

**THREE VILLAGE CENTRAL SCHOOL DISTRICT  
SETAUKET, NEW YORK**



**BOARD OF EDUCATION AGENDA MATERIALS**

**DATE OF BOARD MEETING: FEBRUARY 7, 2018      DATE OF MATERIALS SUBMITTED: 02/02/18**

**OFFICE OF ORIGIN: EDUCATIONAL SERVICES      CATEGORY OF ITEM: ACTION**

**TITLE: PROFESSIONAL DEVELOPMENT PLAN UPDATE 2017-2018**

**STAFF RECOMMENDATIONS:**

Upon the recommendation of the Superintendent of Schools be it resolved that the Board of Education adopt the plan.

**BACKGROUND RATIONALE:**

The New York State Board of Regents approved amendments to section 100.2 of the Regulations of the Commissioner of Education that required boards of education by September 1, 2000 to adopt a district plan for professional development and a plan for annual professional performance review. The regulations require that the Professional Development Plan be on file in the district should the Commissioner request to review it.

**THREE VILLAGE CENTRAL SCHOOL DISTRICT**  
**Stony Brook, New York 11733**

**PROFESSIONAL DEVELOPMENT PLAN 2017-18**

**Mid-Year Update**

**DISTRICT NAME:** Three Village Central School District

**BEDS CODE:** 580201-06-0000

**SUPERINTENDENT:** Cheryl Pedisich

**ADDRESS:** 100 Suffolk Avenue, Stony Brook, New York 11790

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**YEARS PLAN IS EFFECTIVE:** 2017-18

**Current District Team**

**ADMINISTRATORS:**

<i>Kevin Scanlon</i>	<i>Assistant Superintendent for Educational Services</i>
<i>Gary Dabrucky</i>	<i>Assistant Superintendent for Human Resources</i>
<i>Dawn Mason</i>	<i>Executive Director of Pupil Personnel Services</i>
<i>Kerrin Welch-Pollera</i>	<i>Executive Director of Instructional Technology</i>
<i>Cathy Taldone</i>	<i>Director School &amp; Community Partnerships &amp; School Age Child Care</i>
<i>Paul Gold</i>	<i>Director Social Studies, K-12</i>
<i>Alan Baum</i>	<i>Principal, Ward Melville High School</i>
<i>William Bernhard</i>	<i>Principal, Gelinas Junior High School</i>
<i>Brian Biscari</i>	<i>Principal, Minnesauke Elementary School</i>
<i>Kathryn White</i>	<i>Principal, Mount Elementary School</i>
<i>Kristin Rimmer</i>	<i>Acting Principal, Setauket Elementary School</i>
<i>Laura Pimentel</i>	<i>Chief Information Officer &amp; Assistant Director of Instructional Technology</i>
<i>Erin Connolly</i>	<i>Assistant Principal Ward Melville High School</i>
<i>Corinne Keane</i>	<i>Assistant Principal, Gelinas Junior High School</i>
<i>Jonathan Rufa</i>	<i>Assistant Principal, Murphy Junior High School</i>

**TEACHERS:**

<i>Dawn Alexander</i>	<i>ABA Consultant/PPS District Mentor</i>
<i>Kerry Cowan</i>	<i>ELA Teacher, Ward Melville High School</i>
<i>Eric Gustafson</i>	<i>Elementary Teacher, Setauket School, TVTA Elementary VP</i>
<i>Betsy Knox</i>	<i>Information Specialist, Setauket School, Chief Negotiator TVTA</i>
<i>Brenda Lamiroult</i>	<i>District Mentor</i>
<i>Leanne Perry</i>	<i>District Mentor</i>
<i>Claudia Reinhart</i>	<i>President, Three Village Teachers Association</i>
<i>Deidre Rubenstrunk</i>	<i>District Lead Teacher for Instructional Technology</i>
<i>Gina Schwarz</i>	<i>Elementary Teacher, Arrowhead</i>
<i>Gina Varacchi</i>	<i>Elementary Teacher, Setauket - STEM</i>
<i>Andrew Weik</i>	<i>District Lead Teacher for Instructional Technology</i>

**UNIVERSITY:**

<i>Linda Sprague</i>	<i>Higher Education Representative/Suffolk Community College</i>
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The SAVE regulation from the State of New York requires two hours of training in safety education. Each year certificated staff received training in violence prevention. Building safety teams are trained annually in their building safety plans. Also, all staff received the Code of Conduct.

Professional development activities are also generated by individual growth plans, District initiatives, and teacher requests.

**2. Describe how the professional development plan is continuous, reflecting a multi-year approach to improve student performance.**

Ongoing activities focus on all academic areas and include initiatives such as technology, differentiated instruction, the Responsive Classroom, integration, literacy, and teacher training to meet the new state assessments.

