(I)

THREE VILLAGE CENTRAL SCHOOL DISTRICT
STONY BROOK, NEW YORK

BOARD OF EDUCATION AGENDA MATERIALS

DATE OF BOARD MEETING: December 12, 2018   **DATE SUBMITTED:** December 7, 2018

OFFICE OF ORIGIN: Educational Services   **CATEGORY OF ITEM:** Action

TITLE: PROFESSIONAL DEVELOPMENT PLAN UPDATE 2018-2019	

Staff Recommendation:

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 2018-19

DISTRICT NAME: Three Village Central School District

BEDS CODE: 580201-06-0000

SUPERINTENDENT: Cheryl Pedisich

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YEARS PLAN IS EFFECTIVE: 2017-18

Current District Team

ADMINISTRATORS:

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

TEACHERS:

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

UNIVERSITY:

Linda Sprague	*Higher Education Representative/Suffolk Community College*

PARENT:

Susan Rosenzweig   *Parent, PTA Council*
Number of school buildings in District: 8

Number of school-based professional development teams: 8

Indicate how school teams(s), if any, will be represented on the District team:

Representatives from each building are members of the District team.

Professional Development Planning Team

1. **If school teams are not represented on the District professional development team, describe briefly how the District plan will ensure that the needs of schools in the District are met.**

    All buildings are represented on the District committee.

2. **On average, please identify the number of hours a teacher will be involved with professional development on an annual basis. This may include the planning, delivery, application and/or evaluation of professional development activities.**

    All teachers certified after February 2004 participate in a minimum of 35 hours of professional development activities per year. According to contractual agreements, a professional planning period, for 40 minutes at the secondary level, is provided daily for all teachers. Full day grade level meetings are provided several times per year at the elementary level. In addition, there is at least one Superintendent's Conference Day planned annually around District initiatives.

Needs/Data Analysis for Professional Development Plans

1. **Describe how the professional development plan is aligned with New York learning standards and assessments, student needs, and is articulated with and across grade levels.**

    Stakeholders in the District have reviewed and analyzed the student achievement data and identified the key areas of concern. These groups included student government, PTA Council, site-based management teams, the Leadership Team, the Curriculum Development Committee and the Secondary and Elementary Program Review Committees. These data include: Regents exam pass rates, English Language Arts (ELA) and Mathematics results for Grades 3 through 8, dropout data, graduation rates, Regents diploma rates, attendance percentages to 2 and 4-year colleges.

    Since the implementation of the NCLB act of 2001, and all subsequent federal and state mandated regulations the District recognizes the need to provide related staff development for all teachers. Opportunities are provided for articulation across grade levels and departments at the Superintendent Conference Days and remain a focus of grade level meetings and department meetings.

    Grade level meetings are conducted to acquaint K-6 classroom teachers with the changes as well as to provide support for curricular initiatives. Professional development opportunities are provided for teachers based on the needs that emerge from state assessments, other district level assessments and an annual review of state assessment results, as well as District priorities such as differentiation of instruction and balanced literacy.

    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.

Professional Development Strands

A. Focus Areas

Student Performance -- Across the Curriculum
- Integration of Common Core Curriculum
  - ➤ Geometry Training
- Regents and Advanced Regents Diploma
- Early Literacy
  - ➤ Literacy Framework
  - ➤ Leveled Literacy
- Response to Intervention (RtI)
- K-6 Science
- Graduation Requirements for Students with Disabilities
- Health Curriculum
- Writing Units of Study
- Intellectually Gifted-Grades 4-6
- PBIS
- AIMSweb
- iReady
- Go Math
- STEM

Student Engagement/Safety
- Student Centered Learning
  - ➤ Design Qualities
  - ➤ Differentiated Instruction
  - ➤ Assessment Techniques
  - ➤ Strategies for Integration
  - ➤ Integration of Learning Standards
  - ➤ Curriculum Mapping
  - ➤ Enrichment
- Classroom Environment
  - ➤ Character Education
  - ➤ Bully Prevention
  - ➤ Classroom Management
  - ➤ Crisis Intervention – Non-Violent Intervention
  - ➤ Digital Citizenship and Internet Safety
  - ➤ Civic Engagement and Community Service
- Health and Wellness
- Internet Safety
- School Safety
- DASA
- Castle Learning

Technology (21st Century Skills)
- New Teacher Orientation and Grade Level Meetings include technology components
- Curriculum integration of software, online resources and Web 2.0 tools
  Technology integration with the Essentials of Learning

- 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

ANNUAL GOAL(S)

(MUST BE COMPLETED BY ALL STAFF)

NAME: _____   SCHOOL: _____   YEAR: _____

AREA OF FOCUS: _____

PLEASE CHECK ONE:

NON –TENURED _____
TENURED _____

1. How will your area of focus help you develop as a professional and improve student learning?

2. Why did you choose this area of focus?

3. What type of training or resources will you need to integrate this learning in your classroom?

4. How will you evaluate the success of your plan?

Approved by Chair/Director: _____   *Date:* _____

Approved by Building Principal: _____   *Date:* _____

Please submit to Principal by October 20

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'

100 HOUR CTLE REQUIREMENT FOR TEACHERS

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
To receive PD hours for any of the activities listed below, you must be the <u>recipient</u> of the professional development (with the exception of the mentor/cooperative teacher programs).

