opportunities will be provided equitably and in a manner that recognizes diversity and the unique backgrounds and life experiences of its students, staff and community members.

New York State Education Department Professional Learning Standards

Standard 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.

Standard 2: Content Knowledge and Quality Teaching. Professional development expands all educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

Standard 3: Research-based Professional Learning. Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.

Standard 4: Collaboration. Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment.

Standard 5: Diverse Learning. Professional development ensures that educators have the knowledge and skill to meet the diverse needs of all students.

Standard 6: Student Learning Environments. Professional development ensures that educators have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students.

Standard 7: Parent, Family, and Community Engagement. Professional development ensures that educators have the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.

Standard 8: 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.

Standard 9: Technology. Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.

Standard 10: Evaluation. Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Mentor Teacher Intern Program

The BOCES program is governed by the policy #6041 and also follows the NYSED Mentor Teacher Grant guidelines and requirements.

Newly hired teachers come to the district with varied experiences. Becoming familiar with the culture of the school district along with continuous learning of educational pedagogy, standards, and the operations of the building/district is essential. To provide the greatest opportunity for success in the district, a structured orientation is provided to familiarize newly hired teachers, both new to the profession and new to the district, with the information and resources that are needed to be an effective contributing member of their grade level/department, school and the district.

In August, prior to the start of the school year, new teachers participate in a New Teacher Orientation and Training. The program includes, an overview of the mission, vision, and strategic intents of the district; district policies, procedures, and systems; an introduction to available technology; and, an opportunity to meet district leadership. New teachers have an opportunity to acclimate to the academic standards and educational vision of the district. Follow up training is provided throughout the school year through group training, individual check in meetings, learning walks, and the teacher mentor program.

Statement of Purpose

The Mentoring Program is a joint effort between the Madison-Oneida BOCES Teachers' Association and the Madison-Oneida BOCES, designed to meet the professional needs of beginning teachers who are required to have a mentoring experience to meet certification requirements. The program has the following goals:

1. To assist beginning teachers with transitioning from preparation to practice, thus increasing the retention of teachers;
2. To provide guidance and support for new teachers in the classroom;
3. To increase the skills of new teachers, and in turn, improve student achievement in accordance with New York State Learning Standards.

Governance of the Program

A Mentor Program Committee consisting of four teachers (selected by the association president), the association president and two administrators (the Assistant Superintendent for Curriculum & Instruction, the Director of Staff & Curriculum Development and Mentor Program Coordinator) governs the Mentor Program.

Procedure for Selection of Mentors

The Program Directors and the Association President will use the following criteria to recommend interested teachers to become mentors and will submit a list of proposed mentor-intern matches to the District Superintendent for approval. The District Superintendent or his/her designee will notify mentors of their selection. Assignment as a mentor is on an annual basis.

Criteria for Selection

- Mastery of pedagogical skills
- Mastery of subject matter information and skills
- Superior teaching abilities
- Ability to develop positive interpersonal relationships
- Demonstrates willingness to fulfill all program requirements
- Participated in Mentor Training within the past five years
- Successful record of fulfilling professional responsibilities within the organization

The appropriate Program Director (CTE, ECE, Special Programs, and Alternative Education) and the Association President will pair the new BOCES teachers with mentor teachers before the first day of school. Any teacher hired after the beginning of the school year will be paired with a mentor teacher within two weeks of their start date, or as soon as practicable.

The Program Director and the Association President will make every effort to match the mentor with the intern in the same or similar subject areas. However, because in some instructional programs only one or two positions exist in each certification area, it is possible that no qualified mentor will be available in the certification area needed for an intern. Should that be the case, the Madison- Oneida BOCES District Superintendent will decide the mentor-intern pairing based on recommendations of the appropriate Director and Assistant Superintendent

for Curriculum & Instruction.

If the mentor/intern pair relationship requires adjusting, the Mentor Program Coordinator and Director will notify the Assistant Superintendent for Curriculum and Instruction, and then meet with the Association President to determine next steps in the pair assignment.