This plan involves the constant monitoring of student progress through the analysis of state test data results and a comparison with the new baseline data of 2013-14. The purpose of doing this is to enable us to identify the focus of our future professional development activities and affirm the effectiveness of the program. Teachers are provided the opportunity to learn new skills through knowledge gained as well as through demonstration and practice. A mentor-intern program continues to serve as a critical way to help new teachers internalize and integrate new skills into their professional repertoire.

New teachers are required to attend an orientation program prior to the start of school. Monthly meetings are planned around topics designed to assist them in becoming acclimated to the District as well as to help them meet the demands of their assignments. All teachers are required to create an individual professional plan aligned to District focus areas. These plans are completed annually in early fall and are again reviewed at the end of the school year as an integral part of the evaluation process. Teachers are able to design a plan for professional growth and are provided with District resources to support them in the process.

**3. Identify how the data used supports the focus areas, indicators of success, strategies, and activities in the professional development plan.**

The Professional Development Plan uses all information reviewed for the purpose of improving and enhancing academic performance. The plan has, therefore, focused on increasing the capacity of teachers to meet the differentiated needs of students and keeping them abreast of the curricular changes brought on by the new assessments and CCSS.

- Instructional software and web based resources including the incorporation of document cameras and interactive white boards
- Electronic communication tools
- Student Management and Reporting Programs
- District On-line Resources Virtual Reference Collection (VRC)
- Online Study and Review Programs (electronic textbook resources)
- Digital Citizenship
- Castle Learning

## **B. Delivery Systems**

### **Teachers as Reflective Practitioners**

- Conference Attendance
- District Hosted Workshops
- In-service Workshops
- Peer Literacy Coaching
- Peer Reviews
- Faculty/Department/Grade Level Meetings
- Professional Periods
- New Teacher Orientation
- Collegial Circles
- Mentoring
- Curriculum Development and Mapping

## **C. Evaluation sources**

- Faculty/Student Surveys
- Technology Survey
- District Committees
- Self-evaluation of the Individual Professional Development Plan
- Network Program usage reports
- My Learning Plan

## 100 HOUR PD REQUIREMENT FOR TA IIIs

### Reporting Requirements

**CTLE certificate holder:** A Registered holder of a professional classroom teaching certificate, educational leadership certificate, or Level III teaching assistant certificate is required to successfully complete 100 clock hours of acceptable CTLE during the registration period if they practice in a NYS school district or BOCES. The CTLE requirement may be completed at any time during the registration period. CTLE completed during a prior registration period may not be carried over.

### Continuing Teacher and Leader Education (CTLE) Recordkeeping Requirements

CTLE certificate holders shall maintain a record of completed CTLE, which shall include: the title of the program, the total number of hours completed, the number of hours completed in language acquisition addressing the need of English language learners, the sponsor's name and any identifying number, attendance verification, and the date and location of the program. Such records shall be retained for at least three years from the end of the registration period in which the CTLE was completed and shall be available for review by the Department upon request. Completion certificates are not to be submitted to the Office of Teaching Initiatives unless they are requested.

A record of all CTLE hours completed through BOCES, MESTRACT, SCOPE, NYSUT, and Three Village CSD will be maintained in *My Learning Plan*.

## OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT HOURS

### Out-of-District Activities

Certificate holders must request a completion certificate from all out-of-district providers (excluding those listed above) and hold on to the certificate for 8 years. Providers must be registered with the State for the hours to count toward the CTLE requirement.

- In-service Courses . . . . . 15 hours/30 hours/45 hours
- Graduate Courses . . . . . 15 hours/30 hours/45 hours
- Professional Development Workshops. . . . . 'hour for hour'

### District Level Activities

- Teaching Assistant Orientation . . . . . 6 hours
- Grade Level Meetings . . . . . 3 hours for ½ day/6 hours for full day
- In-district Training . . . . . 3 hours for ½ day/6 hours for full day
- In-service Courses . . . . . 15 hours/30 hours/45 hours

### Building Level Activities

- Faculty Meetings . . . . . 1 hour per meeting
- Grade Level Meetings . . . . . 1 hour per meeting
- Professional Workshop Conferences . . . . . 'hour for hour'

## Attachment I – District Resources

**What professional development funds, staff resources, external professional development providers, and other human and fiscal resources are available or may be developed in your community?**

The District continues to investigate alternative funding sources and human resources for professional development. Software and textbook companies provide training for teachers in using their technology products. We are actively reaching out to the business community for this purpose. The State University at Stony Brook continues to be a rich source of talent for collaborative efforts with the District. Partnerships were also sought with Suffolk County Community College through the Office of School and Community Partnerships. The District also works closely with MESTRACT, NYSUT and SCOPE to provide professional development. The Three Village Educational Foundation (3VEF), established in 2004, and SEPTA provide mini-grants to further enhance teacher's professional development in order to support, enrich and enhance the quality education provided to District students. These efforts will continue throughout the time of this plan.

Funds obtained through Title II and the mentor grant will continue to be sought and to be used to support professional development offerings.