Out-of-District Activities
(Please note: Certificate holders <u>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.)</u>

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

District Activities

➤ New Teacher Orientation	12 hours
➤ Department Meetings	1 hour per meeting
➤ 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
➤ Assessment Scoring	3 hours for ½ day/6 hours for full day
➤ Curriculum Writing and Revision	3 hours for ½ day/6 hours for full day
➤ District Committee Member	3 hours for ½ day/6 hours for full day
➤ In-service Courses	15 hours/30 hours/45 hours
➤ Collegial Circles	'hour for hour'

Building Activities

➤ Faculty Meetings	1 hour per meeting
➤ Department Meetings	1 hour per meeting
➤ Grade Level Meetings	1 hour per meeting
➤ Mentor Program/Cooperative Teacher	10 hours maximum
➤ Peer Visitation/Observation	'hour for hour'
➤ Professional Workshop Conferences	'hour for hour'

➢ Teacher-to-Teacher or Related Service Consultations. . '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:

X	MESTRACT
X	Consolidated Grants
X	Title V Innovative Programs
X	District Budget

Staff resources:

X	Content specialists
X	Teacher Leaders
X	Directors and Department Chairs
X	Instructional Consultant
X	Mentors

Providers:

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

Community:

X	Major employers
X	Community-based organizations
X	Parents

Please identify any funds the District has received for professional development which <u>are not</u> used to implement this plan, and why.
None

Professional development described is continuous and sustained and reflects congruence between student and teacher needs and District goals and objectives.

I.   Focus Area: Student Performance

Students in Grades 3 through 8 participate in the required state assessments in mathematics, English language arts (ELA), and science. This was the seventeenth administration for the Grade 8 science assessment, first administered in 2001, and the nineteenth for Grades 4 and 8 ELA and mathematics, first administered in 1999. Beginning with the 2005-06 school year students in grades 3-8 were required to take assessments in ELA and Mathematics. New York State adopted the Common Core State Standards (CCSS) in July 2010. The 2012-2013 school year marked the implementation of the CCSS for Grades 3-8 in ELA and mathematics. District performance on the 2017-18 assessments, reported by levels, is shown in Tables 1 and 2 below. Because of state cutbacks in funding and the overall cost of developing, printing, and grading the exams, the grade 8 intermediate social studies assessment was discontinued by NYSED during the 2010-2011 academic year.

ESSA was signed into law in 2015, replacing the No Child Left Behind Act from 2001. New York State's ESSA plan was approved in January 2018. A performance index (PI) is based on measures of proficiency on statewide assessments. Under the new ESSA plan, the PI will be a number ranging from 0 to 250. The PI is calculated two different ways—a weighted average index and a core subject index. The formula for each is delineated below:

Weighted Average Index: ((L2 + 2*L3 + 2.5*L4)/Greater of: 95% of continuously enrolled tested & not tested students or continuously enrolled & tested students)*100

Core Subject Index: ((L2 + 2*L3 + 2.5*L4)/continuously enrolled & tested students)*100

The 2017-18 district Weighted Average Index and Core Subject Index for all students who took the Grades 3-8 ELA was 64.43 and 176.61, respectively (see Table 1). The 2017-18 district performance index for all students who took the Grades 3-8 math was 82.29 and 201.2, respectively (see Table 2).

Table 1. ELA Performance by Level (%)												
2017-18	Level 4		Level 3		Level 2		Level 1			Total # Ss	Weighted Average Index	Core Subject Index
	%	# Ss	%	# Ss	%	# Ss	%	# Ss				
District Grade 4	23	42	42	78	30	55	5	10		148	78.75	172.13
Arrowhead	3	1	43	13	43	13	10	3		30	54.73	139.66
Minnesauke	31	11	42	15	28	10	0	0		36	84.44	187.50
Mount	11	2	50	9	28	5	11	2		18	44.07	162.50
Nassakeag	43	20	40	19	17	8	0	0		47	**111.63**	204.26
Setauket	15	8	42	22	35	18	8	4		52	81.63	156.86
District Grade 8	33	48	43	62	18	26	6	9		145	54.51	184.72
Gelinas	31	29	45	43	20	19	4	4		95	73.12	186.70
Murphy	39	19	39	19	14	7	8	4		49	37.71	188.54
District Grade 3	5	8	71	105	22	32	2	3		148	75.14	175.68
District Grade 5	24	37	41	62	24	37	11	17		153	58.30	165.48
District Grade 6	49	81	27	45	20	32	4	6		164	70.24	197.20
District Grade 7	19	27	43	61	30	43	8	11		142	54.03	163.99

2017-18	Level 4		Level 3		Level 2		Level 1			Total # Ss	Weighted Average Index	Core Subject Index
	%	# Ss	%	# Ss	%	# Ss	%	# Ss				
District Grade 4	44	79	32	57	18	32	6	11		179	83.88	191.71
Arrowhead	18	5	32	9	36	10	14	4		28	54.73	144.64
Minnesauke	50	18	39	14	8	3	3	1		36	96.20	211.11
Mount	29	5	29	5	24	4	18	3		17	41.53	163.33
Nassakeag	75	38	22	11	4	2	0	0		51	130.23	233.33
Setauket	29	13	40	18	27	12	4	2		45	79.59	177.27
District Grade 8	5	2	24	10	57	24	14	6		42	114.07	221.31
Gelinas	7	2	25	7	57	16	11	3		28	124.69	220.74
Murphy	0	0	23	3	62	8	15	2		13	107.29	225.88
District Grade 3	39	61	39	61	16	25	6	10		157	85.22	190.91
District Grade 5	44	69	33	52	15	23	8	13		157	68.95	189.94
District Grade 6	45	75	33	54	19	32	2	4		165	71.29	198.46
District Grade 7	44	53	33	40	18	22	4	5		120	67.74	204.17

Table 2. Math Performance by Level (%)

The graph below reflects the 2017-18 district performance, by level, for the Grades 3-8 ELA and mathematics, and for the Grades 4 and 8 science.

