

Oneida City School District



Professional Development Plan

July 1, 2021 - June 30, 2022

Contents

Professional Development Team2-3

Oneida City School District Mission Statement..... 4

Purpose, Initiatives, District Goals 4

SED Requirements: 5

Professional Development Opportunities and Requirements..... 6

Professional Development Guidelines7-8

Mentoring Program Purpose and Overview/Mission Statement 9

Mentoring Program Goals and Guidelines..... 10

Mentor Program Responsibilities and Roles..... 11-12

Mentor Qualifications & Training..... 13

Mentor Selection Process..... 14

Mentor/Mentee Teams.....15

Oneida CSD Mentor Plan for Leaders.....15

Exemption From Language Acquisition Training..... 15

Needs Assessment Sources 16

Consults Regionally Development List.....17-24

Professional Learning Plan Strategies Document 25-30

Professional Development Team

The process for completing the annual Professional Learning Plan was as follows:

Each building conducted at least one planning meeting to discuss needs. Those needs were then shared with the Assistant Superintendent for Curriculum and Instruction.

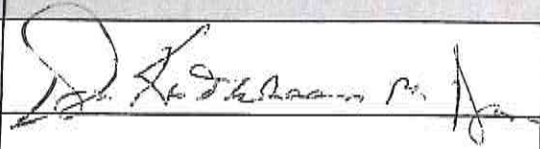

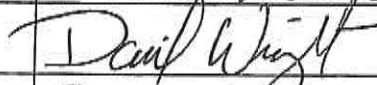
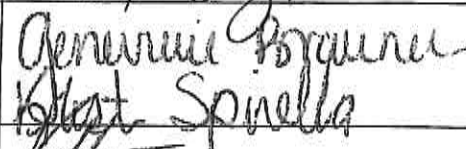
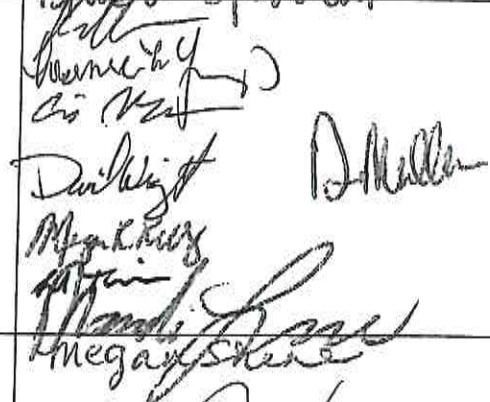
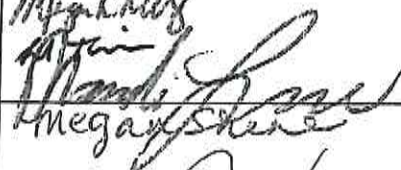
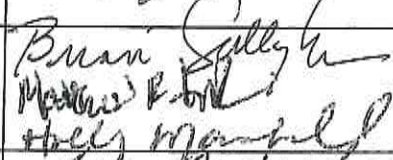
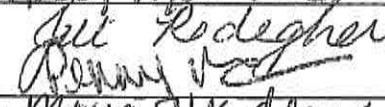
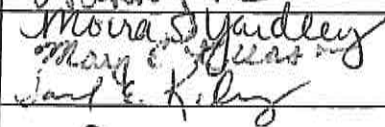
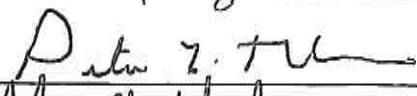
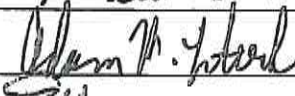
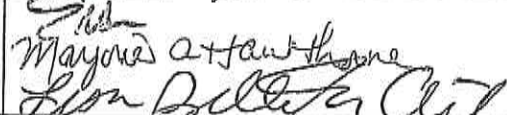
Leaders met with the Superintendent and Assistant Superintendent over the course of 3 months at regular meetings and topics at each meeting related to professional learning were addressed.

DCIP and SCEP plans were reviewed, surveys conducted and discussions and meetings took place to determine what training was needed.

Mentors and Mentees met three times with the Assistant Superintendent and portions of those meetings were spent discussing professional learning needs.

The Professional Development Committee listed on the next page met on February 25, and April 29. Each member provided input into the needs at these meetings. The committee members then reviewed the Planning document and again provided input before the document was finalized. Thank you goes out to this committee of lifelong learners.

