

**Avoca Central School District
Professional Development Plan
2019 - 2020**



BEDS Code: 570201040000

Avoca Central School District Professional Development Team

Superintendent: Stephen Saxton

Elementary Building Administrator: Stephanie Helgeland

Middle High School Building Administrator: Steven Denaker

Business Administrator: Matthew Pfleegor

Curriculum Coordinator: Stefanie Mayr

Elementary Classroom Teachers: Amy Stewart, Megan Aini

Middle School Classroom Teachers: Elizabeth Rodbourn (parent)

High School Classroom Teachers: Jamie Bonham, Hilarie Sutherland

Special Education Teachers: Christina Losecco, Elizabeth Wood

Special Area Teachers: Cynthia Baker

Table of Contents

District Mission and Goals.....	2
Philosophy.....	3
Integration of Professional Development.....	4
Professional Development Goals.....	5
Action Plans.....	6
Provisions for Mentoring Program.....	13
Provisions for School Violence Prevention and Intervention Training.....	14
Provisions for Teachers Certified in Bilingual and ELL Education.....	15
Appendix A.....	16
Appendix B.....	19

Avoca Central School Mission Statement

The mission of Avoca Central School is to develop every child as a respectful, responsible person who is motivated and prepared academically, as well as socially, emotionally, and physically, to meet life's challenges. We will accomplish this mission by providing a coordinated curriculum implemented by a creative, collaborative staff in a supportive environment.

District Goals

Student Achievement:

The Avoca Central School District is committed to educating the whole child by utilizing a data-driven approach to support and enhance excellence through its curriculum, instruction and programs. The District is committed to providing all students access to high quality leadership, teachers, staff, and personalized learning experiences and opportunities that motivate each student to reach his or her fullest potential and graduate college and career ready.

Culture & Climate:

The Avoca Central School District is committed to cultivating a safe and positive learning environment that fosters the development of socially responsible and ethical citizens who are engaged in learning that promotes curiosity, inquiry, understanding, dignity and respect for the diversity of all individuals and cultures to prepare students to live and excel in a 21st century global society.

Technology:

The Avoca Central School District is committed to the development of technologically advanced school that provides both students and staff with innovative technology that enhances curriculum and instructional practice, promotes real-world application, and engages students to become proficient in technical literacy and skills essential for entering the global workforce.

Community Engagement:

The Avoca Central School District is committed to recognizing the importance of community to the educational process and to cultivating positive relationships that support high levels of collaboration and two-way communication, providing opportunities for parents and community members to actively engage in the education and development of our students.

Human Resources:

The Avoca Central School District is committed to recruiting, developing, and retaining highly qualified teachers, administrators and staff, to promoting positive employee - employer relations that foster a safe, welcoming and respectful workplace, and to providing professional development focused on student achievement.

Professional Development Philosophy

Professional development at Avoca Central School is a vital component of our commitment to providing quality education for all students. We are committed to high-quality, research-based professional development that provides ongoing opportunities for growth for teachers and staff, that enable us to achieve shared district goals and initiatives. Learning opportunities are grounded in the district's mission, and are implemented in ways that support and promote continuity and sustainability in instructional practice, collaboration, and self-reflection.

We strive to provide professional development in alignment with the New York State Professional Development Standards (<http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>):

1. *Design*: Professional Development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
2. *Content Knowledge and Quality Teaching*: Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
3. *Research-based*: Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.
4. *Collaboration*: Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate in a respectful and trusting environment.
5. *Diverse Learning*: Professional Development ensures that educators have the knowledge and skills to meet the diverse learning needs of all students.
6. *Student Learning Environments*: Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
7. *Parent, Family, and Community Engagement*: Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in their children's education.
8. *Data-Driven Professional Practice*: Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
9. *Technology*: Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
10. *Evaluation*: Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Integration of Professional Development

Professional development is centered around building meaningful and authentic connections between curriculum, instruction, and assessment, and strengthening social-emotional development across grade levels. All teachers (including teaching assistants and long-term substitutes) are provided professional development opportunities designed to address students' needs and enhance instructional practice to support student achievement toward proficiency in NYS learning standards. Multiple sources of data are utilized to identify areas of strength and areas of need on an ongoing basis, including, but not limited to:

- School report cards
- iReady Benchmark Assessments for Reading and Math
- Fountas and Pinnell Benchmark Assessment System (K-5)
- Leveled Literacy Intervention Assessments (RtI)
- Summative assessments
- Formative assessments
- Grade 3-8 NYS ELA and math assessments
- NYS Regents exams
- Student surveys
- Staff surveys
- Feedback from members of the PD Committee
- Formal and informal teacher observations

During the 2019-2020 school year, four days are designated as Superintendent Conference Days. In addition, four days are scheduled as Early Release Days. Therefore, instructional staff have an opportunity to participate in a minimum of 36 professional development hours per year within the district. This will allow teachers holding a professional certificate to complete 100 hours of CTLE credit every five years, as required by NYSED. A variety of additional professional development opportunities are also offered through our regional BOCES and in our surrounding area.

Staff members who work with students with disabilities have opportunities to deepen their understanding of students' unique needs and development through local BOCES trainings, as well as professional development offered in the region.

At the conclusion of each Conference Day and Early Release Day, all staff will have an opportunity to complete a survey to share their feedback related to the activities they participated in.

A Professional Development Committee will meet within approximately two weeks after each Conference Day or Early Release Day to discuss feedback received from staff on the most recent professional development provided. This feedback will be used to guide future planning to ensure subsequent collaboration and PD opportunities meet the needs of staff in a meaningful and timely manner.

Professional Development Goals

1. To build a literacy program that promotes an understanding of literacy behaviors and instructional consistency across grade levels
2. To create a culture of student empowerment through the development of student leadership and a sense of community
3. To expand knowledge base around technology to support meaningful application of web-based resources and digital tools in the classroom
4. To deepen understanding and capacity around mental health and social-emotional development

Action Plans

(Please see Appendix A for a list of all anticipated workshop topics, trainings, and consultants to be utilized by the district.)

Goal 1: To build a literacy program that promotes an understanding of literacy behaviors and instructional consistency across grade levels

OBJECTIVE:				
To utilize a literacy program that requires teachers to understand literacy behaviors and to use research based instructional techniques consistently across grade levels				
ESSENTIAL QUESTION:				
Is ELA/literacy instruction across grade levels meeting the needs of our student population?				
ACTIVITIES AND STRATEGIES:				
Implement consistent programs across grade spans (ongoing over a three year period)				
Timeline	Learning Opportunity and Learning Partners	Evidence of Implementation	Measure of Progress/ Person Responsible	Opportunity for Continuous Collaboration and Reflection
August 2018	F&P Classroom: Interactive Read Aloud Teachers K-2 Facilitator: Laurie Baker (Consultant)	Use of components of interactive read aloud F&P components w/ fidelity	-Walk-throughs - admin. -formal/informal Observations - admin. -analysis of BAS and iReady Benchmark data (3x/year) K-5 teachers, admin. -formative and summative classroom assessments - K-5 teachers	
August 2018- September 2018	Units of Study Writing Teachers K-5 Facilitator: Kristin Beers (GST BOCES Consultant)	-Use of writer's workshop w/ fidelity -Creation of Pacing Guides (Google Doc) -Development of Launching Lessons -Creation of Mini-Lessons	-Walk-throughs - admin. -formal/informal Observations - admin. -analysis of student writing samples with Units of Study scoring Rubric - K-5 teachers -formative and summative classroom assessments - K-5 teachers	
October 2018	F&P Classroom: Mini-Lessons (K-3) Indep. Readers (3-4) Teachers K-4 Facilitator: Laurie Baker (Consultant)	Use of components of F&P mini-lesson and indep. reading w/ fidelity	-Walk-throughs - admin. -formal/informal Observations - admin. -analysis of BAS and iReady Benchmark data (3x/year) - K-5 teachers, admin. -formative and summative classroom assessments - K-5 teachers	