Role of the Mentors

The role of the mentor is to provide guidance and support to the intern. Confidentiality is of the utmost importance, and mentors will not provide any information to other parties that will be used for evaluating or disciplining the intern, unless such information poses a danger to the life, health or safety of an individual, including students and staff, or unless the information indicates the new teacher has been convicted of a crime, or has committed an act which calls into question the teacher's moral character.

Mentor Training and Preparation

Mentors are required to attend 12 hours of mentor training. Professional development will be specific to mentoring in a BOCES environment and take place during the school year, unless otherwise authorized by the District Superintendent.

In accordance with the CTLE Regulations (2019), educators acting as a mentor to a new classroom teacher as part of the Madison-Oneida BOCES may receive credit of up to 30 hours of such time towards their CTLE requirement in each 5-year registration period. Hours will be documented via Frontline Professional Growth in conjunction with BOCES administration. Educators acting as mentor to a teacher candidate may receive credit up to 25 hours of such time in accordance with Commissioner's Regulations.

Types of Mentoring Activities

The unique relationship between the mentor and intern grows out of the needs of the new teacher and the BOCES. In this collegial relationship, a mentor may help with curriculum and instructional needs, data analysis, goal setting, self-reflection, classroom management, building procedure facilitating a professional vision, navigating situations unique to BOCES' classrooms and district policies. The mentor and intern have the freedom to develop a working relationship beneficial to both of them. Mentoring activities that may occur are:

- Modeling best practice instruction for the new teacher
- Observing instruction and providing feedback
- Peer coaching by mentor teacher
- Visitations to classrooms both in and out of the BOCES component schools and other BOCES centers
- Team teaching
- Instructional planning with the new teacher and new leader
- Orienting the new teacher to the school or division culture
- Sharing classroom management techniques
- Facilitating understanding of the New York State Learning Standards
- Attending professional development conferences and workshops
- Development of strategies for individual student behavior
- Participate in required meetings with the Mentor Coordinator

Mentors and new teachers can use these training activities to fulfill continuing professional development requirements for maintenance of professional certification. Each mentor and intern will receive information articulating requirements and responsibilities.

Selection of Interns

New teachers with an initial certificate will participate in the mentoring program in their first year of employment, as prescribed in Part 100.2 (dd) of the Commissioner's Regulations. As deemed appropriate by the Assistant Superintendent for Curriculum & Instruction, interns will be engaged in informal mentoring support during year two of their employment.

Evaluation of the Mentoring Program

a. Assessment of program benefit to both mentors and interns. Assessment is done formally and informally. Formally, there are evaluative checkpoints throughout the year where each stakeholder group analyzes the program and their involvement, recommends adjustments and determines additional needs. Data to be considered includes formal observations through the APPR process and written reflections by the mentor, intern and directors. Student attendance data, behavioral referrals and parent comments may also be referenced. Another evaluative checkpoint mid-year is the annual Mentor Committee meeting. A second end-of-year checkpoint is the Director’s Debrief. Monthly, the Mentor Coordinator emails or meets with the mentors and interns. Monthly, during Effective Teacher trainings, the Mentor Coordinator is in contact with each intern individually.

b. Assessment of essential components of the MTIP.

ELEMENT OF MTIP	ASSESSMENT
Release-time configuration	Monthly logs. Activities are recorded each month showing both release time and other creative ways of supporting interns
Mentor training	Mentors will use a rubric to evaluate the effectiveness of each professional development attended during the year. The same rubric will evaluate each type of mentoring activity participated in, such as, co-teaching, observing in each other’s classrooms, conferences, one-on-one curriculum work, etc.
Intern training	The same evaluation as that for mentor training applies to intern training. Additionally, interns use the Active Mentor Rubric to analyze the effectiveness of the mentor and provide a scope and sequence of mentoring requirements to the mentor.
Selection procedures	The Active Mentor Rubric informs the coordinator of mismatches in the mentor intern pair.
Program management	The Director of Staff and Curriculum Development, the BOCES Program Directors and the Assistant Superintendent for Curriculum & Instruction will reflect on the MTIP management at checkpoint meetings throughout the year. Mentors and interns also reflect at their regularly scheduled meetings.
Program adjustments based on intern need	Special training and attention is given to interns who do not come from an education background (CTE teachers) and those teaching in high needs classrooms such as autism and Alternative Education. Extra time, visitations, resources and materials are provided. Need is determined by the observation processes articulated above and close contact with the coordinator and administration.

