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**PROFESSIONAL DEVELOPMENT PLAN  
2009- 2010**

**James T. Langlois  
DISTRICT SUPERINTENDENT**

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# **PROFESSIONAL DEVELOPMENT PLANNING TEAM MEMBERS**

## CAREER AND TECHNICAL EDUCATION

Joseph Galante, Administrator	Erik Cantamessa, Teacher
Catherine Balestrieri, Administrator	Susan Collins, Teacher
Stephen Lowery, Administrator	Christina Egan, Teacher
Joannes Sieverding, Administrator	Abigail Gehan, Teacher
Alyson Kistingler, Administrator	Gary Mancus, Teacher
Arthur Buchman, Administrator	Vito Rinaldo, Teacher
Carol Chiara, Administrative Assistant	Stanley Rupinski, Teacher
Sharlene Bass, Teacher	Annmarie Santulli, Teacher
Elizabeth Bowler, Teacher	Stephen Zavodsky, Teacher

## CURRICULUM AND INSTRUCTIONAL SERVICES (WALKABOUT)

Marla Gardner, Administrator	Michelle Franks, School Social Worker
Robert Angiello, Team Leader	Victor Messick, Teacher
Robert Angiello, Teacher	Roy Pataro, Teaching Assistant
Cameron Blaine, Teaching Assistant	Nicole Riche, Teacher
John Clark, Teaching Assistant	

## SPECIAL EDUCATION

Lynn Allen, Assistant Director	Valerie Fazio, Teacher Aide
James Bellucci, Administrator	Elizabeth Gilmore, Teaching Assistant
Jo Ann Del Brocco, Administrator	Maria Gizzo, Teacher Aide
Robert Kelderhouse, Administrator	Michelle Gonzalez, Teacher
Michael Sowul, Administrator	Colette Goodman, Teacher
Judy Spaulding, Administrator	Elisa Longo, Teacher
Patti Slobogin, RSE-TASC Coordinator	Patricia Lucido, Teacher
Adam Van Der Stuyf, Administrator	Sara Mills-Cohen, School Social Worker
Catherine Armisto, Teacher	Kristen Morris, Teacher
Brooke Barreiro, Teacher Aide	Dorothy Pascale, Teacher
Kathleen Batchelor, Teacher	Janet Patalano, Teacher Aide
Scott Bartholdi, Occupational Therapist	Barbara Powers, Teacher
Stacey Chiarella, Teacher	Michelle Rose, Teacher
Carly Colberg, Teacher Aide	Susan Salmeri, Teacher
Michael Colvin, Teacher	Susan Shafer, School Psychologist
Glynn DeBrocky, Physical Therapist	Robert Taps, Teacher
Kathleen Desimone, Teacher	Helen Vail, Teacher
Kathleen Diven, Teacher Aide	Andrea Vezos, Teacher
Alanna Donohue, Teacher	Ruby Whitman, School Social Worker

## **PROFESSIONAL DEVELOPMENT PLANNING TEAM**

In order to address the wide range of student needs, the Professional Development Plan was developed with a primary focus on three distinct program areas - Career and Technical Education, Special Education, and Walkabout (an alternative program offered through the Curriculum Department). All program areas were represented.

A teacher will be involved in a minimum of 20 hours of professional development on an annual basis. This may include the planning, delivery, application and/or evaluation of professional development activities.

## **NEEDS/DATA ANALYSIS FOR PROFESSIONAL DEVELOPMENT PLAN**

All elements of the plan are directly related to identified student needs or other state mandates. Our agency has set the following goals:

- Goal #1: All students will develop appropriate academic skills to meet course and/or graduation requirements.*
- Goal #2: All students will develop appropriate technical skills to meet course, graduation, and/or employment requirements.*
- Goal #3: All students will demonstrate appropriate social skills.*
- Goal #4: All students will be provided with a safe learning environment.*
- Goal #5: All new teachers will be provided with professional support.*

The Professional Development Planning Team will meet at least annually to revise and update the plan based upon the latest data on student performance and assessment of student deficiencies and to address state mandates. Staff development opportunities will be added to meet state requirements and student needs. Goals will be evaluated annually and updated as needed.