**Identify the internal and external resources you will use to help you meet your goals (check all that apply):**

**Fiscal resource:**

- ☒ MESTRACT
- ☒ Consolidated Grants
- ☒ Title V Innovative Programs
- ☒ District Budget

**Staff resources:**

- ☒ Content specialists
- ☒ Teacher Leaders
- ☒ Directors and Department Chairs
- ☒ Instructional Consultant
- ☒ Mentors

**Providers:**

- ☒ Institutions of Higher Education
- ☒ Teacher Resource Centers (*MESTRACT*)
- ☒ BOCES (e.g., SCDN, BETAC, Model Schools)

**Community:**

- ☒ Major employers
- ☒ Community-based organizations
- ☒ Parents

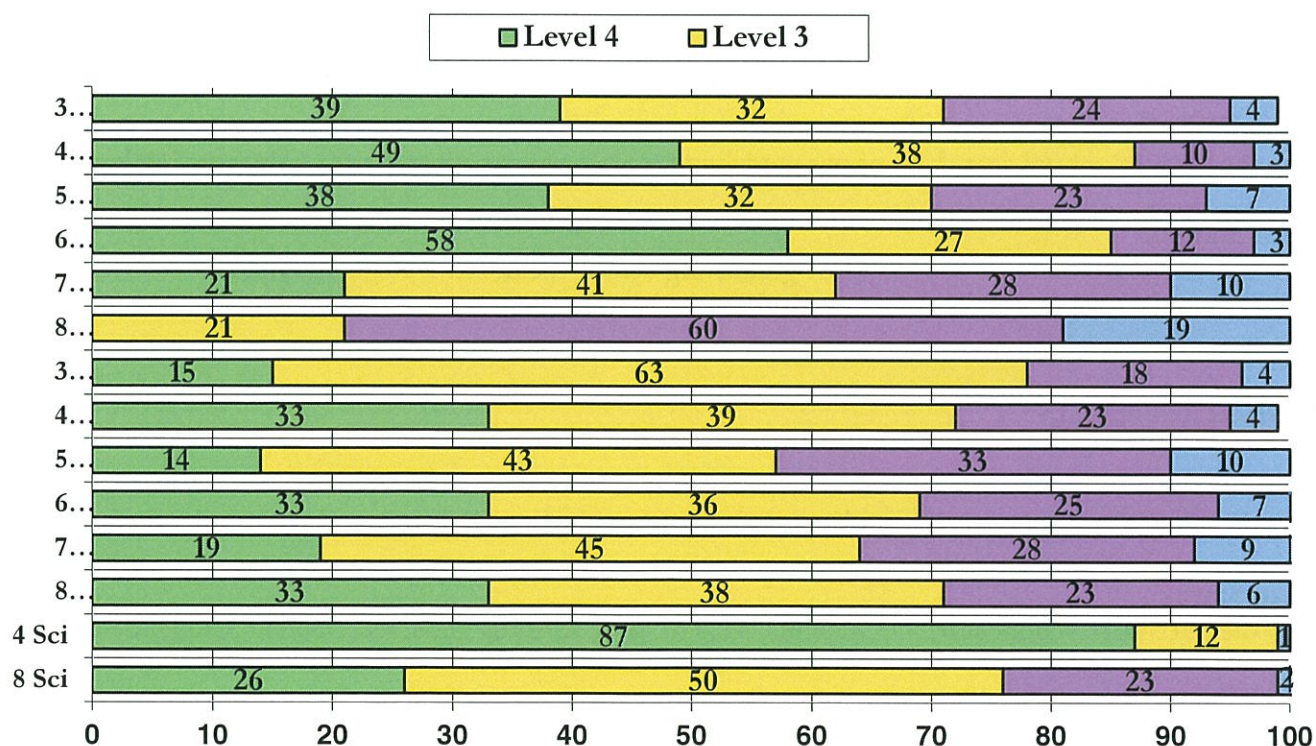
**Please identify any funds the District has received for professional development which are not used to implement this plan, and why.**

None

Table 2. Math Performance by Level (%)										
2015-16	Level 4		Level 3		Level 2		Level 1		Total # Ss	Performance Index
	%	# Ss	%	# Ss	%	# Ss	%	# Ss		
<b>District Grade 4</b>	49	67	38	51	10	14	3	4	136	184
Arrowhead	27	4	47	7	20	3	7	1	15	167
Minnesauke	48	13	30	8	22	6	0	0	27	178
Mount	29	6	57	12	14	3	0	0	21	186
Nassakeag	77	30	18	7	5	2	0	0	39	195
Setauket	41	14	50	17	0	0	9	3	34	182
<b>District Grade 8</b>	0	0	21	10	60	29	19	9	48	102
Gelinas	0	0	19	7	59	22	22	8	37	97
Murphy	0	0	27	3	64	7	9	1	11	118
<b>District Grade 3</b>	39	66	32	54	24	41	4	7	168	167
<b>District Grade 5</b>	38	63	32	53	23	38	7	12	166	163
<b>District Grade 6</b>	58	100	27	47	12	20	3	6	173	182
<b>District Grade 7</b>	21	28	41	56	28	38	10	13	135	153

The graph below reflects the 2015-16 district performance, by level, for the Grades 3-8 ELA and mathematics, and for the Grades 4 and 8 science.