c. Assessment of program impact on teacher skill development. Participating educators will increase their knowledge of: NYS Learning Standards and aligned curricula; data-driven instruction and the use of meaningful assessment; evidence-based observation aligned to the New York State Teaching Standards and the district’s evaluation models, including the district’s use of evidence to provide feedback and professional development recommendations that support continuous improvement; student growth goal-setting processes, as required by the district’s evaluation model; current best practices and specific strategies for English language learners and students with disabilities, with specific focus on instruction in literacy, research-based practices in the provision of specialized instruction for students with disabilities; response to intervention; and positive behavioral intervention and supports, as well as native language development. Each of these elements appears as a separate question on the Intern, Mentor and Administrator reflections. All stakeholders reflect twice a year and the data obtained is analyzed and reported to the Mentor Committee. At the end of the year, a rubric is used to evaluate each mentoring activity’s effectiveness, such as the level of implementation and its effect on student

achievement. Support for teachers in the above list is also built into the Effective Teacher Series. Additionally, mentors are specifically trained in how to coach interns in these elements of the teaching profession. Each item is addressed in mentor training. Careful observation by the mentor and administration of the intern determines when additional training or support is needed.

Mentoring of the New Leaders

Each new leader has an onboarding process aligned with BOCES procedures. The process includes:

- Entry/ Acclimation plan
- Minimal monthly meetings with their supervisor, with a specific mentoring agenda
- Quarterly employee review, using the BOCES template, with the Assistant Superintendent for Curriculum & Instruction
- All of the above include close attention to training that is needed, attendance and participation at regional meetings, such as elementary or secondary principals groups, or CSE advisory
- Pairing the leader with a mentor, as needed

Professional Learning Program for 2022-2023

NYS Continuing Teacher Leader Education CTLE Requirements:

Madison-Oneida BOCES is an approved sponsor of CTLE and will issue certificates of completion and maintain those records for all CTLE activities in their Frontline Professional Growth system. Electronic certificates are printable from Frontline Professional Growth and include all the information as noted on the NYSED approved CTLE hours certificate. (See Appendix A.)

In accordance with CTLE Regulations (2019), during the educator's registration period they must also complete a minimum of 15% of their CTLE hours in language acquisition, unless the BOCES has a waiver. Anyone who holds an English to Speakers of Other Languages professional or Bilingual Extension must complete a minimum of 50% of their CTLE hours in language acquisition. CTLE Regulations (2019) educators who hold a Teaching Assistant Level 3 certificate are also required to complete CTLE hours.

All educators who hold a professional certificate are required to complete 100 hours of professional learning every five years. Professional learning activities contained in this plan will help staff fulfill these hours. CTLE certificates of completion must be retained for at least three years from the end of the registration period in which CTLE was completed and be available for review by the New York State Education Department upon request.

Acceptable Continuing Teacher and Leader Education (CTLE):

Acceptable CTLE activities are designed to improve the teacher or leader's pedagogical and/or leadership skills and are targeted at improving student performance, including but not limited to formal CTLE activities. Such activities also shall promote the professionalization of teaching and educational leadership, as applicable, and be closely aligned to district goals for student performance.