Oneida CSD Professional Learning Committee

Position/Constituency Represented	Name	Signature
Interim Superintendent of Schools	Dr. Kathleen Davis	
Interim Administrator of Curriculum, Instruction and Assessment/ Assistant Superintendent	Patricia Vacca	
Oneida Teachers' Association	David Wright	
Administrator for Technology Technology Integration Specialist	Genevieve Brauner Kristen Spinella	
Otto Shortell Middle School Oneida High School Teachers/Administrators	Kevin Healy, Executive Principal Leanne Youngkrans, Department Chair Adam Litwak, Math, Department Chair Chris Meeker, Special Education, Department Chair David Wright, Technology, World Languages, Business, Department Chair Megan Kelly, Social Studies, Department Chair Danielle Mullen, AP Stacy Tice, AP and Athletic Director Amanda Larson, Principal	
North Broad Elementary School	Megan Shene Eric Coriale, Principal	
Durhamville Elementary School	Brian Gallagher, Principal Matt Arthur, Teacher Holly Marshall, Teacher	
Seneca Street Elementary School	Jill Rodegher, Teacher Penny Houser, Principal	
Willard Prior Elementary School	Moir Yardley, Principal Mary Beth Russo, Teacher Sarah Kelsey, Teacher	
School Psychologist/CSE Chair	Peter Gleason	
Parent Representative	Adam Litwak	
Directors	Erika Haggerty Counseling Marjorie Hawthorne, Music Lisa Billington, Art	

Oneida City School District Mission Statement

To educate, inspire, and empower students

Purpose

The purpose of the Professional Development Planning Team was to create a plan that would "...improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development in order that they remain current with their profession and meet the learning needs of their students." (SED). The professional development plan ensures articulation of professional development across grade levels, continuous and sustained practices, and effective methods and approaches for delivering instruction.

Initiatives

Ongoing professional development is the mark of a true professional. Educators committed to remaining at the top of their profession invest time and energy into seeking best practices and research-based methodologies. Oneida City School District has identified the following goals to build the professional development plan:

District Goals:



SED Requirements:

The Oneida City School District's Professional Development Plan will comply with CR 100.2 (dd) as evidenced by:

SED DESCRIPTOR	REFERENCE
All new teachers will participate in a mentoring program.	District Professional Development and Mentoring Plans
All teachers will be provided with ample opportunities for completing the required number of professional development every five years.	District Professional Learning Plan (PLP)
Teaching assistants and long-term substitutes participate in professional development activities	District Professional Learning Plan (PLP)
Teachers will be expected to participate in at least 20 hours of professional development activities in each school year(s) addressed by the plan	District Professional Learning Plan (PLP)
Teachers will be provided professional development opportunities directly related to student learning needs as identified in the District Comprehensive Improvement Plan; PLP Plan; Curriculum Planning Documents/Proposals	District Professional Learning Plan (PLP)/ DCIP Plan
All staff will be provided with training in the following: <ul style="list-style-type: none"> • Violence Prevention and Intervention • Right-to-Know • Bloodborne Pathogens • Sexual Harassment • Other job-specific, health and safety-related issues, as mandated by S.A.V.E. legislation and the New York State Education Department 	District Project SAVE Plan
All professional and supplementary school staff who work with students with disabilities will be provided with professional development directly related to their teaching responsibilities	District Professional Learning Plan (PLP); District Special Education Plan

Professional Development Opportunities and Requirements

The Oneida City School District provides all teachers substantial professional development opportunities directly related to student learning needs as determined by the district.

Commencing with the 2016-17 school year, holders of professional certificates must complete 20 hours of Continuing Teacher and Leadership Education (CTLE) each year, and/or 100 hours for each five-year registration period. Teachers will be responsible for recording, accumulating, and demonstrating in My Learning Plan and discussing with administrators at year-end consultations. Professional development opportunities are aligned with the Next Generation Learning Standards and assessments, student needs, including but not limited to linguistic, cultural diversity and special needs, and teacher capacities. The District strives to ensure that professional development is articulated across all grade levels, continuous, sustained and that the methods and approaches for delivering professional development are effective. The details of the plan include *Evidence of Progress* to measure the impact of professional development on student achievement and teacher practice.

Whereas Oneida City School District has less than 5% ELL students enrolled, the district is exempt from the requirement to complete CTLE in language acquisition.

The hours that may be included as evidence of participation are as follows:

Professional Development	Hours
Superintendent's Conference Days (4)	24
First year teacher training- required	30
Second Year teacher training -required	18
Faculty Meetings (with PD included)	5
Other:	3-40
♦ Undergraduate courses	
♦ Graduate courses	
♦ Teacher center courses	
♦ In-service courses	
♦ Building Plan meetings	
♦ Conferences/workshops	
♦ Mentor/mentee meetings	
♦ Student Assistance Teams	
Summer curriculum development	

Professional Development Guidelines

Credit-bearing Courses (Courses approved for salary credit are also approved for the professional development credit.)

Courses must be approved by District Office. You must pass the course. Count 15 clock hours per credit hour.

- Courses and other learning opportunities delivered by providers such as institutions of higher education, teacher centers, BOCES, school districts and independent professional development service providers.
- Coursework linked to improvement of instructional technique or content knowledge, which may or may not be in pursuit of an advanced degree.
- Coursework or other professional development activities completed to fulfill requirements for annotations to current certification.
- Coursework completed for more advanced certification or certificates in additional areas or completed in accordance with teaching assignment requirement for extension to certification.

Teacher Learning Opportunities, focused on improving practice through individual or collaborative activities.