2015-2016 District Performance for All State Assessments (% by levels)



## ***Priority I: Student Performance & Engagement / Program Implementation***

- 1. Initiative:** Implement a School Plan for Results in each school based on student performance data
  - **Results to be Achieved:** Improved student performance
- 2. Initiative:** Develop a plan for supporting teachers in delivering differentiated instruction
  - **Results to be Achieved:** Students will be appropriately challenged to improve performance
- 3. Initiative:** Continue to develop and implement the components of professional practice for engaging students in grades K-12
  - **Results to be Achieved:** Student engagement will increase and the quality of the work produced by students will improve
- 4. Initiative:** Implement the school based enrichment program for addressing the Gifted and Talented and more able learner elementary population
  - **Results to be Achieved:** Students will be appropriately challenged and the community concerns will be addressed
- 5. Initiative:** Develop a comprehensive Response to Intervention Plan K-12
  - **Results to be Achieved:** Consistency in the implementation and delivery of scientifically proven interventions to address student progress and needs
- 6. Initiative:** Implement a new secondary math curriculum
  - **Results to be Achieved:** The new mathematics curriculum will be implemented according to the established timeline and staff will receive the requisite support and resources to deliver the new curriculum

## ***II. Focus Area: Student Engagement and Safety***

The Community That Cares Survey administered in 2007  
District Wide School Safety Plan  
Code of conduct  
Annual SAVE Program  
Emergency Procedure Drills  
Lockout, Lockdown Drills  
Internet Safety and Cyber Bullying  
Bully Prevention Programs  
Wellness Committee  
Emergency Management Team  
Character Education  
Peer Mediation  
S.A.V.E. Regulation Training  
Responsive Classroom



Technology Goals	Professional Development Goals
<p><b>Goal 1</b>  <b>Technology Support for Teaching and Learning</b>  <i>Provide students, teachers and staff with increased access to innovative technology resources, including assistive technologies, which also expand the boundaries of our school walls and support all aspects of teaching and learning in the 21<sup>st</sup> Century.</i></p>	<ul style="list-style-type: none"> <li>- Provide students and teachers with access to software and programs that will report individual student progress and assistance with learning.</li> <li>- Increase the use of technology for the purposes of providing differentiated instruction and individualized, targeted practice or remediation of skills and/or providing more challenging opportunities for those students who are ready to advance.</li> <li>- Increase the number of projectors, interactive whiteboards, and document cameras available to teachers, ultimately resulting in one per classroom.</li> <li>- Incorporate Web 2.0 tools into curriculum (web blogs, podcasts, discussion boards).</li> <li>- Continue to implement and pilot use of handheld devices in large group instruction.</li> <li>- Provide consideration and support for teacher generated project ideas that incorporate technology.</li> <li>- Identify in-district “experts” in the area of assistive devices for the purposes of turnkey training and workshop instruction.- Evaluate and implement assistive devices and software that help students achieve academic success.</li> <li>- Make new devices mobile, allowing all teachers and students equal opportunity and access.</li> <li>-Offer workshop opportunities in web-based mobile learning apps and platforms (Google Apps for Education).</li> </ul>
<p><b>Goal 2</b>  <b>Technology Integration</b>  <i>Continue to revise the district’s Essentials of Learning to include the integration of technology into the curriculum, based upon Common Core (CCLS), ISTE NETS and 21<sup>st</sup> Century Skills. Standardize, align and communicate desired student technology skills across the grade levels and across the district.</i></p>	<ul style="list-style-type: none"> <li>- Technology Literacy skills, as defined by NYSED will be incorporated into content area and grade level curriculum.</li> <li>- Teachers and students will demonstrate ethical and safe use of the Internet.</li> <li>- Provide staff with an online catalog of available resources and access to shared lessons and resources that incorporate technology.</li> <li>- Offer a variety of inservice opportunities to teachers and staff.</li> <li>- Teachers will be able to use technology as an integral component of instruction in every classroom.</li> <li>- Communicate to teachers and parents the skills students have acquired in order to encourage continued use.</li> <li>- Information Specialists will instruct students in the district’s online resources in accordance with the district’s AUP and complete no less than 3 Internet Safety lessons at grades 3 -10 using the <b>iSafe</b> program. A new emphasis on plagiarism awareness and prevention will occur in 13-14.</li> <li>- Provide teachers with a wide range of technology rich and current course offerings.</li> <li>- Update and revise district’s Technology Plan each year to reflect changes in hardware, software, and technology professional development requirements.</li> </ul>
<p><b>Goal 3</b>  <b>Parental and Community Support</b>  <i>Provide the district’s students, parents and community members with access to educational technology resources and current electronic information.</i></p>	<ul style="list-style-type: none"> <li>-Provide ongoing training opportunities for support staff in the all areas of Infinite Campus.</li> <li>- Provide continued training and support in the use of the School Messenger communication system.</li> <li>- Provide training on Castle Learning with emphasis on support staff (PPS).</li> <li>-Provide training workshops and follow up support to all principals and support staff in the use of the new district web site.</li> <li>- Provide Gradebook training to all staff.</li> <li>- Provide training workshops and one on one in the use of Moodle.</li> <li>- Utilize Moodle for district training and sharing of resources.</li> </ul>
<p><b>Goal 4</b>  <b>Systems Management</b>  <i>Utilize technology resources to maintain records, organize information and automate office functions.</i></p>	<ul style="list-style-type: none"> <li>- Provide workshops and one-on-one training to staff in the use of Infinite Campus.</li> <li>- Provide training workshops in Infinite Campus and Microsoft Office to clerical staff.</li> <li>- Provide one-on-one training to users of SchoolMessenger, OASYS and MLP.</li> <li>- Provide training and support to teachers in student assessment programs.</li> <li>- Support student systems with annual uploads of basic student and class data.</li> <li>- Network systems personnel will attend workshops focused on industry standard strategies for disaster recovery, record retention, and security monitoring.</li> <li>-Provide appropriate staff with training on the new security camera system.</li> </ul>
<p><b>Goal 5</b>  <b>Pursue Cost-Saving Technologies</b>  <i>Pursue cost-saving technologies, such as thin client and open source software. Utilize and implement technology to reduce costs and conserve natural resources.</i></p>	<ul style="list-style-type: none"> <li>- Provide workshops in the use of Moodle.</li> <li>- Deliver SAVE Training online to all professional staff.</li> <li>- Provide workshops for assistive technology devices and software.</li> <li>- Provide workshops in the use of mobile devices.</li> <li>- Publish “Going Green” reminders to staff on ways to conserve.</li> <li>- Model the use of interactive board in North Country lab and in classrooms.</li> <li>- Initiate BYOD program and provide training to teachers.</li> <li>- Pilot programs that provide online textbooks.</li> <li>- Pursue and train staff “cloud-based” programs and storage.</li> </ul>