2017-2018 District Performance for All State Assessments (% by levels)
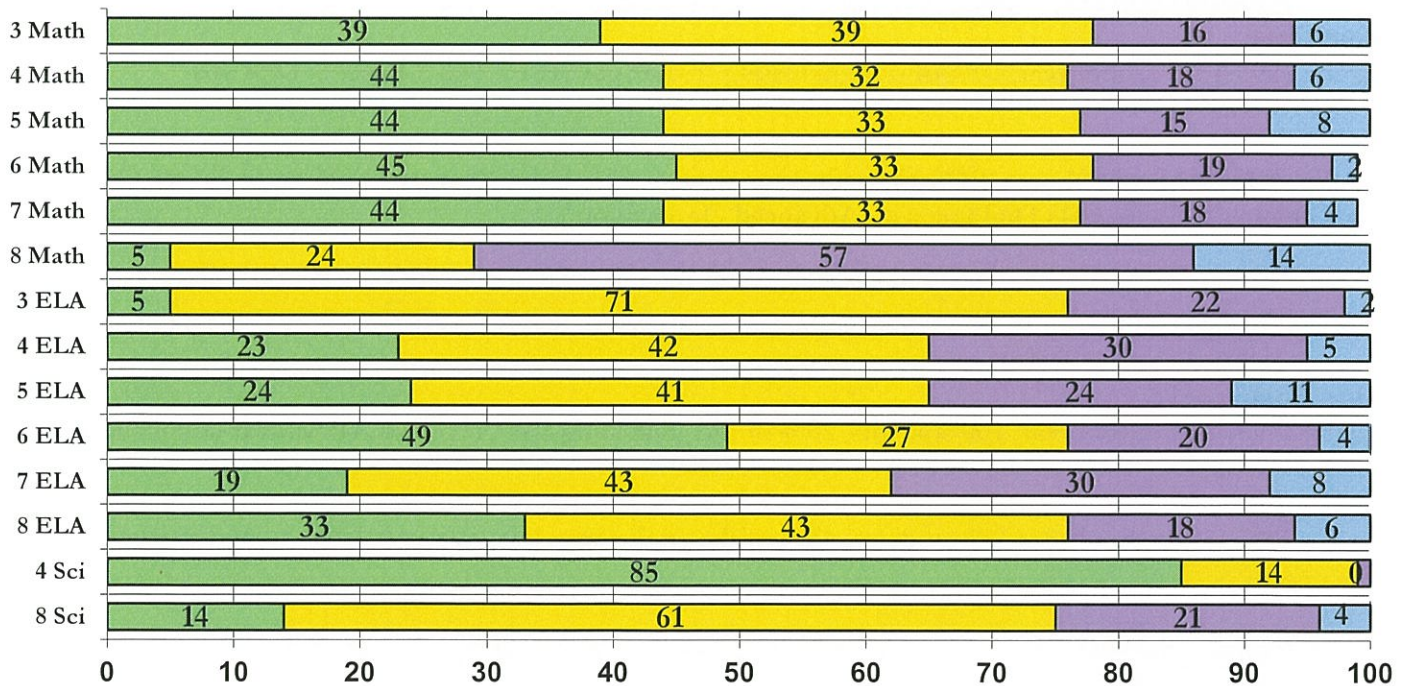
In July 2010, the Commissioner of NYS Education cited weaknesses in the State's testing and scoring systems over the last several years, which created what Dr. Steiner referred to as "systemic grade inflation." Accordingly, students who score at the "proficient" level in middle school math, for instance, "stand only a 1 in 3 chance of doing well enough in high school to succeed in college math." The Board of Regents adopted tougher cut scores, which created a significant drop in the percentage of students considered proficient.

In an effort to better prepare students for entry into college, the New York State Education Department adjusted the proficiency (level 3) cut score, making it more difficult to score at a level 3 or 4. This change in the definition of proficiency holds students, teachers, and administrators accountable to a higher standard of achievement.

On January 10, 2011, the Board of Regents approved the recommended additions to the Common Core Learning Standards for English Language Arts & Literacy and Common Core Learning Standards for Mathematics, plus a new set of Prekindergarten Standards.

In 2013, the New York State Department of Education made significant changes to the grades 3-8 testing. Students were tested on the New York State P-12 Common Core Learning Standards (CCLS). The New York State Education Department has stated that the results on the 3-8 assessments represent a new "benchmark." Therefore, comparisons to data from previous years cannot be made accurately due to the fact that the assessments were based on the former standards.

Given the results of the 2017-2018 testing, it was determined that our district focus areas would continue to be on raising the number of students performing at proficiency levels, as well as raising the percentage scoring at the distinction level on all state assessments. Specific attention will be given to staff development efforts for teachers in integrated settings and to special education resource room teachers to assist them in aligning their work with general education classrooms.

Regents Diploma Rate

Baseline Data:
During the 1998-1999 school year, 70% of our graduating seniors graduated with a Regents Diploma.

Current Status:
During the 2017-2018 school year, 98% of graduating seniors achieved a Regents Diploma or better (26% Regents Diploma, 69% Regents Diploma with Advanced Designation.)

AP Scholar Designation

Baseline Data:
During the 1998-1999 school year, 100 students, 20% of the graduating class, received AP Scholar designation.

Current Status
During the 2017-2018 school year, 288 students, 45% of the graduating class, received AP Scholar designation.