Clock hours must be formally documented

- Groups of teachers collaborating to examine case studies of student work
Pre-approved by building principal, Clock hours must be formally documented
- Mentoring program activities (as mentor or mentee)
- Participation in formal programs of peer coaching or participation in peer review
- Curriculum planning and development *Scheduled by District (lesson planning is considered part of routine employment activities)*
- National Board certification activity (either as candidate or provider of support)
- Sabbaticals (related to content specialty or enhancement of teaching strategies) *Maximum 40 clock hours/week*
- Participation in reviews of class performance data over time to make decisions about one's own professional development, based on student outcomes *Scheduled by District or Principal*
- Developing or collaborating on the development of new programs and instructional methods
- Regional Conferences

Teacher Leadership *Clock hours must be formally documented*

- NYSTCE "assessor" or test development committee member
- Delivering professional development (e.g. conducting workshops), developing and presenting a workshop at a district, state or national conference *Document hours; count up to two hours of preparation per hour of presentation*
- Approved development of Statewide curriculum or assessments
- Approved service as a cooperating teacher for a student teacher *Up to 20 hours per week during the student teaching experience*
- Service on the State Professional Standards and Practices
- Approved Attendance at Professional Organization Meetings and Conferences

Other Educational Service *Clock hours must be formally documented*

- Providing advisement to students in approved student clubs and activities *Non-paid activities; outside of normal school hours;*
- Serving on district or building' level shared-decision-making committees
- Serving on district or building level planning committees
- Educationally oriented community service
- Superintendent's Conference Day *6 hours per day*
- First year teacher training- *6 hours per day*
- Grade Level Day *3 hours per day*

Oneida CSD Mentoring Program Purpose and Overview

Teacher mentoring and induction is the systematic training and supporting new teachers beginning before the first day of school and continuing throughout the first two or three years of practice. Thirty three percent of qualified teachers leave teaching within the first three years; fifty percent leave within the first seven years (Schlechty and Vance, 1983). Ninety five percent of beginning teachers who experience support during their initial years remain in teaching after three years (Colbert and Wolff, 1992). Evidence suggests that the most academically talented new teachers leave in the greatest numbers (Huling-Austin, 1986). Mentoring is critical to the success of our teaching staff. The purpose of the mentoring program is to provide support for new teachers in the classroom teaching service in order to ease the transition from teacher preparation to practice, thereby increasing retention of teachers in the public schools, and to increase the skills of new teachers in order to improve student achievement in accordance with the State learning standards. The program promotes opportunities for collaboration within the district, addresses the concerns and challenges common to new teachers, and assists new teachers in adapting to the culture of the school and community.

Mentor Mission Statement

Our mission is to meet the educational needs of all, within a diverse student population, by developing knowledge, abilities, skills, and attitudes needed to be a contributing member of school and society.

To fulfill our mission, we provide a student-focused program, which uses a variety of innovative strategies to assure student success.

The collaborative and caring involvement of all staff for teaching and learning is essential. We provide a positive climate, which is sensitive to all students, staff, family, and community.

Program Goals

- To provide a professional relationship to promote success for new teachers and to improve student achievement
- To retain highly qualified teachers
- To promote opportunities for collaboration within the school district
- To facilitate the process of professional development
- To address the concerns and challenges common to new teachers
- To assist new teachers in adapting to the culture of the school, district, and community

Program Guidelines

- The program shall be a component of the district professional development plan.
- A mentor program committee consisting of teachers and administrators will provide oversight of the program; evaluate the program annually and problem-solve any difficulties arising in the selection and/or implementation process.
- There will be a formal publicized mentor selection process and mentors will be expected to complete a preparation program.
- The program shall build upon the strength of the district including: middle school teams; high school departments; experienced teachers; building planning; curriculum and content mapping initiatives; APL training and summer new teacher orientation.
- The mentoring process shall **not** be a component of the formal (3) evaluation process.
- All new teachers to the District will participate in the mentoring program to meet the teaching experience requirement for the professional certificate, as prescribed in Section 80-3.4 of the Commissioner's Regulations. The program shall be a component of the district's professional development plan. A Mentor Committee consisting of teachers and administrators shall provide oversight of the implementation process. There will be a formal publicized mentor selection process and mentors will be expected to complete a preparation program. The program shall build upon the strength of the District including; middle and high school departments; experienced teachers; building planning; curriculum and content mapping initiatives; effective instruction training and summer new teacher orientation.

The information obtained by a mentor through interaction with the new teacher while engaged in the mentoring activities of the program shall not be used for evaluating or disciplining the new teacher, unless withholding such information poses a danger to the life, health, or safety of an individual, including but not limited to students and staff of the school; or unless such information indicates that a new teacher has been convicted of a crime or has committed an act which raises a reasonable question as to the new teacher's moral character.