## ATTACHMENT I: Needs Assessment Sources Used

Indicate the sources you used and include any additional detail needed to identify the basis of your needs analysis.

- |               |   |
|---------------|---|
| <u>  X  </u>  | School Report Card  |
| <u>      </u> | New York: The State of Learning (Chapter 655 Report)  |
| <u>      </u> | BEDS data   |
| <u>      </u> | The CAR report  |
| <u>      </u> | Special designation schools, SURR, Title I  |
| <u>      </u> | Student attendance rates  |
| <u>      </u> | Graduation and dropout rates  |
| <u>      </u> | Student performance results desegregated by ethnicity, gender, SES,<br>and other special need |
| <u>      </u> | State benchmarks for student performance  |
| <u>      </u> | TIMSS report  |
| <u>  X  </u>  | Student aspirations   |
| <u>      </u> | Other student surveys   |
| <u>      </u> | Longitudinal data   |
| <u>      </u> | Student/teacher ratios  |
| <u>      </u> | Teacher turnover rate   |
| <u>      </u> | Number of uncertified teachers  |
| <u>      </u> | Number of teachers teaching out-of-field  |
| <u>      </u> | Teacher proficiency data  |
| <u>      </u> | Teacher surveys   |
| <u>  X  </u>  | Teacher self-assessment   |
| <u>  X  </u>  | Curriculum surveys  |
| <u>  X  </u>  | Community employment opportunities  |
| <u>  X  </u>  | Other (specify):  |
|               | IEPs  |
|               | Student Portfolios and Senior Exit Projects   |
|               | Student Attitudinal Checklists  |
|               | Cooperative Work Study Evaluations  |
|               | ASSET   |
|               | Westchester Community College Essay   |
|               | Employer Survey (in process)  |
|               | Annual Consultant Meetings  |

## ATTACHMENT II: Needs Assessment Prioritizing: Career and Technical Education

Student Performance Deficiency	Teacher Content/Practice Need(s)	District Goals and Objectives
<p>Many students have difficulty meeting the standards for the required portfolio and senior exit project in their trade areas due to deficits in their reading, writing, research, and/or presentation skills.</p>	<p>Teachers need to develop curriculum and teaching strategies that improve students' reading, writing, research, and/or presentation skills.</p>	<p>Goal #1: All students will develop appropriate academic skills to meet course and/or graduation requirements.</p> <p><i>Objective #1: Students will demonstrate improvement in their reading, writing, research, and/or presentation skills.</i></p> <p><i>Objective #2: Students will be prepared to test for and achieve a Regents diploma with a technical endorsement.</i></p>
<p>Deficiencies in specific technical skills have been identified by consultant committees' review of student employability profiles.</p>	<p>Teachers need to update curriculum to improve students' technical skills.</p> <p>Teachers need continual upgrade training to incorporate technology in instructional delivery.</p>	<p>Goal #2: All students will develop appropriate technical skills to meet course, graduation, and/or employment requirements.</p> <p><i>Objective #1: All students will demonstrate basic competencies in technology.</i></p> <p><i>Objective #2: All students will fulfill course, graduation and employment requirements.</i></p>
<p>Deficits in interpersonal skills have been observed both in the classroom and in the work environment as evidenced in yearly attitudinal checklists and cooperative work-study evaluations.</p>	<p>Teachers need to develop teaching strategies that improve students' interpersonal skills and annually update attitudinal checklists.</p>	<p>Goal #3: All students will demonstrate appropriate social skills.</p> <p><i>Objective #1: Students will improve their ability to work as members of a team, resolve conflicts, solve problems, and demonstrate positive and cooperative attitudes toward their peers.</i></p>