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

Professional Development in the Area of Technology

We believe that instructional technology should be woven into each learning standard and that it is not considered a separate and isolated subject. Professional development activities in technology incorporate student learning objectives and grade level or subject area standards. It is important to note that, in order to ensure consistency throughout the District, whole departments and grade level teachers are trained, whenever possible.

Professional Development Indicators:

- Staff will be able to use the instructional software that is available on the network and the internet to improve student learning both within and without the school
- Teachers, students and parents will use student management software to view daily and period-by-period attendance, grading information and to access student information
- Teachers will be able to use the electronic grade book in the Infinite Campus student management system
- Teachers will be able to use technology as an integral component of instruction in every classroom
- Teachers will be able to communicate with students using anytime, anyplace learning via an online learning environment, Moodle
- Teachers will be able to use interactive, web-based, multi-media instructional tools
- Teachers will model ethical usage of all software, the Three Village network, and the Internet

Evaluation of Professional Development

- Faculty/Student Surveys
- Classroom Observations
- Individual Professional Development Plans
- Focus Groups
- Examples of Student Work/ Portfolios
- Server and application based user reports

Technology Goals	Professional Development Goals
Goal 1 **Technology Support for ⬤ching and Learning** *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 21ˢᵗ Century.*	- Provide students and teachers with access to software and programs that will report individual student progress and assistance with learning. - 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. - Increase the number of projectors, interactive whiteboards, and document cameras available to teachers, ultimately resulting in one per classroom. - Incorporate Web 2.0 tools into curriculum (web blogs, podcasts, discussion boards). - Continue to implement and pilot use of handheld devices in large group instruction. - Provide consideration and support for teacher generated project ideas that incorporate technology. - 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. - Make new devices mobile, allowing all teachers and students equal opportunity and access. -Offer workshop opportunities in web-based mobile learning apps and platforms (Google Apps for Education).
Goal 2 **Technology Integration** *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 21ˢᵗ Century Skills. Standardize, align and communicate desired student technology skills ⬤ s the grade levels and a⬤ ss the district.*	- Technology Literacy skills, as defined by NYSED will be incorporated into content area and grade level curriculum. - Teachers and students will demonstrate ethical and safe use of the Internet. - Provide staff with an online catalog of available resources and access to shared lessons and resources that incorporate technology. - Offer a variety of inservice opportunities to teachers and staff. - Teachers will be able to use technology as an integral component of instruction in every classroom. - Communicate to teachers and parents the skills students have acquired in order to encourage continued use. - 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 **iSafe** program. A new emphasis on plagiarism awareness and prevention will occur in 13-14. - Provide teachers with a wide range of technology rich and current course offerings. - Update and revise district's Technology Plan each year to reflect changes in hardware, software, and technology professional development requirements.
Goal 3 **Parental and Community Support** *Provide the district's students, parents and community members with access to educational technology resources and current electronic information.*	-Provide ongoing training opportunities for support staff in the all areas of Infinite Campus. - Provide continued training and support in the use of the School Messenger communication system. - Provide training on Castle Learning with emphasis on support staff (PPS). -Provide training workshops and follow up support to all principals and support staff in the use of the new district web site. - Provide Gradebook training to all staff. - Provide training workshops and one on one in the use of Moodle. - Utilize Moodle for district training and sharing of resources.
Goal 4 **Systems Management** *Utilize technology resources to maintain records, organize information and automate office functions.*	- Provide workshops and one-on-one training to staff in the use of Infinite Campus. - Provide training workshops in Infinite Campus and Microsoft Office to clerical staff. - Provide one-on-one training to users of SchoolMessenger, OASYS and MLP. - Provide training and support to teachers in student assessment programs. - Support student systems with annual uploads of basic student and class data. - Network systems personnel will attend workshops focused on industry standard strategies for disaster recovery, record retention, and security monitoring. -Provide appropriate staff with training on the new security camera system.
Goal 5 **Pursue Cost-Saving Technologies** *Pursue cost-saving technologies, such as thin client and open source ⬤ are. Utilize and i⬤ ement technology to reduce costs and conserve natural resources.*	- Provide workshops in the use of Moodle. - Deliver SAVE Training online to all professional staff. - Provide workshops for assistive technology devices and software. - Provide workshops in the use of mobile devices. - Publish "Going Green" reminders to staff on ways to conserve. - Model the use of interactive board in North Country lab and in classrooms. - Initiate BYOD program and provide training to teachers. - Pilot programs that provide online textbooks. - Pursue and train staff "cloud-based" programs and storage.

REVISED DECEMBER 2018

Annual Professional Performance Review

Section 100.2 of the Commissioner's Regulations includes a requirement for an Annual Professional Performance Review plan (APPR).

Criteria for Teacher Evaluation

The revised Commissioner's Regulations 100.2 require the following criteria for teacher evaluation:

- **Content knowledge:** The teacher shall demonstrate a thorough knowledge of the subject matter area and curriculum;
- **Preparation:** The teacher shall demonstrate appropriate preparation employing the necessary pedagogical practices to support instruction;
- **Instructional Delivery:** The teacher shall demonstrate that the delivery of instruction results in active student involvement, appropriate teacher/student interaction, and meaningful lesson plans resulting in student learning;
- **Classroom Management:** The teacher shall demonstrate classroom management skills supportive of diverse student learning needs which create an environment conducive to student learning;
- **Student Development:** The teacher shall demonstrate knowledge of student development, an understanding and appreciation of diversity and the regular application of developmentally appropriate instructional strategies for the benefit of all students;
- **Student Assessment:** The teacher shall demonstrate that he or she implements assessment techniques based on appropriate learning standards designed to measure students' progress in learning;
- **Collaboration:** The teacher shall demonstrate that he or she develops effective collaborative relationships with students, parents or caregivers as needed, and appropriate support personnel to meet the learning needs of students;
- **Reflective and Responsive Practice:** The teacher shall demonstrate that practice is reviewed; effectively assessed and appropriate adjustments are made on a continuing basis.