# DANIELSON FRAMEWORK: COMPONENTS OF PROFESSIONAL PRACTICE

<p><b>Domain 1: Planning and Preparation</b></p> <p>Domain 1 (Planning and Preparation) includes comprehensive understanding of the content to be taught, knowledge of the students' backgrounds, and designing instruction and assessment. Its components are:</p> <ul style="list-style-type: none"> <li>1a. Demonstrating knowledge of content and pedagogy.</li> <li>1b. Demonstrating knowledge of students</li> <li>1c. Setting instructional outcomes</li> <li>1d. Demonstrating knowledge of resources</li> <li>1e. Designing coherent instruction</li> <li>1f. Designing student assessments</li> </ul>	<p><b>Domain 3: Instruction</b></p> <p>Domain 3 (Instruction) is concerned with the teacher's skill in engaging students in learning the content, and includes the wide range of instructional strategies that enable students to learn. Its components are:</p> <ul style="list-style-type: none"> <li>3a. Communicating with students</li> <li>3b. Using questioning and discussion techniques</li> <li>3c. Engaging students in learning</li> <li>3d. Using Assessment in Instruction</li> <li>3e. Demonstrating flexibility and responsiveness</li> <li>3f. Utilizing technology</li> </ul>
<p><b>Domain 2: The Classroom Environment</b></p> <p>Domain 2 (The Classroom Environment) addresses the teacher's skill in establishing an environment conducive to learning, including both the physical and interpersonal aspects of the environment. Its components are:</p> <ul style="list-style-type: none"> <li>2a. Creating an environment of respect and rapport</li> <li>2b. Establishing a culture for learning</li> <li>2c. Managing classroom procedures</li> <li>2d. Managing student behavior</li> <li>2e. Organizing physical space</li> </ul>	<p><b>Domain 4: Professional Responsibilities</b></p> <p>Domain 4 (Professional Responsibilities) addresses a teacher's additional professional responsibilities, including self-assessment and reflection, communication with parents, participating in ongoing professional development, and contributing to the school and District environment. Its components are:</p> <ul style="list-style-type: none"> <li>4a. Reflecting on teaching</li> <li>4b. Maintaining accurate records</li> <li>4c. Communicating with families</li> <li>4d. Participating in a professional community</li> <li>4e. Growing and developing professionally</li> <li>4f. Showing professionalism</li> </ul>

This committee will be making recommendations for the revision of our current supervision and evaluation process. It is anticipated that the process will reflect our core beliefs with a focus on student and staff engagement.