## ATTACHMENT II: Needs Assessment Prioritizing: Special Education

Student Performance Deficiency	Teacher Content/Practice Need(s)	District Goals and Objectives
<p>A significant number of Special Education students show deficits in their ability to listen, speak, read, and write and also show deficits in their math performance.</p>	<p>Teachers need to implement research-supported core curriculum strategies.</p> <p>Teachers need to implement Positive Behavioral Interventions &amp; Supports (PBIS) and Functional Behavioral Assessment (FBA)/Behavior Intervention Plan (BIP) strategies to reduce classroom disruptions.</p> <p>Teachers need to obtain and analyze performance data in meaningful ways.</p>	<p>Goal #1: All students will develop appropriate academic skills to meet course and/or graduation requirements.</p> <p><i>Objective #1: The percentage of students achieving scores of 65-100 on all Regents Examinations will increase to 60%.</i></p> <p><i>Objective #2: The percentage of Walden K-6 students scoring at grade level on English Language Arts (ELA) and Math assessments will increase.</i></p> <p><i>Objective #3: Students in the CLASS and Pines Bridge programs will be engaged in effective communication and literacy activities in 100% of classrooms and will achieve proficiency on 85% of the NYS Alternate Assessment (NYSAA) goals.</i></p>

<p>A significant number of Special Education students do not develop technical skills to meet employment requirements.</p>	<p>Teachers need to develop strategies to successfully integrate use of appropriate technology for students in learning and community activities.</p> <p>Teachers need to develop strategies to work with parents to plan appropriate vocational placements for students.</p> <p>Worksites for internships need to be identified.</p>	<p>Goal #2: All students will develop appropriate technical skills to meet course, graduation, and/or employment requirements.</p> <p><i>Objective #1: The percentage of students exiting the Learning Center, RAHS, Oasis, and CASSTLE Programs who secure employment or pursue higher education will increase.</i></p> <p><i>Objective #2: The percentage of Pines Bridge and CLASS students who are employed and living independently following graduation will increase.</i></p>
<p>A significant number of Special Education students have deficits in social skills.</p>	<p>Teachers need to develop instructional methods that will improve students' social skills.</p>	<p>Goal #3: All students will demonstrate appropriate social skills.</p> <p><i>Objective #1: 75% of Pines Bridge and CLASS students will achieve 85% of their Individual Education Plan (IEP) social/communication goals.</i></p> <p><i>Objective #2: Students in the Learning Center programs, RAHS, Oasis, and CASSTLE Programs will show a reduction in incident reports and suspensions.</i></p>

## ATTACHMENT II: Needs Assessment Prioritizing: Walkabout

Student Performance Deficiency	Teacher Content/Practice Need(s)	District Goals and Objectives
<p>25% of Walkabout students may fail to qualify for graduation under an all-Regents high school curriculum without the assistance of the Walkabout Program.</p>	<p>Teachers need to become familiar with changes in the Regents exams and the skills required to be successful on the exams.</p> <p>Teachers need to update curriculum and teaching strategies which best deliver the skills required for the exams.</p>	<p>Goal #1: All students will develop appropriate academic skills to meet course and/or graduation requirements.</p> <p><i>Objective #1: All students will pass the English, Math, and American History Regents exams.</i></p>
<p>25% of entering students who have the potential and background to learn advanced technology skills have not done so.</p>	<p>Teachers need to develop technology skills appropriate for this population.</p>	<p>Goal #2: All students will develop appropriate technical skills to meet course, graduation, and/or employment requirements.</p> <p><i>Objective #1: All appropriate students will gain an intensified set of technical skills.</i></p>

### ATTACHMENT III: 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?

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

**Fiscal Resources:**

- Goals 2000
- Dwight D. Eisenhower
- Mini-Grants from a variety of sources                      Special Education

**Staff Resources:**

- Curriculum developers                      Special Education and Walkabout
- Content specialists                      Special Education and Walkabout
- Exemplary teachers                      Special Education and Walkabout