Assessment Approach

By the agreement between the Three Village Teachers Association and the Board of Education, non-tenured teachers are required to be observed by their supervisors a minimum of three times annually. By contract, tenured teachers must receive a minimum of one formal observation and one unannounced observation. The observed teacher and administrator participate in a pre and post conference prior to the completion of a written report for all formal observations. In addition, each teacher receives a written evaluation at the conclusion of the school year. In general, a teacher's annual evaluation is in narrative form and often includes a teacher's self-evaluation or reflection on the objectives achieved.

Once we have teachers on staff who have achieved their initial certificates (2004) or possess a transitional certificate, their evaluations will, at a minimum, include the requirements of the Commissioner's Regulations.

During the 2002-03 school year, a committee of teachers and administrators received training offered by Charlotte Danielson, a leading ASCD staff developer in the area of performance appraisal, to become informed of the practices reflecting a sound supervision and evaluation process. During the 2005-06 all administrators received further training in the Danielson Framework through a series of workshops and walk-throughs led by Dr. Joan Daly-Lewis. These workshops were designed to build the capacity for improved observation skills among administrators as well as to formulate a common language around observations and evaluation. The chart below outlines the domains addressed in the Danielson model of performance appraisal.

DANIELSON FRAMEWORK:
COMPONENTS OF PROFESSIONAL PRACTICE

Domain 1: Planning and Preparation	Domain 3: Instruction
Domain 1 (Planning and Preparation) includes comprehensive understanding of the content to be taught, knowledge of the students' backgrounds, and designing instruction and assessment. It components are: 1a. Demonstrating knowledge of content and pedagogy. 1b. Demonstrating knowledge of students 1c. Setting instructional outcomes 1d. Demonstrating knowledge of resources 1e. Designing coherent instruction 1f. Designing student assessments	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: 3a. Communicating with students 3b. Using questioning and discussion techniques 3c. Engaging students in learning 3d. Using Assessment in Instruction 3e. Demonstrating flexibility and responsiveness 3f. Utilizing technology
Domain 2: The Classroom Environment	**Domain 4: Professional Responsibilities**
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: 2a. Creating an environment of respect and rapport 2b. Establishing a culture for learning 2c. Managing classroom procedures 2d. Managing student behavior 2e. Organizing physical space	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: 4a. Reflecting on teaching 4b. Maintaining accurate records 4c. Communicating with families 4d. Participating in a professional community 4e. Growing and developing professionally 4f. Showing professionalism

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.

Principal/Administrator Improvement Plan

* THIS PLAN APPLIES TO ALL ADMINISTRATIVE STAFF *

The **Principal/Administrator Improvement Plan (PIP)** is a structured plan designed to identify specific concerns in leadership and outlines a plan of action to address these concerns. The purpose of a PIP is to assist principals/administrators to work to their fullest potential. The PIP provides assistance and feedback to the principal/administrator and establishes a timeline for assessing its overall effectiveness.

A PIP must be initiated whenever a principal/administrator receives a rating of *developing or ineffective* in a year-end evaluation or when there is evidence of little or no improvement in areas indicated by evaluations and/or overall performance. The PIP must be in place no later than October 1 or practicable thereafter. Prior to its implementation, the PIP will be signed and dated by all parties. The principal's/administrator's signature confirms receipt only, and agreement is not required for implementation. The area or areas in need of improvement will be drawn from the evaluation criteria contained in the agreed upon rubric. The attached forms will be used during the PIP plan.

A PIP shall be designed by the principal/administrator and the superintendent and his/her designee in collaboration with the president of the *Three Village Schools Administrators Association (TVSAA)* or his/her designee, with any differences to be resolved by a consensus determination. The TVSAA president will be notified when the district notifies the principal of an *ineffective* or *developing* rating.

The principal/administrator must be offered the opportunity for a volunteer peer mentor chosen from the TVSAA. The principal/administrator will select the mentor, with the approval of the superintendent and the TVSAA President. All dealings between the mentor and principal/administrator will be confidential. If there are no suitable mentors and/or no volunteers from the TVSAA, the parties shall consider other options. If the parties cannot agree, the final determination will be made by the Superintendent.

A statement of differentiated activities to support improvement shall be developed by the Superintendent of Schools or Assistant Superintendent for Educational Services after consultation with the principal/administrator on the PIP and may include, but shall not be limited to: working with mentors, in-service training, education conferences and reference to professional writings based upon scientific research, collaboration with administrative colleagues. All costs associated with the aforementioned shall be borne by the District upon the prior approval of the Superintendent.

Pursuant to Education Law Section 3012-d, the PIP will be implemented by October 1st of the school year next following the school year in which the educator's performance was rated Ineffective or Developing overall, or as soon as practical thereafter. No later than November 15th, the superintendent shall meet with the building principal/administrator and the support team on the PIP to discuss and assess the building principal's/administrator's progress and provide written feedback to the principal/administrator regarding his/her progress on the PIP; on or before February 15th, the superintendent shall again meet with the building principal/administrator on the PIP to discuss and assess the building principal's/administrator's progress and provide written feedback to the principal/administrator regarding his/her progress on the PIP; on or before April 15th, the superintendent shall once again meet with the building principal/administrator on the PIP to discuss and assess the building principal's/administrator's progress and provide written feedback to the principal/administrator regarding his/her progress on the PIP. If at any time, the superintendent believes that the goals have been met by the principal/administrator, (s)he shall sign a written acknowledgement of attainment. Timelines, as indicated above, may be altered and modified if agreed in writing by the parties.