Timeline	Learning Opportunity and Learning Partners	Evidence of Implementation	Measure of Progress/ Person Responsible	Opportunity for Continuous Collaboration and Reflection
December 2018	<p>F&P Classroom: Guided Reading (3) Mini-Lessons (K-3)</p> <p>Teachers K-3</p> <p>Facilitator: Laurie Baker (Consultant)</p>	<p>Use of components of F&P guided reading and mini-lessons w/ fidelity</p>	<p>-Walkthroughs - admin. -Formal/informal Observations - admin. -Analysis of BAS and iReady Benchmark data (3x/year) - K-5 teachers, admin. -Formative and summative classroom Assessments - K-5 teachers</p>	
August 2019	<p>Next Generation Learning Standards: Raising Awareness and Building Capacity</p> <p>Teachers K-5</p> <p>Facilitator: TBD</p>	<p>Use of language of Next Generation Standards in learning targets for daily lessons and connected formative and summative assessments</p> <p>Use of language of Next Generation Standards on standard-based report cards</p>	<p>-Walkthroughs -admin. -Formal/informal Observations -admin.</p>	
August 2019	<p>F&P Classroom: Phonics, Spelling, Word Study (K-2) Inter. Read Aloud (3) Shared Reading (K-2)</p> <p>Teachers K-3</p> <p>Facilitator: Laurie Baker (Consultant)</p>	<p>Use of components F&P Phonics, Spelling, and Word Study, Interactive Read Aloud, and Shared Reading w/ fidelity</p>	<p>-Walkthroughs -admin. -Formal/informal Observations - admin. -Analysis of BAS and iReady Benchmark data (3x/year) -K-5 teachers, admin. -Formative and summative classroom assessments - K-5 teachers</p>	<p>-Weekly collaboration/ data meetings and shared meeting notes (beginning Sept. 2019)</p>
September 2019	<p>F&P Classroom: Guided Reading (4-5) Mini-Lessons (4-5)</p> <p>Teachers 4-5</p> <p>Facilitator: Laurie Baker (Consultant)</p>	<p>Use of components of F&P guided reading and mini-lessons w/ fidelity</p>	<p>-Walkthroughs -admin. -Formal/informal Observations - admin. -Analysis of BAS and iReady Benchmark data (3x/year) - K-5 teachers, admin. -Formative and summative classroom assessments - K-5 teachers</p>	<p>-Weekly collaboration/ data meetings and shared meeting notes</p>
September 2019- June 2020	<p>F&P Classroom: Modeling and Coaching</p> <p>Teachers K-5</p> <p>Facilitator: Laurie Baker (Consultant)</p>	<p>Use of components of F&P Classroom w/ fidelity</p> <ul style="list-style-type: none"> - Shared Reading (K-3) - Independent Reading (5) - Interac. Read Aloud (3) - Guided Reading (4-5) - Mini Lessons (4-5) - Phonics/Word Study (K-2) 	<p>-Walkthroughs -admin. -Formal/informal Observations - admin. -Analysis of BAS and iReady Benchmark data (3x/year) - K-5 teachers, admin. -Formative and summative classroom assessments - K-5 teachers</p>	<p>-Weekly collaboration/ data meetings and shared meeting notes</p>

Timeline	Learning Opportunity and Learning Partners	Evidence of Implementation	Measure of Progress/ Person Responsible	Opportunity for Continuous Collaboration and Reflection
September 2019 November 2019 March 2020	Units of Study Writing Conferencing -initial training -modeling -coaching Teachers K-5 Facilitator: Kristin Beers (GST Consultant)	-Use of writer's workshop w/ fidelity -Conducting regular and ongoing indiv. student conferences during daily writer's workshop	-Walkthroughs - admin. -Formal/informal Observations - admin. -Analysis of student writing samples with Units of Study scoring rubric - K-5 teachers -Formative and summative classroom assessments - K-5 teachers	-Weekly collaboration/ data meetings and shared meeting notes
September 2020- June 2021	F&P Classroom Teachers 3-5 Facilitator: Laurie Baker (Consultant)	Use of components of the F&P Classroom w/ fidelity -Shared Reading (3) -Phonics/Word Study (3-5) -Interactive Read Aloud (4-5)	-Walkthroughs - admin. -Formal/informal Observations - admin. -Analysis of BAS and iReady Benchmark data (3x/year) - K-5 teachers, admin. -Formative and summative classroom assessments - K-5 teachers	-Weekly collaboration/ data meetings and shared meeting notes
September 2022	F&P Classroom: Full implementation Teachers K-5	Use of all components of F&P Classroom w/ fidelity K-5	-Walkthroughs - admin. -Formal/informal Observations - admin. -Analysis of BAS and iReady Benchmark data (3x/year) - K-5 teachers, admin. -Formative and summative classroom assessments - K-5 teachers	-Weekly collaboration/ data meetings and shared meeting notes