**Providers:**

- Institutions of Higher Education                      Career & Technical Education  
Special Education
- Teacher Resource Centers                      Career & Technical Education  
Special Education
- BOCES (e.g. SCDN, RSE-TASC, BETAC)                      Career & Technical Education  
Special Education  
Walkabout

**Community:**

- Major employers                      Career & Technical Education
- Community-based organizations
- Parents

**Other:**

- VATEA Funds                      Career & Technical Education

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

## ATTACHMENT IV: Implementation Plan: Career and Technical Education

**Goal:** #1: All students will develop appropriate academic skills to meet course and/or graduation requirements.

**Objective:** #1: All students will improve their reading, writing, research, and/or presentation skills.

Strategy(ies)	Activity(ies)	Audience	Persons Responsible	Time Frame	Performance Measure/Data Source
1. Examine and revise curriculum to place appropriate emphasis on reading, writing, research, and presentation skills	Teachers will review current research and national models.	Career & Technical Education staff	Director of Career & Technical Education Teacher Center staff	Ongoing	All students meet the standards for the portfolio and senior exit project.
	Teachers from component districts and the community college will assist in revising existing curriculum.	Career & Technical Education staff	Director of Career & Technical Education in collaboration with appropriate Department Committees Teacher Center staff		
2. Train teachers in strategies to help students with reading, writing, research, and presentation skills.	Teachers from component districts and the community college will train staff in strategies.	Career & Technical Education staff	Director of Career & Technical Education in collaboration with appropriate Department Committees Teacher Center staff	Ongoing	All students meet the standards for the portfolio and senior exit project.
3. Create a resource guide for senior exit projects.	Staff will revise a resource guide under the direction of a consultant, if needed.	Career & Technical Education staff	Director of Career & Technical Education in collaboration with appropriate Department Committees	Ongoing	All students meet the standards for the portfolio and senior exit project.

Strategy(ies)	Activity(ies)	Audience	Persons Responsible	Time Frame	Performance Measure/Data Source
4. Develop rubrics and templates for each of the written components of the portfolio.	<p>Teachers will receive in-service training on the use of the resource guide.</p> <p>Integrated academic committee will annually review and revise scoring criteria.</p>	<p>Career &amp; Technical Education staff</p> <p>Career &amp; Technical Education staff</p>	<p>Director of Career &amp; Technical Education in collaboration with appropriate Department Committees</p> <p>Director of Career &amp; Technical Education in collaboration with appropriate Department Committees</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>All students meet the standards for the portfolio and senior exit project.</p>

## ATTACHMENT IV: Implementation Plan: Career and Technical Education

**Goal:** #2: All students will develop appropriate technical skills to meet course, graduation, and/or employment requirements.

**Objective:** #2: All students will fulfill course, graduation and employment requirements.

Strategy(ies)	Activity(ies)	Audience	Persons Responsible	Time Frame	Performance Measure/Data Source
Update curriculum to include academic and technical requirements	<p>Teachers will work with consultant committee members to identify and endorse a Regents level technical written and practical examination.</p> <p>Teachers will work with consultant committee members and local employers in keeping student employability profiles up to date and consistent with industry standards.</p>	Instructional staff, consultant committee members, employers and students.	Director of Career & Technical Education and Career Academy Principals	Ongoing	Students earning a Tech Center Certificate will complete all course, program and employment requirements.

## ATTACHMENT IV: Implementation Plan: Career and Technical Education

**Goal:** #3: All students will demonstrate appropriate social skills.

**Objective:** #1: *Students will improve their ability to work as members of a team, resolve conflicts, solve problems, and demonstrate positive and cooperative attitudes toward their peers.*

Strategy(ies)	Activity(ies)	Audience	Persons Responsible	Time Frame	Performance Measure/Data Source
Train teachers in ways to help students learn: Problem solving Teamwork Conflict resolution Cooperative learning Teacher websites	Presentations by guest speakers and consultants Curriculum workshops Training sessions Job site visits	Career & Technical Education staff	Director of Career & Technical Education in collaboration with appropriate Department Committees	Ongoing	Attitudinal checklists and cooperative work study evaluations