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.

Teacher Improvement Plan (TIP) Process

Regents Rules §§30-3.3(a)(1) and 30-3.11(b) requires that any teacher with an annual professional performance review rated as developing or ineffective shall receive a Teacher Improvement Plan (TIP). A TIP is not a disciplinary action. A TIP shall be developed by the Professional Support Team. At the end of the timeline set forth in the TIP, the Professional Support Team shall meet to assess the teacher's performance and ability to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP may be deemed satisfied, modified and continued, or deemed as having been unsuccessfully completed by the teacher.

The TIP is used for those teachers whose **annual teacher evaluation composite rating** is *developing* or *ineffective* or to address concerns identified by the District in the "Concerns and Recommendations Worksheet" or by an administrator in conjunction with The Office of Human Resources.

A TIP is completed collegially by the Professional Support Team. They set professional goals to ensure growth toward improved student outcomes. Working towards this growth in an environment of professional respect is an expectation for all parties.

The TIP should be developed as soon as is practical after the final evaluation has been completed, but in no case later than ten (10) school days after the date on which teachers are required to report prior to opening of classes for the new school year. The TIP should be structured around each teacher rubric components. TIP goals/activities should be structured so that no more than four or five at a time are addressed. The following should be included on the TIP:

- o Definition of the Problem (i.e. areas in need of improvement)
- o Statement of the Goals
- o Intervention Strategies (i.e. where appropriate, differentiated activities to support the teacher's improvement)
- o Resources
- o Sample Indicators of Success
- o Timeline for Achieving Improvement

Teachers will be placed on a Teacher Improvement Plan (TIP) for low evaluation ratings and/or administrative concerns. If due to the latter, a teacher can be placed on a (TIP) at any point throughout the year.

Teacher Improvement Plan (TIP) Procedures

- In consultation with appropriate administrators, the administrator directly in charge of supervision for the staff member will indicate a need for a TIP because of low evaluation ratings or little or no improvement in areas indicated by evaluations and/or the optional *Concerns and Recommendations Worksheet* or for other documented administrative concerns.

- The Building Administrator/Supervisor discusses this decision with the Union President.

- The Building Administrator and the Union President will:

  - o Designate a person to inform the teacher in need of a TIP;

- o 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**

  - o <u>Participants</u>: 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

  - o <u>Agenda</u>:

    - 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**

  - o <u>Participants</u>: 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

- o <u>Agenda</u>:

  - The Exemplary Teacher's role is explained and clarified to all participants by Union Representation.

  - The components of the TIP are addressed by the Building Administrator and discussed by the entire Professional Support Team.

  - Subsequent meeting dates are identified and the TIP is modified, as needed. All formal meetings between the teacher in need of support and the Building Administrator and/or Supervisor will be scheduled with the entire Professional Support Team.

Official Record:

  - The Union President or designee (see above) will record the Minutes of each TIP meeting. The Minutes and the TIP are approved by the entire team at the beginning of each subsequent meeting.

  - The Minutes will be filed at the building level and only maintained in paper copies. Minutes will not be sent electronically.

  - The TIP and subsequent modifications will be filed at the building and the Office of Human Resources.

- The Progress Report will be filed at the building and the Office of Human Resources.

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.

9. Non-tenured teachers shall not be permitted to appeal any aspect of their annual evaluation, or the school district's issuance and/or implementation of the terms of a teacher improvement plan. Probationary teachers who are rated ineffective, 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 of the teacher's receipt of the APPR evaluation.

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

Name of Professional Development	Provider	Audience	Summary
Advanced Adobe Illustrator Skills	District	Experienced Users of Adobe Illustrator/Art Teachers	Advanced Adobe Illustrator Techniques. Prior knowledge and experience in Adobe Illustrator is a must for this hands on workshop. Clipping masks, the pathfinder tool, expanding strokes, working with typography will be some of the topics discussed.
Augmented Reality Sandbox for Modeling Earth Surface Features	District	Secondary Science Teachers	The workshop will focus on the use of the Augmented Reality Sandbox and best practices in the classroom. Augmented Reality Sandboxes allows users to create topography models by shaping real sand, which is then augmented in real time by an elevation color map, topographic contour lines, and simulated water. The workshop will focus on using the machine and then designing lessons for Earth Science and other subjects where it may be applicable.
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

Topic	Provider	Audience	Description
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.
Conferring with Young Writers within the TC Units of Study	District	K-8 Teachers	In this workshop participants will be exposed to various methods for conferring including individual conferences and strategy groups. The practices and principles for effective conferences will be discussed and studied. Efficient record keeping systems will also be addressed and explored. A make and take session will be included where participants will create a conference binder, or add to their existing binder, using materials from the presenter including Assessment Checklists, rubrics, conference sheets, and supportive prompts.
CPI	Nonviolent Crisis Intervention Center	All Staff	Training of non-violent intervention strategies