Goal 2: To create a culture of student empowerment through the development of student leadership with a sense of community

OBJECTIVE: To establish opportunities for students to develop and demonstrate leadership skills				
ESSENTIAL QUESTION: Do we present our students with opportunities to develop confidence in themselves that will allow them to make meaningful contributions throughout their lives?				
ACTIVITIES AND STRATEGIES: Become familiar with the <i>Seven Habits of Highly Effective People</i> and develop a common language throughout the school				
Timeline	Learning Opportunity and Learning Partners	Evidence of Implementation	Measure of Progress/ Person Responsible	Opportunity for Continuous Collaboration and Reflection
August 2018	The Leader in Me Training All district staff Facilitator: Leader in Me Trainer			

Avoca Central School District Professional Development Plan 2019 - 2020

Fall 2018	<p>The Leader in Me Training - Lighthouse Team</p> <p>Lighthouse Team Members</p> <p>Facilitator: Leader in Me Trainer</p>			<p>-Lighthouse Team Meetings</p> <p>-PAC Meetings</p>
January 2019	<p>The Leader in Me Training</p> <p>All district staff</p> <p>Facilitator: Leader in Me Trainer</p>			<p>-Lighthouse Team meetings</p> <p>-PAC Meetings</p>
August 2018- June 2019	<p>Building-wide Leader in Me activities</p> <p>All district staff</p> <p>Facilitator: Lighthouse Team Members</p>	<p>-Hall Decoration (i.e. bulletin boards)</p> <p>-Conversation Content (ES office chart)</p>	<p>-Student surveys - Cafe cafeteria director/staff</p>	<p>-Lighthouse Team meetings</p> <p>-PAC Meetings</p>
September 2019-June 2020	<p>Building-wide Leader in Me activities</p> <p>All district staff</p> <p>Facilitator: Admin, Leader in Me Trainer, Lighthouse Team Members</p>	<p>-Student involvement in Lead Team</p> <p>-Peer tutoring after school</p> <p>-Student-led morning announcements</p> <p>-Common language used among staff, Students</p>	<p>-Student surveys (MRA grade 4+)</p> <p>-Teacher surveys</p> <p>-Parent surveys</p>	<p>-Monthly Lighthouse Team meetings</p> <p>-PAC Meetings</p> <p>-Biweekly student meetings</p>

Goal 3: To expand knowledge base around technology to support meaningful application of web-based resources and digital tools in the classroom

OBJECTIVE: To promote the use of digital resources to provide students with opportunities to create, research, and share ideas using technology in authentic and meaningful ways				
ESSENTIAL QUESTION: Are we using technology in effective and impactful ways to build students' awareness of digital resources and global connections?				
ACTIVITIES AND STRATEGIES: Provide ongoing opportunities for staff to deepen their knowledge of digital tools and enhance instructional application of such tools to promote student achievement				
Timeline	Learning Opportunity and Learning Partners	Evidence of Implementation	Measure of Progress/ Person Responsible	Opportunity for Continuous Collaboration and Reflection
August 2019	Technology Training - Triumph Board and Google Refresher Open to interested staff Facilitator: B. Thoma (Erie 1 BOCES)	-Lesson plans; use of Triumph board/Google in classrooms	--Teacher surveys -admin	-Monthly technology collaboration meetings (K-5) -individually scheduled meetings with Tech. Integrator -Subsequent trainings provided by Erie 1 BOCES as needed
September 2019	Sept. 26 - District Early Release Day: i-Ready Training - Data Analysis K-6 Staff Facilitator: B. Thoma (Erie 1 BOCES)	-Conference Day agendas (i.e. choice boards) -Lesson plans -Student work samples	-Teacher surveys -admin -Conference day reflection forms - admin, teachers -Student surveys - admin/teachers	-Monthly technology collaboration meetings (K-5) -individually scheduled meetings with Tech. Integrator
November 2019	District Early Release Day All Staff Facilitator: Tech. Integrator (C. Baker), outside presenter, staff who turn-key/share tech. resources	-Conference Day agendas (i.e. choice boards) -Lesson plans -Student work samples	-Teacher surveys -admin -Conference day reflection forms - admin, teachers -Student surveys - admin/teachers	-Monthly technology collaboration meetings (K-5) -individually scheduled meetings with Tech. Integrator
January 2020 - February 2020	District Conference Day/Early Release Day All Staff Facilitator: Tech. Integrator (C. Baker), outside presenter, staff who turn-key/share tech. resources	Conference Day agendas (i.e. choice boards) -Lesson plans -Student work samples	-Teacher surveys -admin -Conference day reflection forms - admin, teachers -Student surveys - admin/teachers	-Monthly technology collaboration meetings (K-5) -individually scheduled meetings with Tech. Integrator