Responsibilities and Roles

Role of the Mentor

- Provide guidance and support for new teacher by meeting at least **four (4)** times per year
- Support new teachers with effective teaching practices. Serve as a resource and conduit of information
- Serve as a recourse and conduit of information
- Direct the new teacher to others if additional training is needed (not to be a trainer or staff developer)
- Maintain strict confidentiality
- Support the mentee's acquisition of:
 - District cultural knowledge
 - Student knowledge
 - Content knowledge
 - Organizational knowledge
 - Pedagogical knowledge
 - Emotional support
- Complete and submit mentor/mentee log and payroll voucher for up to 15 hours of financial reimbursement
- Meet quarterly with Assistant Superintendent and other mentors to address issues and/or concerns

Role of the Mentee

- Communicate regularly with mentor by meeting at least **four (4)** times per year
- Maintain strict confidentiality
- Actively engage in mentor-mentee activities
- Implement suggestions for improvement
- Complete and submit mentor/mentee log and payroll voucher for up to 15 hours of financial reimbursement
- Meet quarterly with Assistant Superintendent and other mentees to address issues and/or concerns

Role of the Building Administrator

- Respect the confidential relationship between mentor and mentee
- Conduct teacher evaluation and provide feedback in a timely manner
- Facilitate schedules, planning time and/or conferencing time for mentors/mentees
- Participate in evaluation of Mentor Program

Role of OTA President

- Share with the faculty the qualifications and responsibilities of a mentor

Role of the Superintendent and Board of Education

- Actively support the mentor program
- Review the mentor program annually
- Provide resources necessary for any program to operate effectively

Roles and Responsibilities of the Mentor Committee

- The Mentor Committee will be comprised of teachers and administrators as outlined in the mentor selection process. Teachers are to constitute a majority of the committee membership based on state regulations.
- The Mentor Committee will meet two (2) times per year (January and June). The committee will:
- Monitor, adjust and promote the district's mentoring program
- Present mentor pairings for recommendation to Superintendent and Board of Education (June)
- Suggest training topics throughout the year based on District Mentor Committee meetings
- Participate in evaluation of the mentor program

Roles and Responsibilities of Mentoring Committee Chairperson /Assistant Superintendent for

Curriculum & Instruction

- Facilitate mentor selection process
- Distribute mentor interest form to building administrators for distribution to instructional staff; return to District Office by **May 15th**;
- Submit mentor/mentee pairings to Mentoring Committee, OTA President, and building administrators in September
- Serve as a resource for mentors and mentees
- Schedule and facilitate meetings for both mentors and mentees
- Facilitate yearly review and revision of District Mentoring Plan with Mentoring Committee
- Meet two (2) times per year with Mentoring Committee
- Research, present, and arrange training options to Mentor Committee
Update Board of Education annually

Mentor Qualifications

- Tenure is required
- Participation is voluntary
- Commitment to participate for one (1) year with option to renew
- Recommendations by principal in consultation with department chair and building representative based upon:
 - Content knowledge/compatibility whenever possible
 - Grade level correspondence whenever possible
 - Interpersonal skills
 - Positive attitude towards profession
- Mentors must protect/respect the integrity of the mentoring program by maintaining and securing a trusting relationship;

Mentor Training

Training and preparation of the mentor is vital to the implementation of the mentor program. The mentor will participate in training sessions which focus on the ability to consult, collaborate, and coach. Training expectations will include:

- Review district mentoring program using *Mentor/Mentee Assistance Program (MAP)* as a guide
- Use mentor map throughout the year to support mentee (refer to Appendix A)
- Attend district summer mentee training for ½ day provided by the Assistant Superintendent
- Meet quarterly with Assistant Superintendent and other mentors to address issues and/or concerns (outside of school hours)