Acceptable CTLE includes activities:

- **Content area(s)** of the certificate(s) held, and/or
- **Pedagogy,**

- and
- **Language Acquisition** addressing the needs of English language learners.
- Must be taken from a sponsor approved by the Department.
- The CTLE in the content area can be in the content area of any certificate held, including certificates not subject to CTLE (e.g., Initial, Permanent certificates). CTLE activities in pedagogy could be appropriate general pedagogy or pedagogy specific to the content area of the certificate(s).
- For Speech and Language Disabilities Professional Certificate Holders, courses taken from an approved American Speech-Language Hearing Association (ASHA) CE provider are acceptable towards meeting CTLE requirements as long as they are documented with the ASHA CE Registry. One ASHA CEU equals 10 hours of CTLE.

Mandatory Annual Training

All teachers will undertake certain trainings every year, including School violence prevention and intervention; Child Abuse Recognition; Active Shooter; Blood-borne Pathogens; Madison-Oneida BOCES Computer Use Policy; Confidentiality; Sexual Harassment; and Dignity for All Students Act (DASA).

Professional Learning Resources

Providers of professional learning include, but are not limited to:

Internal Providers:

- Superintendent of Schools
- Assistant Superintendent for Curriculum and Instruction
- Director of Professional Development
- Director of Technology
- Program Directors
- Principals
- Coordinators
- Teacher Mentors

External Providers:

- New York State Education Department (NYSED)
- Institutions of Higher Education
- Content Specific Organizations (i.e.: American Library Association, NYS Reading Association)
- Public Library Systems

Identification, Design and Evaluation of Professional Learning Opportunities

To ensure that the professional learning opportunities are meaningful and relevant, Madison-Oneida BOCES consistently seeks input from staff, school leaders, and the Professional Learning Committee. We offer staff choice when possible and strive to provide collaborative opportunities to promote collegiality and interdependence, as well as active learning opportunities to engage participants and model pedagogical techniques that can be transferred to practice. Professional learning opportunities are identified and designed based on information gathered from a variety of sources.

Sources include, but are not limited to:

- Staff feedback Evaluations and Surveys
- My 1
- Learning Plan activity
- Newly developed surveys related to remote learning needs and social emotional wellness of staff
- Regional Data provided by MORIC to include the regional toolkits on graduation, participation, attendance
- Transformative Learning Council Toolkits and data (4 BOCES region committee)
- Student attendance rates BEDS data
- Attendance rates of students and staff / CRDC data Graduation and drop-out rates
- SIRS reports with Monthly divisional process for review/ and flowchart for data collection
- Special Education blueprint for improved results for SWD Teacher / Employee retention data
- Curriculum surveys
- Community employment opportunities SSEC data
- Agency/ Partner data
- School Tool reports
- Clear track reports
- CRDC data

Sustainability

As a service agency, the BOCES has many structures in place that provide the input necessary to maintain our forward-thinking visionary approach, while ensuring we meet the needs of our component districts. At this time, each division has the following comprehensive plans in place:

- Professional Development (to include remote learning, Mental Health, DASA, bullying)
- Facility/ Space plan
- Curriculum – Building Capacity Plan
- Divisional Action Plans /Vision plans
- Recruitment and Retention Plans
- Summer Curriculum Plans approved by BOE
- Self-Care for Educators survey by division

Instructional Goals: 2022-2023

Madison- Oneida BOCES professional development is an ongoing, multi-faceted, research-based process, strategically planned to provide continuous growth of teacher instructional practice, student performance, and program development.

Stewardship. BOCES programs and services are designed to develop, maximize, and protect human capital through effective use of resources is imbedded in each of the board priorities regional leadership, career readiness, human flourishing, and equity and access.

Regional Leadership

Standard 4: Collaboration. Professional development ensures that educators have the knowledge, skills, and opportunity to collaborate to improve instructional and student achievement in a respectful and trusting environment.

Madison-Oneida BOCES Board Priority: BOCES communication strategies will be designed to reach and encourage the involvement of affected students, parents/guardians and regional partners.