March 2020 - May 2020	District Conference Day/Early Release Day All Staff Facilitator: Tech. Integrator (C. Baker), outside presenter, staff who turn-key/share tech. resources	-Conference Day agendas (i.e. choice boards) -Lesson plans -Student work samples	-Teacher surveys - admin -Conference day reflection forms - admin, teachers -Student surveys - admin/teachers	-Monthly technology collaboration meetings (K-5) -individually scheduled meetings with Tech. Integrator
September 2019- June 2020	Collaboration between Technology Integrator and Teachers (as scheduled by admin/staff) All Staff Facilitator: Technology Integrator (C. Baker)	-Shared electronic monthly sign up form (C. Baker) -Lesson plans -Student work samples	-Teacher surveys - admin -Conference day reflection forms - admin, teachers -Student surveys - admin/teachers	-Individually scheduled collaboration w/ Tech. Integrator (C. Baker) during prep periods

Goal 4: To deepen understanding and capacity around mental health and social-emotional development

OBJECTIVE: To provide engaging opportunities for students and staff to learn about NYS mental health standards and integrate practices, processes, and structures that support social-emotional development				
ESSENTIAL QUESTION: Are the structures and supports we have in place adequately meeting the social-emotional needs of our students?				
ACTIVITIES AND STRATEGIES: Implement procedures and practices to support district infrastructure and communication around mental health awareness, building relationships with students, and providing access to support services to promote mental health and well-being				
Timeline	Learning Opportunity and Learning Partners	Evidence of Implementation	Measure of Progress/ Person Responsible	Opportunity for Continuous Collaboration and Reflection
September 2018-May 2019	Suicide Prevention Training (District Conference Days/Early Release Days) All Staff Facilitator: School Psychologist, School Counselor	-Conference Day agendas -integration of the language of Seven Habits across grade levels	-PD Survey - admin	-Monthly PAC meetings -Scheduled meetings w/ counselor/psychologist
September 2019	District Conference Days/Early Release Days All Staff Facilitator: Outside presenter, staff who	-Conference Day agendas -Friday morning program (K-5) -integration of the language of Seven Habits across grade	-Teacher surveys - admin -Conference day reflection forms - admin, teachers -Student surveys - admin/teachers	-Monthly PAC meetings -Scheduled meetings w/ counselor/psychologist

Avoca Central School District Professional Development Plan 2019 - 2020

	turn-key trainings, Curriculum Coordinator	levels -D.A.R.E. Grade 5 -Monthly classroom lessons with school counselor K-4 -Suicide prevention training	-Monitor number of discipline referrals and counseling case loads - admin.	
November 2019	District Conference Days/Early Release Days All Staff Facilitator: Outside presenter, staff who turn-key trainings, Curriculum Coordinator	-Conference Day agendas -Lesson plans -Friday morning program (K-5) -integration of the language of Seven Habits across grade levels -D.A.R.E. Grade 5 -Monthly classroom lessons with school counselor K-4 -Suicide prevention training	-Teacher surveys - admin -Conference day reflection forms - admin, teachers -Student surveys - admin/teachers -Monitor number of discipline referrals and counseling case loads - admin.	-Monthly PAC meetings -Scheduled meetings w/ counselor/psychologist
January- February 2020	District Conference Days/Early Release Days All Staff Facilitator: Outside presenter, staff who turn-key trainings, Curriculum Coordinator	-Conference Day agendas -Lesson plans -Friday morning program (K-5) -integration of the language of Seven Habits across grade levels -D.A.R.E. Grade 5 -Monthly classroom lessons with school counselor K-4 -Suicide prevention training	-Teacher surveys - admin -Conference day reflection forms - admin, teachers -Student surveys - admin/teachers -Monitor number of discipline referrals and counseling case loads - admin.	-Monthly PAC meetings -Scheduled meetings w/ counselor / psychologist
March - May 2020	District Conference Days/Early Release Days All Staff Facilitator: Outside presenter, staff who turn-key trainings, Curriculum Coordinator	-Conference Day agendas -Lesson plans -Friday morning program (K-5) -integration of the language of Seven Habits across grade levels -D.A.R.E. Grade 5 -Monthly classroom lessons with school counselor K-4 -Suicide prevention training	-Teacher surveys - admin -Conference day reflection forms - admin, teachers -Student surveys - admin/teachers -Monitor number of discipline referrals and counseling case loads - admin.	-Monthly PAC meetings -Scheduled meetings w/ counselor/psychologist