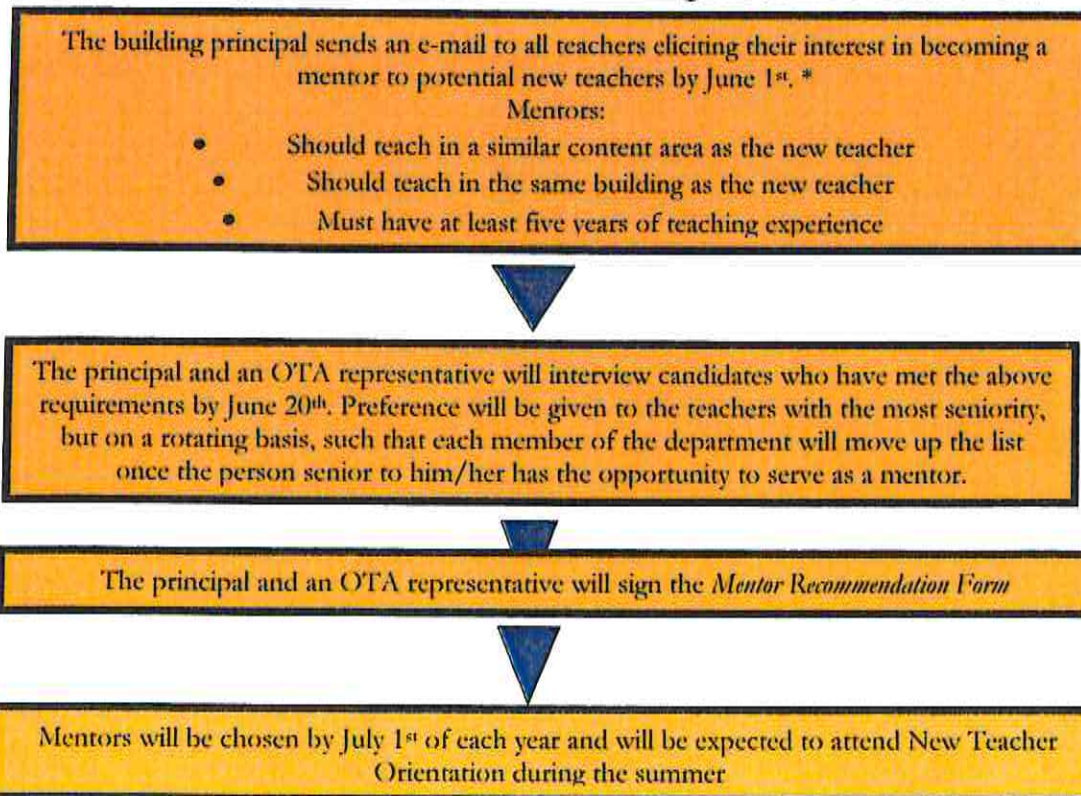
Mentor Selection Process

The mentor selection process is as important as the screening and selection of new teachers. The mentor will be the most important colleague in the new teacher's life. Department Chairs and Directors are ineligible to serve as mentors.

The mentoring committee was formed in June 2006. Members will serve for 3 years with the option to renew at the end of their *term*. The terms will be staggered so that the committee maintains continuity. The Oneida Teachers Association will choose five (5) representatives, one from each of the elementary schools, three (3) representatives from the secondary schools, one (1) special area representative, and one (1) representative from the Oneida Teachers Association. The Oneida Administrators Association will choose one (1) elementary administrator and one (1) secondary administrator. The Assistant Superintendent for Instruction will be a permanent member of the committee.

The Assistant Superintendent for Instruction will identify the number of mentors needed, including the level and area of instruction, in late May or when needed during the year. Building principals, in collaboration with building representatives, will recommend, in writing, potential mentors to the Assistant Superintendent for Instruction. The Assistant Superintendent and the OTA President will review the selections and submit their recommendations to the Superintendent, who in turn will make a recommendation to the Board of Education.

Oneida City School District Mentor Program Selection Process



*This process may commence prior to June 1st, depending on when the new teacher is appointed.

Mentor/Mentee Teams

Should the mentor/mentee relationship not meet the needs of the new teacher, either the mentor, the mentee, or both shall meet with the Assistant Superintendent. The Assistant Superintendent will determine whether the relationship can be improved and become a positive mentorship for the mentee or if it is irretrievably broken. If it can be improved, the assistant superintendent will suggest resources or strategies to correct the situation. If it is irretrievable, the assistant superintendent will assign an alternate mentor to complete the mentorship.

The information obtained by a mentor through interaction with the new teacher while engaged in the mentoring activities of the program shall not be used for evaluating or disciplining the new teacher, unless withholding such information poses a danger to the life, health, or safety of an individual, including but not limited to students and staff of the school; or unless such information indicates that a new teacher has been convicted of a crime, or has committed an act which raises a reasonable question as to the new teacher's moral character.

Oneida CSD Mentor plan for leaders (required for certification)

Each new leader requiring mentoring to meet certification requirements will have the following support:

Upon hire an entry plan will be developed and reviewed with a leader

Monthly meetings with supervisor

Monthly meetings with an assigned tenured district leader that is not evaluation the leader

Annual APPR evaluation and coaching dialogue

Professional learning plan developed in conjunction with supervisor

Attendance at regional meetings such as SPAC, EPAC, CSE advisory

Exemption From Language Acquisition Training

Whereas there are fewer than 30 English Language Learners (ELL) enrolled and ELLs make up less than five percent of the district's total student population, the District is exempt from the training required of all professional certificate holders on meeting the needs of English Language Learners.