In addition, the above meetings with the superintendent the building principal/administrator shall meet with the Assistant Superintendent for Educational Services periodically, throughout the school year, in order to discuss and assess the building principal's/administrator's progress on the PIP and to be provided written feedback regarding his/her progress on the PIP. All meetings shall be documented on the attached form.

If at the end of the year the PIP goals are met and the principal/administrator is rated "effective", the PIP will terminate.

If the principal/administrator is rated as *developing* or *ineffective* for any school year in which a PIP was in effect, a new plan will be developed by the principal and the superintendent in collaboration with the TVSAA adhering to the guidelines and requirements below. Continued concerns regarding a principal's/administrator's performance may warrant consideration of disciplinary procedures.

The Principal/Administrator Improvement Plan (PIP), set forth herein, will be used only for principals/administrators rated *ineffective* or *developing*. All aspects of the PIP shall be reviewed; however, only those aspects subject to negotiations shall be renegotiated as appropriate.

**Any PIP created must consist of the following components:**

- I. **SPECIFIC AREAS FOR IMPROVEMENT:** Identify specific areas in need of improvement. Develop specific, behaviorally written goals for the principal/administrator to accomplish during the period of the Plan.
- II. **EXPECTED OUTCOMES OF THE PIP:** Identify specific recommendations for what the principal is expected to do to improve in the identified areas. Delineate specific, realistic, achievable activities for the principal/administrator.
- III. **RESPONSIBILITIES:** Identify steps to be taken by the superintendent and the principal/administrator throughout the plan. Examples: school visits by the superintendent; supervisory conferences between the principal/administrator and superintendent; written reports and/or evaluations, etc.
- IV. **RESOURCES/ACTIVITIES:** Identify specific resources available to assist the principal/administrator to improve performance. Examples: colleagues; courses; workshops; peer visits; materials; etc.
- V. **EVIDENCE OF ACHIEVEMENT:** Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the principal/administrator is successful, partially successful, or unsuccessful in efforts to improve performance.
- VI. **TIMELINE:** Provide a specific timeline for implementation of the various components of the PIP and for the final completion of the PIP. Identify the dates for preparation of written documentation regarding the completion of the Plan and finalize the dates as to required meetings and/or school visits, and/or workshops, etc.

- Set a date for the TIP meeting.
- The teacher is informed by the designee that his/her Building Administrator/Supervisor is placing him/her on a TIP and is asked to attend the Initial TIP meeting.
- The Professional Support Team is formed. The group will report to the Assistant Superintendent for Educational Services and the Assistant Superintendent for Human Resources and will be responsible for recommending strategies for instructional change.
- **The Initial TIP meeting is held**
  - Participants: The Professional Support Team
    1. The teacher in need of a TIP
    2. Building Administrator and/or Supervisor
    3. District Mentor, if available and appropriate
    4. Union Representation
      - a. Union President and/or designee
      - b. TVTA Building Representative or designee
    5. Additional participants, if agreed upon by all other participants
  - Agenda:
    - A union representative distributes copies of the Professional Support section and a blank TIP from the Performance Appraisal System to all participants.
    - Union representation explains that administration prepares their suggestions for completion of the TIP in advance, prior to the next TIP meeting.
    - The meeting participants mutually agree upon an 'Exemplary Teacher'. (The District Mentor, when available, is preferred.) This 'Exemplary Teacher' will become a member of the Professional Support Team, attend all other subsequent TIP meetings, and work closely with the teacher in need of support to address the Building Administrator's concerns.
    - A date is chosen for the next meeting with the purpose of initiating the TIP.
    - A procedure for inviting the 'Exemplary Teacher' to participate in the support process and informing him/her of the next meeting date is agreed upon.
- **The meeting to initiate the TIP is held**
  - Participants: The Professional Support Team
    1. The teacher in need of Professional Support
    2. Building Administrator and/or Supervisor
    3. Exemplary Teacher
    4. Union Representation
      - a. Union President and/or designee
      - b. TVTA Building Representative or designee
    5. Additional participants, if agreed upon by all other participants listed above