Provisions for Mentoring Program

The Avoca Central School District’s Mentoring Program is defined by the Board of Education policy, as outlined below:

First year teachers must participate in a mentoring program as a component of the School District’s Professional Development Plan. The purpose of the mentoring program is to increase the retention of new teachers and improve their ability to assist students in attaining State learning standards. The mentor’s role is to provide guidance and support to a new teacher. However, additional mentor responsibilities may be negotiated and reflected in a collective bargaining agreement. (Policy 6160; Adopted 9/15/15)

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

<p>Procedure for selecting Mentors</p>	<p><i>A committee made up of three teachers, appointed by the association, and two administrators will select and match the mentor with the teacher.</i></p> <p><i>When selecting the mentor teachers, the committee will ensure that each mentor has:</i></p> <ul style="list-style-type: none"> ● <i>Volunteered to be a mentor</i> ● <i>Tenure in the district</i> ● <i>An awareness of the subject matter/curriculum</i> ● <i>Knowledge of instructional/learning theory</i> ● <i>Demonstrated transfer of theory into practice</i> ● <i>Effective interpersonal communication skills</i> ● <i>An understanding of the concept and value of continuous professional development</i> ● <i>An understanding of the importance of confidentiality.</i> <p><i>Wherever possible the Teacher Mentoring Committee shall match the mentor and the new teacher in each of the following areas:</i></p> <ul style="list-style-type: none"> ● <i>Tenure</i> ● <i>Certification</i>
<p>Role of the Mentors</p>	<p><i>Teacher mentors support and advise new teachers with the intention of building skills that directly affect students’ performance and maintain retention of quality new teachers.</i></p>
<p>Preparation of Mentors</p>	<p><i>It shall be the responsibility of the Teacher Mentor Committee to assign a mentor to assist those teachers with less than three years’ experience. Once assigned the mentor, the mentor coordinator and the committee will provide each new mentor with training. The mentor will then meet with the new teacher to develop a mentoring program which is consistent with the guidelines set forth in the program guide.</i></p>
<p>Types of Mentoring Activities</p>	<p><i>Monthly Meetings (possible topics to discuss)</i></p> <ul style="list-style-type: none"> - <i>Curriculum</i> - <i>Unit and Lesson Planning</i> - <i>Instructional Techniques</i> - <i>Management Strategies</i> - <i>Teacher Responsibilities and Timelines</i> - <i>Parent/Teacher Conferencing</i> <p><i>Informal Observations (by both mentor and mentee)</i></p>
<p>Time Allotted for Mentoring</p>	<p><i>The mentor and the mentoring coordinator will plan for release time when the mentor may observe the teacher and assist in classroom/curriculum planning. This shall not conflict with the mentor’s lunch and prep periods.</i></p>

Provisions for School Violence Prevention and Intervention Training

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

Upon request or determination of necessity, Avoca Central School District will provide refreshers on school violence prevention and intervention.

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

Provisions for Teachers Certified in Bilingual and English Language Learners (ELL) Education

Teachers possessing a Professional certificate in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension under section 80-4.3 of this Title must complete their CTLE hours with a minimum of 50 percent in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.

Avoca Central School District teachers will utilize the expertise and trainings provided by the Regional Bilingual Education-Resource Network to fulfill these requirements.

Avoca Central School meets the qualifications for exemption from the professional development requirements in language acquisition for ELLs based on our student population*. The District will apply for the professional development ELL waiver, which exempts faculty and staff from professional development requirements in language acquisition for ELLs for the 2019-2020 school year.

**There are fewer than 30 English language learners enrolled or English learners make up less than five percent of the Avoca Central School District's total student population as of such date as established by the Commissioner.*

Appendix A

Below is a list of anticipated workshop topics, trainings, and consultants to be offered and/or utilized during the 2019-2020 school year which will be available across the Avoca Central School District where CTLE credit will be awarded.