Needs Assessment Sources

NYS: School Report Card

District Comprehensive Improvement Plan

BEDS data

Oneida City School District Technology Plan

Oneida City School District Mentoring Plan

Oneida City School Schoolwide Plans

ATTACHMENT B – CONSULTANTS

COMPANY	CONSULTANT(S)	TOPIC(S)
DataWorks	John Hollingsworth, Jim Riedl	Leadership, Special Education, EDI, Literacy
APL Associates, Inc.	Dr. Jean Anastasio and David Perry	Teaching Methodologies
Robin Fogarty Associates	Brian Pete	Literacy, Leadership
Staff Development Workshops	Olivia Wahl Amy Benjamin	K-12 Literacy, Writing
FPI Attention Disorder clinic	Dr. Charles Monastra	ADHD, Special Education
Understanding by Design	Elizabeth Rossini	Pedagogy
International Center for Leadership in Education	Bill Daggett, Dick Jones	Pedagogy
Greenwood Publishing, Heinemann	Dr. Kylene Beers and Bob Probst	Literacy
EduTron Corporation	Dr. Andrew Chen	Math
Common Core – Great Minds	Robin Ramos Susan Midlarsky	Math
Learning Thru Movement, Inc.	Suzy Koontz	Math
Inclusive Schooling	Dr. Julie Causton	Special Education
Parrett Associates	Dr. Kathleen Budge	Poverty
Staff Development for Educators (SDE)	Dr. Jean Feldman Jody Polleck Melissa Dickson Katharine McKnight Johanna Siebert Fred Wolff Kim Adsit Anni Stipek Rolfe Christensen Laureen Reynolds Jim Grant	Literacy, Math, Leadership, Assessment, Effective Teaching
Learner Centered Initiatives (LCI)	Jonelle Rocke Joanne Picone-Zocchia	Leadership, Assessment
Premiere Speaker Bureau	Mawi Asgedom	Poverty, Pedagogy
Woodcock Johnson	John Garruto	Special Education
Discipline Associates	Brian Mendler, Allen Mendler	Behavior Management/ Discipline
Jensen Learning Corporation	Dr. Eric Jensen	Poverty, Brain Research
Appelstein Training Resources, LLC	Charles Appelstein	Behavior Management
Write On Inc	Tanya Schnabl	Writing
Corporate Strategies by Skill Path		
Buck Institute		Project-Based Learning
	Juanita Davies	Professional Learning Communities
	Malachi Pancoast	Leadership
	Yong Zhao	Pedagogy
	Otis Jennings	Leadership
LSCI	Donna Riter	Behavior Management
	Seth Aldrich	Rtl
Math Solutions		Math
	Cindy Riedl	Literacy
Conscious Discipline	Elizabeth Montero-Cefalo	Behavior
PBIS		Behavior
Kelberman Center	Mara Vanderzell	Behavior
Kids Oneida	Lauren Mastrangelo Carri Conte	

COMPANY	CONSULTANT(S)	TOPIC(S)
	Ellen Arnold	Literacy
	Taylor Mali	Literacy
	Dr. David Hicks	Social Studies
	Dr. John Lee	Social Studies
	Dr. Thomas Guskey	Standards-Based Grading
	Dr. Lee Ann Jung	Standards-Based Grading
	Kate Gerson	Literacy
	Steven Hauprich	Social Studies
Principal Kafale Consulting	Baruti Kafele	Leadership
Public Education & Business Coalition		Literacy
Reading and Writing Network		Literacy
ASCD Professional Learning Institute		Literacy, Math, Social Studies, Science, Leadership , Pedagogy
	Elizabeth Montero-Cefalo	Special Education
	Rebecca Hines	Co-Teaching
	John Maag	
International Center for Leadership in Education	Eric Sheninger	Technology Leadership
Education Service Center Region 1	Kasey Bell	Digital Literacy and Technology
Harvard School of Education	Dr. Elizabeth City	Data Driven Instruction
November Learning, Inc.	Alan November	Technology in Education
Lavin Agency	Elizabeth Green	Data Driven Instruction
	Thomas Murray	Technology Leadership
	Alex Couros	Digital Literacy and Technology
Premiere Speakers Bureau	Kurt Schewengel	Technology Leadership
	Kim Bearden	Technology Leadership
	George Couros	Technology Leadership
	Angela Maiers	Digital Literacy and Technology
	Tony Wagner	Educational Innovation
	Milton Chen	Technology Leadership
	Will Richardson	Technology Leadership
CoSN	Bob Moore	Data Privacy and Trusted Learning Environment
	Kristina Holzweiss	STEM/STEAM
	Pam Berger	Library Media, Inquiry
Groupwerk, Inc.	Doug McIntosh	Collaborative Learning
Anti-Defamation League	Yad Vashem	Social Studies
Code.org	Code.org	Coding
	Faith Rogow	Media Literacy
	Dr. Kenneth Shore	Classroom Management
	Shannon McClintock Miller	Library Media
	Sharon Burstein	Leadership
	Jim Donovan	Autism
	Christopher Grethel	ELA
International Center. For Leadership in Education	Eric Sheninger	Technology Leadership
	Nasser Chanda	Writing
	Tom Varano	Character Ed.
Teachers College	Lucy Calkins	Reading and Writing
Jack Berckemeyer Consulting	Jack Berckemeyer	Effective Middle Schools
Loving Guidance Inc.	Elizabeth Montero-Cefalo	Conscious Discipline
Kagan Publishing	Associates	Cooperative Learning
Aha! Process Inc.	Jo Seidel	Poverty
PLC Associates Inc.	Various Associates	Strategic Planning
	Peg Dawson	Executive Functions
Harvard School of Education	Dr. Liz City	Educational/Data Leadership
	Kasey Bell	Technology Integration