## ATTACHMENT IV: Implementation Plan: Special Education

**Goal:** #1: All students will develop appropriate academic skills to meet course and/or graduation requirements.

**Objective:** #1: The number of students scoring 65-100 on all Regents Examinations will increase to 60%.

Strategy(ies)	Activity(ies)	Audience	Persons Responsible	Time Frame	Performance Measure/Data Source
1. Content area training	Curriculum consultants Department meetings	Walden JHS, Learning Center & Fox Meadow High School programs - teachers	Assistant Director, Program Supervisors	Ongoing	Regents Examinations Reading screening Report cards
2. PBIS and FBA/BIP training	Training sessions Observations Data analysis	Walden JHS, Learning Center & Fox Meadow High School programs - staff	Program Supervisors RSE-TASC	Ongoing	PBIS data – incident reports Suspension Data
3. Technology initiative	Technology Institute Technology trainings	Learning Center & Fox Meadow High School programs - staff	Program supervisors Quality Improvement Teams	Ongoing	Regents Examinations

## ATTACHMENT IV: Implementation Plan: Special Education

**Goal:** #1: All students will develop appropriate academic skills to meet course and/or graduation requirements.

**Objective:** #2: *The percentage of Walden K-6 students scoring at grade level on English Language Arts and Math assessments will increase.*

Strategy(ies)	Activity(ies)	Audience	Persons Responsible	Time Frame	Performance Measure/Data Source
1. Content area training and curriculum mapping	Training sessions Department meetings	Walden K-6 teachers	Assistant Director Program supervisors	Ongoing	NYS ELA and Math assessments Reading screening AIMSweb Report cards
2. PBIS and FBA/BIP training	Training sessions Observations Data analysis	Walden K-6 staff	RSE-TASC Program supervisors	Ongoing	PBIS data – incident reports Suspension data
3. Technology initiative	Technology Institute Technology training	Walden K-6 staff	Program supervisors Quality Improvement Teams	Ongoing	NYS ELA and Math assessments Reading screening AIMSweb Report cards
4. Reading and writing initiatives	Training sessions Classroom consultations	Walden K-6 staff	Reading specialists	Ongoing	NYS ELA assessments AIMSweb Report cards Rubrics

## ATTACHMENT IV: Implementation Plan: Special Education

**Goal:** #1: All students will develop appropriate academic skills to meet course and/or graduation requirements.

**Objective:** #3: *Students in the CLASS and Pines Bridge Programs will be engaged in effective communication and literacy activities in 100% of classrooms and will achieve proficiency on 85% of New York State Alternate Assessment goals.*

Strategy(ies)	Activity(ies)	Audience	Persons Responsible	Time Frame	Performance Measure/Data Source
1. Evidence-based communication and instructional strategies	Training sessions Best practices sharing	Pines Bridge and CLASS staff	Program supervisors RSE-TASC	Ongoing	Literacy Events Checklist Treatment & Education of Autistic & Related Communication for Handicapped Children (TEACCH) Checklist Assistive Technology Checklists
2. Team training	Training sessions Class and team meetings	Pines Bridge and CLASS staff	Program supervisors RSE-TASC	Ongoing	Team self-assessment
3. Curriculum analysis	Quality improvement planning Training in Unique Learning Systems	Pines Bridge and CLASS staff	Program supervisors RSE-TASC	Ongoing	TEACCH classroom assessments Unique Learning assessments

## ATTACHMENT IV: Implementation Plan: Special Education

**Goal:** #2: All students will develop appropriate technical skills to meet course, graduation, and/or employment requirements.