Department	Objective	Action Plan: Timeline Professional Learning Activities	Evidence of Success
CTE	<p>Provide professional development for administrators to effectively design and facilitate the Local Advisory Council activities for the Perkins V Grant</p> <p>Provide professional development for administrators to effectively complete the requirements for Program Re-Approval</p>	<p>Throughout the 2022-23 school year:</p> <p>Participation in NYSTAC Perkins Grant trainings throughout the year</p> <p>Summer design of Re-Approval activities and timeline for 2022-23 school year.</p> <p>Participation in NTSTAC Re-Approval Trainings scheduled throughout the year.</p> <p>Review of Summer Curriculum work</p>	<p>Re-Approval time line developed.</p> <p>Curriculum reviewed</p> <p>PPT for Self-Study and External Review created</p> <p>Re-Approval Applications submitted on time</p> <p>Perkins Grant Application submitted on time</p>
Early Childhood	<p>To continue to use Parent Square Communication systems.</p>	<p>Early childhood staff will use Parent Square to relay information to families and other staff members in a timely fashion.</p>	<p>Parent Square allows for feedback and data information that will be relayed to upper administration during the yearly Program Review.</p>
Special Programs	<p>MOBOCES will provide professional development to investigate and develop strategies to improve staff's abilities to help children with autism, behaviorally and academically.</p> <p>MOBOCES will provide professional development to develop strategies and practice to manage and address challenges, such as student behavior</p>	<p>Will be utilized Superintendent's Conference Days to provide professional development as well as other forums.</p> <p>Autism trainings and collaboration with Kelberman Center</p> <p>Substance Abuse Training</p> <p>Mentoring</p> <p>PBIS Training</p>	<p>Leveled training differentiated between new teachers and seasoned teachers and staff</p> <p>Data from CFLR</p> <p>Student Grading</p> <p>Progress Monitoring</p> <p>Academic Performance</p>

	<p>concerns, academic concerns, mental health issues, and attendance concerns. (collaborate with CFLR and other community partners)</p> <p>Provide professional development to instructional staff on strategies to improve student and family engagement.</p>	<p>Team Meetings for Transition</p> <p>Parent Square</p>	<p>Discipline data from SchoolTool</p> <p>Feedback from all school staff</p> <p>Student data</p> <p>Attendance data</p> <p>VADIR/DASA reports</p> <p>Feedback from students</p> <p>Feedback from parents</p> <p>Participation rates in open houses</p>
Curriculum Development	<p>Provide professional learning opportunities that ensure educators have the knowledge, skills, and opportunity to collaborate to improve instructional and student achievement in a respectful and trusting environment utilizing BOCES communication strategies</p>	<p>Timeline: 7/1/22-6/30/23</p> <p>Offer a variety of research-based professional development and resources, in-person and/or virtually (i.e. subject area specific, general pedagogy, special education, SEL, CRS-E, NYSED initiatives, etc.) and communicate to the region via multiple mediums.</p>	<p>Number of workshops offered</p> <p>Aggregate number of participants</p> <p>List of topics and titles</p> <p>CIS/SLS services</p> <p>PLCs offerings and attendance</p> <p>Communication of services through SCD: website, emails, targeted one-pager listing of offerings, MLP, leadership meetings</p>

Career Ready

Standard 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.

Madison-Oneida BOCES Board Priority: BOCES programs and services will foster a unique confluence of the region's economic and collegiate strengths to allow students the opportunity to prepare for and successfully transition to their career pursuits.