COMPANY	CONSULTANT(S)	TOPIC(S)
	Alan November	Education Technology Innovation
Kelberman Center	Dr. Mara Vanderzell	Special Education
Dave Burgess Consulting Inc.	Dave Burgess	Student Engagement
	George Couros	Innovative Mindset
	Gina Seymour	Makerspaces
RIC Network Operations Center	Timothy O'Brien	CISCO
Meg Ormiston	Meg Ormiston	Digital Literacy & Technology
	Carol Kosnitsky	Least Restrictive Environment
Hogan, Sarzynski, Lynch, DeWind & Gregory, LLC	Ed Sarzynski	Special Education Law
	Mary Zdrojewski	Library Media STEM
	Rebecca Rosas	Library Media, Literacy
	Ruth Smith	Library Media, Literacy
	Deborah Caldwell-Stone	Library Media, Intellectual Freedom
	Angela Maers	Technology
	Paula Gilroy	Literacy
	Dr. Jarrod Spencer	Student Athletes, mental health
	Tanya Schnabl	Balanced Literacy
	Sandra Uqiringiymana	Librarians
	Dr. James Tapia	Instrumental Clinician
	Dr. Mark Campbell	Music
	Lawrence Spadaro	Drone Technology
	Melissa Davies	Visual Teaching Strategies
	Kevin Honeycutt	Technology Integration
	Ruth Smith	Independent Reading
Discipline Associates	Colleen Zawadski	Classroom Behavior
	Kevin Hines	Mental Health
	Jessica Sills	Sensory Story Time
	Melanie Gelster	Sensory Story Time
	Susan Walterich	Sensory Story Time
	Dr. Steven Layne	Lifelong Readers
	Renee Hobbs	Digital Media
	Kelli Johnson	Reading Instruction
	John Robinson	
Flippen Group	O'Neill Arrington; Mark Hartmann	Capturing Kids Hearts
Kids Oneida, Inc.	Jeremy Butler	Mental Health/Student Support
Private Practice	Dr. Joanne Joseph	Mental Health/Student Support
Kids Oneida, Inc.	Dr. Rebecca Palladino	Mental Health/Student Support
	Deborah Spinks	Mental Health/Student Support
Ray Mathis	Ray Mathis	Rational Emotive Behavioral Therapy
System 44	Sherry Biedsoe	System 44
Central Southern Tier RAEN	James Matt and various trainers	NYSED RAEN
Damtown Training	Rick Shaw	OSHA
Loving Guidance	TBD	Conscious Discipline
	Kevin Honeycutt	21 st Century Skills
	James Preller	Literacy
	Shana Pughe Dean	Concepts of Culture

COMPANY	CONSULTANT(S)	TOPIC(S)
	John Spencer	Empowering Students in Distance Learning Environments
	Ed Gerety	Positive Culture
The Reading League	Heidi Beverine-Curry; Maria Murray, PhD; Kelli Johnson; Katie Sojewicz	The Science of Reading
ASCD	Chris Grethel	ASCD Activate
K & M Literacy LLC	Kate Roberts	Literacy – A Novel Approach
Bellhaven Consulting Inc.	Graham Fletcher	Math

OTHER PROVIDERS OF CTLE

Mid-State Teacher Center

NYSUT

NYSSCOS

RBERN

NYS Institutes of Higher Education (IHEs)

ASCD

ISTE

CoSN

CPI

NYSCATE

Gartner

CRPC (Central Regional Partnership Center)

NY State Technical Assistance Centers

Center for Instructional Support

Early Childhood

Utica National

Ferrara Law Firm

NYS BOCES

Albany-Schoharie-Schenectady-Saratoga Counties and BOCES (Capitol Region)

Broome-Delaware-Tioga Counties and BOCES

Cattaraugus-Allegany-Erie-Wyoming Counties and BOCES

Cayuga-Onondaga Counties and BOCES

Clinton-Essex-Warren-Washington Counties and BOCES (Champlain Valley)

Delaware-Chenango-Madison-Otsego Counties and BOCES

Dutchess County and BOCES

NYS BOCES

Erie County and BOCES (Erie One)

Erie-Chautauqua-Cattaraugus Counties and BOCES (Erie Two)

Franklin-Essex-Hamilton Counties and BOCES

Genesee-Livingston-Stauben-Wyoming Counties and BOCES (Genesee Valley)

Hamilton-Fulton-Montgomery Counties and BOCES

Herkimer BOCES

Jefferson-Lewis-Hamilton-Herkimer-Oneida Counties and BOCES

Monroe County BOCES (Monroe One)

Monroe-Orleans Counties and BOCES (Monroe Two)

Nassau County and BOCES

Oneida-Herkimer-Madison Counties and BOCES

Onondaga-Cortland-Madison Counties and BOCES

Ontario-Seneca-Yates-Cayuga-Wayne Counties and BOCES (Wayne-Finger Lakes)

Orange-Ulster Counties and BOCES

Orleans-Niagara Counties and BOCES

Oswego County and BOCES

Otsego Northern Catskills BOCES

Putnam-Westchester Counties and BOCES (Putnam-Northern Westchester)

Rensselaer-Columbia-Greene Counties and BOCES (Questar III)

Rockland County and BOCES

St. Lawrence-Lewis Counties and BOCES

Schuyler-Stauben-Chemung-Tioga-Allegany Counties and BOCES (Greater Southern Tier)

Suffolk County and BOCES (Eastern Suffolk)

Suffolk County and BOCES (Western Suffolk)

Sullivan County and BOCES

Tompkins-Seneca-Tioga Counties and BOCES

Ulster County and BOCES

Washington-Saratoga-Warren-Hamilton-Essex Counties and BOCES

Westchester County and BOCES (Southern Westchester)

Vendor Providers of CTLE

Achieve 3000

Acuity

Adobe

Aduro Teach Inc.