Topic	Location	Audience	Description
Create Your Own YouTube Channel	District	Secondary Teachers	YouTube is a popular website and a vast resource for educators. A YouTube channel allows teachers to organize videos and create playlists based on topics/subject areas. Learn how to design a YouTube channel, search for and save videos and create your own videos to enhance lessons. Additionally, learn how students can create videos as alternative assessments or after researching a topic. Your YouTube videos can be viewed in your Google Classroom or can be accessed by students at home.
Decoding	DaVinci Center	All Special Education Teachers	Training in multi-sensory strategies to help students with disabilities in the area of phonics and phonemic awareness.
Department Meetings	District	Staff in Each Department	Conducted on a monthly basis in secondary schools
Designing/Editing Lessons in zSpace (Vived Science & zStudio)	District	Users of zSpace	This workshop will provide some useful tips on how to design or edit lessons on zSpace using the Vived Science app and the zStudio app. It will also suggest how to share these lessons with students through Moodle & Google Classroom.
Digital Labs for JHS Science	District	JHS Science Teachers	The workshop will focus on the generation of digital labs to be used in the JHS Science classes. The plan is to share the information from the Digital Labs for JHS curriculum summer project and permit staff to work on and generate digital labs for their classes. Participants will have access to the digital templates completed over the summer project for Science Labs, Claim-Evidence-Reasoning (CER) worksheets as well as copies of digital labs that were completed
Discovery Education	District	5th & 6th Grade Teachers	Training for the use of Discovery Tech Book in Science and Social Studies in the grades specified.
eBooks: Digital Opportunities for Educational Enrichment	District	Secondary Teachers	Today, students use their mobile devices as communication vehicles, social media platforms, and research tools. The Ward Melville Information Center offers a collection of over 1,000 interactive eBooks for all subject areas. This workshop instructs educators on how to utilize e-content to facilitate academic success and independent reading.

EdPuzzle	District	7-12 Teachers	EDpuzzle is a new engaging website that lets you take just about any video off the web, edit it down to the portions you want, add notes and questions for students, and create a "flipped classroom" where you can monitor individual student work as well. Easily integrates with Google Classroom.
Educator Apps & Websites	District	7-12 Teachers	Attendees will play the role of both student and teacher in this interactive workshop designed to demonstrate valuable apps for educators. Attendees are encouraged to bring Smartphones and/or tablets.
Epson Projector	Epson	K-12 teachers	Provides the latest information and innovation on the new Epson projectors that are being installed in the district.
Escape the Room-Breakoutedu	District	K-12 Teachers	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. 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. A guaranteed fun learning opportunity addressing team building, problem solving, cross curriculum instruction and student engagement.
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.

Title	Location	Audience	Description
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. We are barraged with tweets, Facebook and other social media feeds, with the intention of spreading rumors and untruths. Our students, with your support, need to be able to discriminate between accurate information and Fake News.
Flipping the Mathematics Class with Screencast-O-Matic	District	Math Teachers	Technology/ applications to use when flipping the math classroom. Screencast O Matic allows users to record their screen movements and saved to be used prior to a lesson or for review.
Formative Assessment Online and Fun for All	District	K-6 Teachers	Good teachers adjust their teaching based on how students understand throughout a lesson or unit of study. Using good formative assessment will give a teacher a quick "snapshot" of the class' understanding of what has been worked on. In this class we will be checking out different ways to make use of interactive online formative assessment tools such as, Socrative, Kahoot, Plickers, and more! Perfect to use with Chromebooks and BYOD! Your students will love them and so will you!
Fundations	DaVinci Center	K-3 teachers	Fundations is a Wilson Program that helps build phonetic awareness and is based on reading research and the Wilson Reading System. It is a program designed for young students with a similar but less intensive approach to decoding, reading and spelling.

Course	Provider	Audience	Description
Get Started with Moodle	District	K-12 Teachers	This 6 hour workshop is an introduction to using the interactive teacher website program Moodle. We will meet for one hour at the start and conclusion of the course. If you are new to Moodle or have not used Moodle recently this is the course for you to start to develop an online presence for your class. Moodle is designed to enhance teacher and student organization, performance and discussion by creating an online classroom available anytime and anywhere through an Internet connection. In this class participants will learn how to post content to the Moodle board to work interactively with students or other teachers. Moodle software gives teachers the capability to post class news and events, post and collect assignments and projects, lead class discussion boards, as well as display video. Participants will create a teacher Moodle board they can start to use right away!
Go Math	Houghton-Mifflin	K-6 teachers and 7-8 Math Teachers	Training for the implementation and use of the Go Math 2015 Program
Google Classroom - For the intermediate/advanced user	District	Experienced Users of Classroom	For experienced Google Classroom users: this course will share strategies to use Google Classroom more efficiently and effectively. We will: - review the recent upgrades to the platform, - compare the Google Classroom Chrome app to web browser access, - discuss recommended deployment strategies, - explore easy-to-use extensions and add-ons that supercharge assignments.
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: • Adding photos and videos • Collaboration on Forms and/or Responses • Collecting user data • Creating and embedding charts • Use of spreadsheet functions • A variety of add-ons

Grammar S[er]ies	Sadlier	K-6	Tra[ini]ng 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!
Hyperdocs	District	7-12 Teachers	An overview of what Hyperdocs are, their purpose, and how to use technology to elevate the work students create from a Hyperdoc. This workshop will demonstrate how to create a Hyperdoc, what types of supplemental materials to use, and appropriate, projects to demonstrate learning. There will be time for participants to create their own Hyperdoc for use in class.
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!)