## Appeals Process

1. The annual evaluation of a teacher shall be presented to the teacher by the principal/lead evaluator.
2. Within ten (10) school days of receipt of an ineffective evaluation the teacher may request, in writing, review by the Superintendent of Schools.
3. The appeal writing shall articulate in detail the basis of the appeal. Failure to articulate a particular basis for the appeal in the aforesaid appeal writing shall be deemed a waiver of that claim. The evaluated teacher may only challenge the following grounds of the substance of the annual professional performance review plan adopted pursuant to Education Law 3012-d.
4. Within ten (10) school days, of receipt of the appeal, the Superintendent of Schools shall render an initial determination, in writing, respecting the appeal. Thereafter, the affected teacher may elect review of the appeal papers within 10 days by one outside expert who will be chosen from a panel of at least three persons selected by the District and TVTA, which panel shall be established by the parties.
5. The panel composition shall be reviewed annually. The panelists shall customarily be selected in rotating order; if a panelist is unavailable, the next listed panelist will be chosen. However, the parties may elect to deviate from the customary rotation depending upon the circumstances of the specific appeal. In the event that none of the panelists are available to review an appeal, the parties shall select a mutually agreeable expert. The cost of the expert review shall be borne by the District.
6. The expert may recommend a modification of the TIP, or a modification of the rating, along with his/her rationale for the same. Expert review shall be completed within ten (10) school days of delivery of the written request for review to the panel member. No hearing shall be held and the review shall be based solely upon the original appeal, the Superintendent's initial determination, supporting papers submitted by the teacher and/or a response to the appeal by the teacher's evaluator. The expert's written review recommendation shall be transmitted to the Superintendent and the appellant upon completion. The superintendent shall consider the written review recommendation of the expert and shall issue a written decision within ten (10) school days thereof. The determination of the Superintendent shall be final and shall not be grievable, arbitral, nor reviewable in any other forum; however, the failure of either party to abide by the above agreed-upon process shall be subject to the grievance procedure.
7. In the event that the current Superintendent is no longer the Superintendent, the parties shall jointly select a replacement for the Superintendent in the APPR appeals process. Pending the outcome of those negotiations, the Assistant Superintendent for Educational Services shall fill the Superintendent's role in the appeals process.
8. An overall performance rating of "ineffective" on the annual evaluation is the only rating subject to appeal. Teachers who receive a rating of "highly effective" or "effective" or "developing" shall not be permitted to appeal their rating. Tenured teachers who are rated effective, highly effective or developing may elect to submit a written response to their overall rating, which response shall be appended to the APPR evaluation and filed in the teacher's personnel file. Such response shall be filed within ten (10) school days year including summer recess, of the teachers of the APPR evaluation.

## Attachment II - Professional Development Vendor List

The following (but not limited) professional development opportunities have been approved:

<b>Name of Professional Development</b>	<b>Provider</b>	<b>Audience</b>	<b>Summary</b>
Bleeding Control Training	District	All Faculty & Staff	Training conducted for all staff in first aid and control of blood loss due to injuries.
BrainPop	BrainPop	K-9	BrainPop is an online learning resource that supports core and supplemental subjects for students. In addition to providing video tutorials, teachers can create assignments and students can create, construct, and collaborate as they learn.
Castle Learning	Castle Learning	3-12 Teachers	Castle Learning offers a comprehensive instructional support platform for in class, homework, review, and testing available both online and offline. The system is designed to help teachers be more efficient and effective while helping students achieve academic growth by providing access to thousands of content related questions.
CEUs	LICADD	All Social Workers	Required training for school social workers
Crisis Prevention	District	All Faculty & Staff	Nonviolent Crisis Intervention training offers a solid foundation to structure prevention and intervention approaches based on a philosophy of providing the best possible Care , Welfare, Safety, and Security for staff and those they are responsible for-even during crisis situations.
Chromebooks	District	All Staff	Device training
Columbia Writing Units of Study	Teachers College	K-8 Teachers	Training in the use of the Lucy Calkin's Writing Units of Study
Comprehension	DaVinci Center	All Special Education Teachers	Training in comprehension and cognition and how to use this information to make diagnostic and prescriptive decisions as special education teachers to determine the appropriate comprehension strategies and/or program(s) for students with disabilities.
Computer Coding	District	K-12 Teachers	Trains teachers on basic coding techniques that are being utilized in the elementary STEM curriculum.

<b>Name of Professional Development</b>	<b>Provider</b>	<b>Audience</b>	<b>Summary</b>
Escape the Room-Breakoutedu	District	K-12 Teachers	<p>The Escape the Room craze has made its way to the classroom thanks to a company called, Breakoutedu. They have put together materials for you to have students complete escape the room challenges in your classroom. There is a plethora of challenges already created that teachers have access to once they purchase the kit, plus teachers can create their own.</p> <p>This workshop will give participants the opportunity to experience several of the challenges, discuss the merits of using the challenges in the classroom, and explore how to best make use of the materials.</p> <p>A guaranteed fun learning opportunity addressing team building, problem solving, cross curriculum instruction and student engagement.</p>
Excel for Educators	District	7-12 Teachers	Haven't used Excel in a while? Learn how to use Excel (or Google Sheets) to keep track of data and create graphs. Using Excel provides a visual representation of data that makes it easier for students to analyze. Participants will review templates and lesson plans that can be used in class with your students.
Executive Functioning	District	All Staff	Training in better understanding executive functioning skills and how these skills impact a student in the general education classroom.
Exploring Ways to Use Khan Academy in Math Instruction	District	K-6 Teachers	Khan Academy offers 100,000 practice exercises, over 3500 instructional math videos, and a personalized learning dashboard that empower learners to study at their own pace in and outside of the classroom. This course will show teachers how to create Khan Academy accounts and enroll their students. Teachers will leave with strategies for implementation for differentiation.
Exploring ZSpace	District	7-12 Teachers	This program, new to Junior and Senior High labs, encourages students to inquire, take risks, solve problems, and apply their learning while building confidence and expanding interest using virtual and augmented reality.
Faculty Meetings	District	Staff in Each School	Conducted on a monthly basis in all schools.
Fake News and How to Help Your Students Sniff it Out	District	K-12 Teachers	Oxford Dictionary named "post-truth" the new word of 2016! an adjective defined as ""relating to or denoting circumstances in which objective facts are less influential in shaping public opinion than appeals to emotion and personal belief".