**Objective:** #1: *The percentage of students exiting the Learning Center, RAHS, Oasis, and CASSTLE Programs who secure employment and pursue higher education will increase.*

Strategy(ies)	Activity(ies)	Audience	Persons Responsible	Time Frame	Performance Measure/Data Source
Transition training	Training sessions Program planning	Learning Center, RAHS, Oasis, and CASSTLE staff	Program supervisors RSE-TASC	Ongoing	Exit data

## ATTACHMENT IV: Implementation Plan: Special Education

**Goal:** #2: All students will develop appropriate technical skills to meet course, graduation, and/or employment requirements.

**Objective:** #2: *The percentage of Pines Bridge and CLASS students who are employed and living independently following graduation will increase.*

Strategy(ies)	Activity(ies)	Audience	Persons Responsible	Time Frame	Performance Measure/Data Source
1. Assistive technology training	Training sessions Observations of model classrooms	Pines Bridge staff	Assistive technology committee Program supervisor RSE-TASC	Ongoing	Exit data IEP objectives Assistive Technology Checklist
2. Mobility Opportunities Via Education (MOVE) program	Turn-key training Observations of model classrooms	Pines Bridge staff	Program supervisor	Ongoing	Exit data IEP objectives MOVE survey
3. TEACCH strategies	Peer-to-peer support Program meetings	CLASS staff	Program supervisor RSE-TASC	Ongoing	TEACCH checklist Exit data IEP objectives

## ATTACHMENT IV: Implementation Plan: Special Education

**Goal:** #3: All students will demonstrate appropriate social skills.

**Objective:** #1: 75% of Pines Bridge and CLASS students will achieve 85% of their IEP social/communication goals.

Strategy(ies)	Activity(ies)	Audience	Persons Responsible	Time Frame	Performance Measure/Data Source
1. Project TEACCH, Applied Behavior Analysis (ABA), and other related topics	Training sessions Observations of model classrooms	CLASS staff	Program supervisor	Ongoing	IEP objectives
2. Communication training	Training sessions	Pines Bridge staff	Program supervisor RSE-TASC	Ongoing	IEP objectives

## ATTACHMENT IV: Implementation Plan: Special Education

**Goal:** #3: All students will demonstrate appropriate social skills.

**Objective:** #2: *Students in the Learning Center, RAHS, Oasis, CLASS, and CASSTLE Programs will show a reduction in incident reports and suspensions.*

Strategy(ies)	Activity(ies)	Audience	Persons Responsible	Time Frame	Performance Measure/Data Source
1. PBIS and FBA/BIP training	Training sessions Observations Data analysis	Learning Center, RAHS, Oasis, and CASSTLE staff	Program supervisors RSE-TASC	Ongoing	PBIS data – incident reports
2. Social/Emotional Learning Curriculum	Training sessions Peer-to-peer support Best practices	Learning Center programs staff	Program supervisors	Ongoing	Suspension data Incident report data
3. Therapeutic Crisis Intervention (TCI) Training	Training sessions (train-the-trainer, staff trainings)	Learning Center programs and CLASS staff	Program supervisors	Ongoing	Suspension data Incident report data Time-out room data

## ATTACHMENT IV: Implementation Plan: Walkabout

**Goal:** #1: All students will develop appropriate academic skills to meet course and/or graduation requirements.

**Objective:** #1: All students will pass the English, Math and American History Regents exams.

Strategy(ies)	Activity(ies)	Audience	Persons Responsible	Time Frame	Performance Measure/Data Source
1. Create appropriate course curricula in Environmental Science and Internship Preparation.	BOCES workshops On-site consultants	Walkabout staff	Coordinator of Walkabout Program	Ongoing	All students pass relevant courses and exams
2. Focus staff development activities on ways to best achieve the NYS standards.	BOCES workshops On-site consultants	Walkabout staff	Coordinator of Walkabout Program	Ongoing	All students pass the NYS Regents exams/Regents exams

## ATTACHMENT IV: Implementation Plan: Walkabout

**Goal:** #2: All students will develop appropriate technical skills to meet course, graduation and/or employment requirements.