Department	Objective	Action Plan: Timeline Professional Learning Activities	Evidence of Success
CTE	<p>Facilitate and support professional development that provides development and implementation of curricula aligned with the NYS learning standards.</p> <p>Professional development and support of teachers and Administrators to maintain and update content related knowledge and skills.</p>	<p>Throughout the 2022-23 school year:</p> <p>Increase in Articulation and Dual Credit Agreements</p> <p>Collaborative development of new programs and embedded programs for teachers and administrators.</p> <p>Professional Learning Communities in CTE</p> <p>Faculty Meetings</p> <p>Superintendent’s Days</p> <p>Industry Days</p>	<p>Review of Completed Curriculum Maps</p> <p>Increase in Articulation and Dual Credit Agreements</p> <p>Review of Faculty Meetings and PLC minutes</p> <p>Reports from Industry Days on curriculum and equipment updates</p> <p>Increased use of Collaboration Google Classroom</p>
Early Childhood	To begin implementation of a new developmentally appropriate curriculum (Three Cheers)	Teachers will be trained on June 28, 2022	Throughout the 2022-2023 school year, staff will be evidenced using new materials for instruction.
Special Programs	<p>Provide professional development to support the implementation of research-based instructional practices in the area of reading.</p> <p>MOBOCES will provide opportunities on exceptional teaching and learning practices, emphasizing that all students can progress in reading, writing, communicating, and critical thinking levels across all content areas.</p>	<p>Will be utilized Superintendent’s Conference Days to provide this professional development as well as other forums.</p> <p>NYSAA Training</p> <p>Training for Reading Program</p>	<p>Student monitoring of reading, writing, and critical thinking.</p> <p>Classroom observations and walkthroughs of instructional practice and feedback</p> <p>Student work</p> <p>Teacher feedback</p>

Curriculum Development	Provide professional learning opportunities that expand educators' content knowledge and skills necessary to provide appropriate instructional strategies and assessing of student progress.	<p>Timeline: 7/1/22-6/30/23</p> <p>Offer a variety of research-based professional development and resources addressing content knowledge, engaging instructional strategies and formative/summative assessment approaches to monitor and inform students' progress.</p>	<p>Number of workshops offered</p> <p>Aggregate number of participants</p> <p>List of topics and titles</p> <p>CIS/SLS services</p> <p>PLCs offerings and attendance</p>
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Human Flourishing

Standard 5: Diverse Learning. Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.

Madison-Oneida BOCES Board Priority: BOCES programs and services will incorporate social emotional wellness strategies that are informed by current research, reflect best practices and align with NYS Social Emotional Learning Benchmarks.

Department	Objective	Action Plan: Timeline Professional Learning Activities	Evidence of Success
CTE	Facilitate and support effective strategies to address the health and wellness of staff and student’s social and emotional needs in a diverse environment	Throughout the 2022-23 school year: Use SEL 3 signature practices; Welcoming, Engaging Strategies and Optimistic Closures Social Emotional Training: Self-awareness; Self-management, Responsible decision making, Social awareness, Relationship skills	Data from SEL walkthroughs Decrease in targeted behaviors Staff and Student survey results
Early Childhood	All educators will encourage and promote a healthy and safe working environment for staff, students and families.	Ongoing throughout the year. All new staff will participate in Pyramid Model trainings as well as any Adult SEL trainings.	Evidenced by decreasing staff and student absenteeism, and ongoing recognition of students and staff for exemplary behaviors through morning messages, the Early Childhood Connection and staff appreciation.
Special Programs	MOBOCES will design and conduct appropriate professional development for recognizing the signs and symptoms of mental health issues; including knowing where to get the appropriate assistance for the students we serve. Provide professional development to develop collaboration skills with students and teachers to address student behavior concerns. (SEL) Training sessions for all school district employees that align with New York State	Will be utilized Superintendent’s Conference Days to provide this professional development as well as other forums. PBIS Training Conscious Discipline Training on mental health issues/ student trauma Kelberman Center Consultation Annual DASA training (school violence and intervention prevention	Discipline data from SchoolTool Feedback from all school staff Student data Attendance data VADIR/DASA reports Feedback from students

	guidelines and requirements for all school district employees.		
Curriculum Development	Provide professional learning opportunities that ensure that educators have the knowledge and skill to meet the diverse learning needs of all students.	<p>Timeline: 7/1/22-6/30/23</p> <p>Offer a variety of researched-based professional development and resources that seamlessly integrate the SEL 3-Signature Practices (Welcoming Inclusion Activity, Engaging Strategies, Optimistic Closure).</p>	<ul style="list-style-type: none"> • Number of workshops offered • Aggregate number of participants • Workshop design includes the SEL 3 Signature Practices

Equity & Access

Standard 6: Student Learning Environments. Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.