<b>Name of Professional Development</b>	<b>Provider</b>	<b>Audience</b>	<b>Summary</b>
Google Forms	District	K-12 Teachers	Forms allow you to easily set up surveys, activities or quizzes for your students with custom settings to fit your need. In this workshop we will delve into the various ways you can use Google Forms, how to set them up, customize settings and access data. This course includes: <ul style="list-style-type: none"> <li>● Adding photos and videos</li> <li>● Collaboration on Forms and/or Responses</li> <li>● Collecting user data</li> <li>● Creating and embedding charts</li> <li>● Use of spreadsheet functions</li> <li>● A variety of add-ons</li> </ul>
Grammar Series	Sadlier	K-6	Training in the use of the Sadlier Grammar Program.
G Suite for Special Area Teachers	District	K-12 Teachers	This is a great course for any elementary or secondary teacher who wants gain a basic understanding of G-Suite. We will primarily focus basic setup of Google drive, Google classroom, and Google Forms. You will learn how to organize Google Drive and Google Classroom to enhance pre-existing and new material. We will create quizzes and surveys using Google Forms and learn quick and easy grading techniques! We will use shared folders and documents to be able to efficiently collaborate with one another. We will focus on tools to help P.E., Family and Consumer Sciences, Art, Music, Technology and Special Education teachers, however all are welcome!
Infinite Campus	Custom Computing	All Administrators, Guidance Counselors and Clerical	Infinite Campus is the district's student data management system.
Inter-rater Reliability	Michael Keeney	All Instructional Administrators	Training to fulfill the requirement under 3012d
Intro to 3D Printing	District	7-12 Teachers	Not sure what 3D printing is all about? Learn the basics of what 3D printing is and how 3D modeling works. (Our 3V students are 3D printing now in grades 5 and 6!)



Intro to Google Drive	District	7-12 Teachers	This course is designed for a beginner as an introductory overview of GAFE apps and Drive and will provide you with a foundation on using these tools. We will explore Google Drive, Docs, Slides, Sheets and Forms and utilize the share feature to demonstrate how to work concurrently on projects. You will be given time to learn and practice using these tools, understand their features and learn the benefits of using GAFE (GSuite). (*Please activate and come with your District Google account.)
Intro to Google Forms	District	7-12 Teachers	This workshop will help educators K-12 learn how to use Google Forms to create class surveys, quizzes, and formative assessments. Participants will learn the basic layout of Google Forms in addition to more advanced features such as including video and images. We will also use Flubaroo to analyze data. (*Please activate and come with your District Google account.)
Introduction to Desmos	District	7-12 Teachers	This workshop will introduce teachers to the Desmos online graphing calculator, as well as, HS student activity center with predesigned activities.
iReady	Curriculum Associates	K-6 Math AIS Teachers	iReady is used for the universal math screening tool for K-6.
Learn to Code	District	7-12 Teachers	Three Village students are getting into coding and you can too! This workshop will expose you to some simple coding activities that our students are using to learn the basics. Learn why coding helps to develop problem solving, reasoning and analytical skills in us all!
Many Ways to Use Video in the Classroom	District	K-12 Teachers	There are many ways to enrich your classroom using video. In this class you will learn How to use Snagit to capture video of what you are doing on the computer screen, use a document camera to capture still shots and videos. Both are great for making how-tos that can be added to a Google classroom assignment or Moodle class, depending on what you use. You will also be shown how to use the program Edpuzzle which enables you to use your own videos or videos from other sources, such as Youtube and Khan Academy to make self-paced learning and interactive lessons by adding your voice and questions along the video for students to answer.
Microsoft Office	District	K-12 Teachers	Office is used by all staff for a variety of purposes.

TeachersFirst.org				
Technology	NYSCATE	All Instructional Administrators	State level training provided at annual conference.	
Technology	ASSET	IT Staff	Regularly attended by the IT Department to remain current on technology related issues.	
Teq Online PD	Teq Online PD	K-12	TeqOnline PD is an approved "CTL" provider in NYS. They provide online and live remote learning opportunities for teachers to learn a varied number of technology based tools.	