**Objective:** #2: All appropriate students will gain an intensified set of technical skills.

Strategy(ies)	Activity(ies)	Audience	Persons Responsible	Time Frame	Performance Measure/Data Source
Create staff development opportunities related to advanced technology skills.	BOCES workshops On-site consultants Coaching by qualified Walkabout staff	Walkabout staff	Coordinator of Walkabout Program in collaboration with Walkabout Staff	Ongoing	Number of students who used advanced technology skills to enhance their projects



## ATTACHMENT IV: Implementation Plan: All Departments

**Goal: #4: All students will be provided with a safe learning environment.**

**Objective: #2: All students and staff will know how to respond in emergency situations.**

Strategy(ies)	Activity(ies)	Audience	Persons Responsible	Time Frame	Performance Measure/Data Source
Train all students and staff in Program Safety/ Emergency Response Plan and school violence prevention/ intervention	<ul style="list-style-type: none"> <li>• Refine individual program plans</li> <li>• Provide scheduled information sessions and drills</li> <li>• Schedule training sessions</li> </ul>	All staff All students	<ul style="list-style-type: none"> <li>• Director</li> <li>• Central School Safety Team</li> <li>• Program Safety/Emergency Response Teams</li> </ul>	Annually	Observation of drills; staff feedback

## ATTACHMENT IV: Implementation Plan: All Departments

**Goal: #4: All students will be provided with a safe learning environment.**

**Objective: #3: All staff members will be familiar with procedures and protocols that promote a healthy school environment in**

*which students can learn and employees can work safely and productively as mandated by the NYS*

*Education*

*Department.*

Strategy(ies)	Activity(ies)	Audience	Persons Responsible	Time Frame	Performance Measure/Data Source
Train all staff in: <ul style="list-style-type: none"> <li>• Right-to-Know</li> <li>• Blood Borne Pathogens</li> <li>• HIV and AIDS</li> <li>• Sexual Harassment</li> <li>• Workplace Harassment and Discrimination</li> <li>• School Safety</li> <li>• Alcohol and Substance Abuse</li> <li>• Computer Information Systems</li> <li>• Child Abuse</li> </ul>	Show Mandated Compliance Training Video	All staff	Program supervisors	Annually	Review certificates of attendance

## **ATTACHMENT IV: Implementation Plan: All Departments**

**Goal: #5: All new teachers will be provided with professional support.**  
**Objective: #1: All new teachers will participate in the Mentor Teacher/Intern Program.**

The Mentor Teacher/Intern Program will provide support for new teachers in the classroom teaching service in order to ease their transition into the profession and our agency. This program will meet the teaching experience requirement for the New York State Education Department's professional certificate. The elements of the mentoring program are:

### Procedure for Selecting Mentors

Those staff members who are interested in being mentors must complete the application form. Applications are reviewed by the Mentor Teacher/Intern Program Committee which consists of supervisors and teachers. A consensus is reached, and assignments are made. The eligibility requirements for mentors are:

- Three years' experience at Putnam/Northern Westchester BOCES and tenure status
- Ability to function effectively within the organization
- Demonstrated mastery of pedagogical and subject matter skills
- Evidence of superior teaching abilities and interpersonal skills
- Demonstrated commitment to collegiality
- Willingness to participate in mentor training

### Role of Mentors

The mentor and intern will meet regularly to discuss specific issues, as well as best practices in pedagogy, classroom management, administrative responsibilities, etc. The mentor will provide guidance and support. The mentor will have no role in the formal observation and evaluation of the intern.

### Preparation of Mentors

All mentors are required to participate in mentor training. This training will cover what mentors will need to understand in order to assist their interns. Training for mentors will include, but not be limited to, effective communication, collaboration, and consultation skills, conflict resolution, and observation skills.

### Mentoring Activities

Mentoring activities will include, but are not limited to, peer coaching, observing instruction, assisting in the analysis of instructional strategies, providing information on procedural and routine matters, attending workshops for mentors and interns, and serving as a resource.

### Release Time

In order to allow for common planning sessions and release time to attend meetings and training sessions, teaching assignments for both mentors and interns will be reduced by ten percent.