Madison-Oneida BOCES Board Priority: BOCES programs services and opportunities will be provided equitably and in a manner that recognizes diversity and the unique backgrounds and life experiences of its students, staff and community members.

Department	Objective	Action Plan: Timeline Professional Learning Activities	Evidence of Success
CTE	Facilitate and support professional development opportunities for teachers to create a safe, inclusive equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement.	Student workshop days Activities to increase awareness and understanding of cultural identity, racism and biases, culturally responsive teaching, pedagogy and protocols, equity and inclusion.	Data from DEI walkthroughs Decrease in targeted behaviors Staff and Student survey results
Early Childhood	All staff will be trained to appropriately use and discuss diverse and multicultural materials throughout all classrooms.	Starting in the fall of 2022, all Early Childhood staff will receive training in regards to requirements for inclusivity within our classrooms.	Evidence of multicultural material use throughout the classrooms using the environmental ECERS tool.
Special Programs	Continue grass roots developmental training for Restorative Practices and strategies among staff and students. Professional development on classroom management and de-escalation techniques.	Consult with Dr. Tom or related consultant from Restorative Practices Train new staff on tier 1 interventions Institute more difficult and higher level circles CPI Training Conscious Discipline	Lower suspension and referral rates Expanded knowledge base for staff and students Classroom utilizes dialogue tactics and facilitates lessons and conversations using the tools
Curriculum Development	Provide professional learning opportunities that ensures educators are able to create safe, secure, supportive, and equitable learning environment for all students.	Timeline: 7/1/22-6/30/22 Offer a variety of research-based Culturally Responsive Sustaining Educational workshops and resources that address the Diversity, Equity, and Inclusion (DEI) initiative set forth by the New York State Board of Regents.	Number of DEI/CRSE workshops offered Aggregate number of participants List of DEI/CRSE topics and titles CIS/SLS DEI/CRSE resources and services

Works Cited

New York State Professional Development Standards: <http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>

New York State Education Department 100.2 (dd) Professional Development Plans Terms:
<http://www.counsel.nysed.gov/rules/indices-fulltext/2018/09>

Completion of Approved Continuing Teacher and Leader Education (CTLE) Hour(s) Certificate

All CTLE must be completed with Approved Sponsors and be reported using this form, or an alternative form/format that captures the same information that is requested on this form, in addition to any electronic reporting requirements.

Instructions for the Trainee:

Please complete Section I and retain your copy for at least three years from the end of the registration period in which you completed the CTLE. It is not necessary to send a copy of this form to the Office of Teaching Initiatives unless it is requested by the State Education Department or for use in obtaining an Initial Reissuance. **A separate form must be completed for each training.**

Instructions for the Approved CTLE Sponsor:

Please complete Sections II and III. These sections must be completed by the Approved CTLE Sponsor authorized individual. Sponsors must verify that the trainee completed the activity, the title, date(s) and number of hours awarded. Records must be retained for a period of eight years. You may use an alternative form or format, however that alternative must capture the same information that is requested on this form.

Section I			
First Name:	Last Name:	Middle Initial:	
Date of Birth: ____/____/____	Last 4 Digits of the Social Security Number:		
Section II			
Name of Venue:			
Street Address:	City:	State:	Zip Code:
CTLE Activity Title: _____ <small>(Indicate title/subject/grade level, etc.)</small>			
Select One or More Areas of Activity: _____ Pedagogy _____ Content _____ English Language Learning			
CTLE Date(s): from: ____/____/____ <small>(mm) (dd) (yyyy)</small>		to ____/____/____ <small>(mm) (dd) (yyyy)</small> Number of hours awarded _____	
Section III			
I certify that the individual listed in Section I completed the CTLE cited above pursuant to Subpart 80-6 of the Regulations of the Commissioner of Education.			
Approved Sponsor Name:			
Print Name of Authorized Certifying Officer :			
Signature of Authorized Certifying Officer:			
Approved Sponsor Identification Number:		Date:	
Email:		Phone Number:	