Course	Audience	Description
Intro to Coding	District	This course covers a variety of coding tools that students are using to learn the basics. Participants will begin with 1.5 hours in person before exploring activities independently online. The class will come together again to share their experiences and plan ways to integrate programming and problem into the classroom lesson plans. • Scratch: a free visual-programming language used to create animations and games • CodeMonster: an interactive tutorial where kids and adults can play with JavaScript to code, experiment, build, and learn • Tinkercad: a simple, online, 3D designing and 3D printing tool
	K-12 Teachers	
Intro to GAFE	District	In this 6 hour workshop you will learn about the tools available in G Suite formerly known as Google Apps for Education (GAFE). We will meet for one hour at the start and conclusion of the course. The rest of the four hours of the class will be completed using Google classroom to complete lessons and activities. The tools we will be using can be very useful in enhancing a collaborative teaching and learning environment. 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 also Learn how to create virtual classrooms in order to host and facilitate online instruction and learning. You will learn how to upload existing Microsoft Office files and convert them to Google-based files for ease of use within Classroom. You will create announcements to disseminate information, post assignments and projects, and facilitate online class discussions. You will also learn to utilize the assignment feature which allows you to upload existing files, link to websites and share YouTube videos, create templates for students and monitor their progress as well as provide feedback using comment and grading features.
	K-12 Teachers	
Intro to Google Classroom	District	This workshop will help educators learn how to use Google Classroom to improve instruction and student engagement. Teachers will create their own Google Classroom (website) which may include a theme, gallery and photo. Teachers will also learn how to enroll their class and create and upload assignments. (*Please activate and come with your District Google account.)
	7-12 Teachers	

Course	Provider	Audience	Description
Intro to Google Drive	District	7-12 Teachers	This course is designed for a beginner as an introductory overview 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.)
Intro to G. Suite and Google Classroom - For the Beginner,	District	Novice Users of Google	You will learn how to create virtual classrooms in order to host and facilitate online instruction and learning. You will learn how to upload existing Microsoft Office files and convert them to Google-based files for ease of use within Classroom. You will create announcements to disseminate information, post assignments and projects, and facilitate online class discussions. You will also learn to utilize the assignment. Monitor student assignment progress, as well as, provide online feedback using comment and grading features.
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!

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Course	Provider	Audience	Description
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.
Observations-Process, Protocols, and Procedures	CAS	All Instructional Administrators	Sponsored by the TVSAA
Office 365	District	K-12 Teachers	Used by all staff for a variety of purposes.
OK2Ask	TeachersFirst.com	K-12 Teachers	OK2Ask®, is a series of live, online hands-on virtual workshops for teacher professional learning. Our virtual workshops are: • Interactive and practical - 90 minutes of hands-on learning • Packed with great ideas you can use in your K12 classroom • Conveniently scheduled after work hours • Available in live (for credit) and archived (without credit) formats • Provided to teachers as a courtesy by SFL's TeachersFirst staff
Reading the Signs	District	3-5 Teachers	This hands-on course provides time for teachers to create lessons to aid students in becoming more engaged and independent readers as they consider anchor questions related to 6 universal signposts (Again and Again, Memory Moment,

			Contrasts and Contradictions, Aha Moment, Words of the Wiser and Tough Questions).
Science Course for Elementary	District	K-6 Teachers	In preparation for the NYS version of the National Science Standards, training is provided on the potential changes to the curriculum.
Social Media, Your Code of Conduct and School Law	CAS	All Instructional Administrators	Sponsored by the TVSAA.
Social Studies Frameworks	District	K-12 Teachers	Workshops provided by the District Director of Social Studies in order to train staff on the new social studies standards.
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.
Textbook Training	Houghton Mifflin McDougal- McGraw Hill Pearson-Prentice Hall	All Teachers	Training in the various textbook series used in both levels and all grades district-wide.

Title	Location	Audience	Description
The STEMroom–Adding STEM activities to your curriculum	District	K-6 Teachers	Learn about and research ideas related to the future of STEM for current elementary students. Compare the playing field for STEM related to boys vs. girls. Examine the Next Generation Science Standards and the Engineering Design Process. Discover a variety of design challenges and create your own to be used in your classroom. Discuss effective co-teaching strategies to enhance STEM labs when coding and 3D printing. Adapt current science experiments to become more STEM related. Examine and create STEM lessons that include language arts activities. Be ready to bring additional STEM activities outside of the current STEM curriculum to your classroom.
Turnlth.com	District	7-12 Teachers	Learn how to utilize the Turnitin program to support student writing and academic integrity. Once implemented, extended responses are evaluated and matched for commonality and originality. Multiple subject areas will benefit from this educational tool.
Universal Design for Learning – Apps, Extensions & Websites	District	Secondary Teachers	Help meet the diverse needs of our students by utilizing various apps and extensions. This workshop is designed to guide teachers in exploring technological UDL tools for their mainstream classrooms.
Using Google to Flip the Class	District	7-12 Teachers	Teacher (presenters) will demonstrate how they use Google Classroom to benefit the students, teachers and support the demands of the classroom. Cheat sheet for quick set-up will be provided. (*Please activate and come with your District Google account.)
Using G Suite in Music Education	District	Music Teachers	Learn how to use Google Drive to share documents with your students. We will create forms to get feedback from students and take a look at using Google Classroom for electronic assignment distribution, grading and providing online feedback.
Visual Presentations: Engaging Alignment to CCSS	District	7-12 Teachers	This multi-disciplinary session focuses on introducing Google Slides and Infographics as engaging summative assessments. Join us to explore how these authentic assignments promote critical thinking skills and synthesis of information. Participants will also learn how to use Drive to share resources, ideas, questions and reflections. (*Please activate and come with your District Google account.)

We're Outta Here!	District	7-12 Teachers	Breakout.edu (based on the ever popular "Escape Rooms") will be explained and tested in a game scenario that will inspire teachers to create breakout situations for their students. Applies to all subjects.