### Recordkeeping

The following documentation will be maintained:

- List of interns and their mentors (to include teacher certification identification numbers)

- Log of mentoring activities

- Number of clock hours completed in mentoring activities

All records must be maintained for at least seven years from the date of completion of the mentoring activities.

## ATTACHMENT V: Evaluation Plan: Career and Technical Education

Goal	Objective	Evaluation Plan	Performance Measure/Data Source/Timeline
1	1	Rubrics will be used to assess student portfolios and senior exit projects.	60 percent of students receiving a 4 on the rubric/Portfolio and Senior Exit Project upon completion.
2	2	Assessment of students successfully completing requirements.	95% of students will complete requirements.
3	1	Complete attitudinal checklists and/or cooperative work study evaluations and analyze the specific categories for targeted improvement.	90 percent of students are graded as proficient/Attitudinal Checklists and Cooperative Work Study Evaluations/Annually.

## ATTACHMENT V: Evaluation Plan: Special Education

Goal	Objective	Evaluation Plan	Performance Measure/Data Source/Timeline
1	1	Standardized tests, teacher-made tests, or teacher observation	Scores 65-100/All Regents Examinations/Annually
1	2	Progress monitoring tools, standardized tests, teacher-made tests, or teacher observation	Strategic benchmarks/DIBELS/Tri-annually Levels 3 and 4/ELA and Math assessments/Annually
1	3	Checklists, surveys, or classroom observations	Percentile scores/Checklists/Annually
2	1	Teacher observation and transition plan	Post-secondary placement/Exit data/Annually
2	2	Teacher observation and transition plan	85% mastery of IEP goals/IEP/Annually
3	1	Teacher observation	85% mastery of IEP goals/IEP/Annually
3	2	Teacher observation or Functional Behavior Assessment	Decrease in disciplinary referrals/incident report/Monthly Decrease in suspensions/suspension data/Monthly

## ATTACHMENT V: Evaluation Plan: Walkabout

Goal	Objective	Evaluation Plan	Performance Measure/Data Source/Timeline
1	1 and 2	<p>The teachers will grade the exams and compile the results. Teachers will identify any problem areas students had on the exams.</p> <p>Teachers reexamine curriculum and instructional practices/strategies to improve student performance.</p>	Number of students who pass the Regents exams/Regents exams/Annually
2	2	Throughout the year, teachers will keep records of the number and kind of projects that have been enhanced in some fashion by technology. These results will be summarized at the end of the year.	Number of students who use advanced technology skills to enhance their projects/Student work enhanced by technology/Annually

## ATTACHMENT V: Evaluation Plan: All Departments

Goal	Objective	Evaluation Plan	Performance Measure/Data Source/Timeline
2	1	Teacher assessment based on regularly updated list of competencies	95% of students achieving competencies
4	1	Teacher/administrator assessment	100% will understand Code of Conduct
4	2	Teacher/administrator assessment	100% will respond appropriately during drills
4	3	Administrator assessment	100% attendance at Mandated Compliance Training
4	4	Administrator assessment	100% trained in violence prevention and intervention
5	1	Mentor Teacher/Intern Committee assessment	100% participation in Mentor Teacher/Intern Program

## STATEMENT OF ASSURANCES

The superintendent certifies that:

- Planning, implementation, and evaluation of the professional development plan were conducted by a professional development team that included teachers, administrators, and others identified in the plan.
- The plan focuses on improving student performance and teacher practice as identified through data analysis.
- The plan describes professional development that:
  - Is aligned with state content and student performance standards
  - Is articulated within and across grade levels
  - Is continuous and sustained
  - Indicates how classroom instruction and teacher practice will be improved and assessed
  - Indicates how each teacher in the district will participate
  - Reflects congruence between student and teacher needs and district goals and objectives.
- The plan indicates an evaluation of the effectiveness of the professional development and a mechanism to adjust activities based upon the evaluation.
- The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

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Signature (District Superintendent)

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Date