Topic / Training / Consultant	Offered By/Provider
ELA	
Benchmark Assessment System (BAS) - Analyzing Student Data	SIP
ELA NYSNGLS (K-12)	SIP
ELA PLC (6-8)	SIP
ELA PLC (9-12)	SIP
F&P Classroom (Interactive Read Aloud, Mini-lessons, Independent Reading)	F&P Classroom Institute
How Do I Teach Grammar and Conventions in Ways that Help My Teaching Stick?	SIP
Leveled Literacy Intervention (3-12)	SIP
Regional Summer Literacy Institute	SIP
Units of Study Writing K-8: The Art of Conferencing	SIP
Units of Study Writing K-5 (Conferencing)	SIP
Math	
Engaging Strategies in the Math Classroom K-5	SIP
Engaging Strategies in the Math Classroom 6-12	SIP
Math NYSNGLS (K-12)	SIP
Math PLC (6-8)	SIP
Math PLC (9-12)	SIP
Science	
Fifth Grade STEM Earth and Sun (New Kit)	STEM
Fourth Grade STEM Environments (New Kit)	STEM
Fourth Grade STEM Energy: Rocket Design (New Kit)	STEM
MS Life STEM Diversity of Life (New Kit)	STEM
MS Life STEM Heredity and Adaptations (New Kit)	STEM
MS Life STEM Populations and Ecosystems (New Kit)	STEM

Science PLC 6-8	SIP
Science PLC 9-12	SIP
Sixth Grade STEM Variables and Design (Nw Kit)	STEM
Sixth Grade STEM Earth History (New Kit)	STEM
Welcome to Inquiry (New Teachers)	STEM
Social Studies	
High School Global Studies New Regents Exam	SIP
High School Social Studies PLC (6-12)	SIP
Technology	
iReady Training (analyzing data)	Erie 1 BOCES
GST Regional Summer Technology Institute	Erie 1 BOCES CSLO
Triumph Board and Google Refresher	Erie 1 BOCES CSLO
Cuba-Rushford Summer Symposium	Erie 1 BOCES CSLO
Assessment	
Formative Assessments (K-5)	SIP
Formative Assessments (6-12)	SIP
Social-Emotional Development	
Defiant Students	SIP
Emotional Poverty	SIP
Mental Health Education Curriculum Development Mini-Series	SIP
Restorative Practices	SIP
Facilitated Systems Work Session: Safe, Effective TCIS Implementation	SIP
Overview TCIS Model	SIP
TCIS Refresher	SIP
Cross-Curricular	
Effective Instructional Practices	SIP
Leader in Me	Franklin Covey Education
Project-Based Learning (PBL) Immersion Days at STEM Academy	SIP
Reading in the Content Areas (7-12 Content Area Teachers)	SIP

Response to Intervention (RTI) PLC	SIP
Special Education	
Different Models of Special Education	SIP
Regional Conference Days	
Locally Planned Trainings and Activities for Special Area Teachers (Art, Music, PE, Health, LOTE, FACS)	SIP
School Counselor Summit	SIP
Leadership	
Lead Evaluator Recertification - Evaluation of Principals	SIP
Lead Evaluator Recertification - Evaluation of Teachers	SIP
Regional Instructional Leaders	SIP
Regional Principal Meetings	SIP

Appendix B

Professional Development Feedback Survey

The following survey will be shared with staff at the conclusion of each Conference Day and/or Early Release Day to obtain their feedback on learning opportunities provided throughout the school year. This feedback will be used to guide future PD planning.

Avoca Central School Professional Development Feedback Survey

Your feedback is essential in planning future professional development in our district. Please reflect on the learning opportunities you participated in today and share your feedback below.

The professional development opportunities I participated in today were relevant and meaningful to my role in the district. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

The professional development opportunities I participated in today enhanced my professional growth and ability to support students' needs. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

I recognize and understand the connection between the learning opportunities presented today and district goals/previous professional development.

*

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

List two key takeaways from today that will positively impact your role in the district and/or two ways in which you will apply your learning.

*

Long answer text

Share follow-up suggestions/needs you have related to the professional development offered today to support connected and continuous learning.

*

Long answer text