American Reading Company

Answer Pad

Apex Learning

Apple

AV Rover

BirdBrain Technologies

Blackboard

BloomBoard

Brain Hurricane

Bridges (Choices)

BrightBytes

Cambium Canvas

Career Cruising

Castle Learning

Cengage Learning

Centris Group

Certica Solutions

Charmtech Labs (Capti Voice)

Chester Technical Services

CISCO

ClassLink

CodeMonkey

Collaborative Learning

Compass Learning

Connection Education

Core Clicks

Curriculum Associates (iReady)

Curriculum Technology (Mapper)

D2L (Desire2Learn)

Dell

DreamBox Learning

eDoctrina

eSpark

Edgenuity

Edivate
Edmentum (Education City)
Educational Vistas (StaffTrac)
English in a Flash
Ensemble Video
FAST
FastBridge
FASTT Math
Finance Manager
First in Math
Florida Virtual School
Focus
Frontline (Oasys)
Front Row
Fuel Education
Gizmos
Google
GradPoint
Guidance Direct
Hobson
Hot Math
Houghton Mifflin (Read 180)
iLit
Imagine Learning
Intel
iObservation
iRead
iSafe
IXL Learning
Kinderlab Robotics
Learning.com
Learning Ally
Learning Sciences International
LEGO Brand Retail
Lexia Learning
Lightsail
LinkIt
Mad Learn
Maia Learning
Maker's Empire
Mastery Connect
Math 180
Math Inventory
MathFacts
McGraw Hill (ALEKS & Redbird)
Microsoft
Mindex
Modular Robotics (Cubelets)
My Power Learning

My STEM Kits
NAO
Naviance
Nearpod
Newsela
No Tears Learning (Keyboarding)
NWEA
NYLearns
Odysseyware
Pearson (AIMSWeb & WriteToLearn)
Performance Plus
Phonics Inventory
Propel
Reading Inventory
Reading Plus
Reflex Math
Renaissance Learning
Review360
Right Path
Robotics
Rosetta Stone
Rubicon Atlas
Safari Montage
Scholastic, Inc.
Sensavis
Schoolology
Scientific Learning (Fast ForWord)
SMART Technologies
ST Math
Storia
SuccessMaker
Sunguard
System 44
Target Ed
TechBoost
TechSteps
Teq Online PD
thimble.io
Think Through Math
Turnit In
Tynker
Virtuoso
Waterford
zSpace

Professional Development Plan July 1, 2021 - June 30, 2022

Standards/Curriculum Prioritization Alignment/ Atlas Implementation
Decrease Student Absenteeism/ Increase attendance
Increase Student Engagement
Increase social emotional supports, student outcomes in SEL, and provide Staff SEL supports
Increase Parent Engagement

GOAL	ACTIVITIES	RESOURCES	WHO	EVIDENCE OF PROGRESS What will we look for?
Provide training on research-based reading instruction for all PK-12 teachers	<ul style="list-style-type: none"> Implement research-based reading instruction Determine what training is needed on Superkids, Journeys and Writing / plan training 2021 	<ul style="list-style-type: none"> Reading League or other training for Superkids, Road to Reading, etc. Superintendent Conference days Regional Reading PLC Regional reading initiative from Curriculum Council Attend SPAC and EPAC Orton Gillingham Training 	<ul style="list-style-type: none"> PK-12 Teachers Principals Asst. Supt. for Instruction 	<ul style="list-style-type: none"> Assessment data Professional development surveys MLP registrations
Review/ Modify/ Implement Oneida City School District AIS/RTI Process and Plans	<ul style="list-style-type: none"> Provide workshops on how to use the AIS/RTI plan Provide training on Response to Intervention Provide training on RTI Edge 	<ul style="list-style-type: none"> Substitute Coverage Superintendents' Conference Days BOCES trainers Faculty Meetings Data Analyst/ Data Verification 	<ul style="list-style-type: none"> PK-12 Teachers Principals Assistant Superintendent BOCES Trainers 	<ul style="list-style-type: none"> Assessment data Professional development surveys Teacher observations

	<ul style="list-style-type: none"> • Provide professional development on how RTI/ AIS should “look” instructionally • Provide updated training on STAR or other assessment systems- leaders and staff • Progress Monitoring training and resources 			
Provide training for teachers in grades PK-12 to support technology integration into instruction	<ul style="list-style-type: none"> • Teachers in grades PreK-12 will be provided with ongoing professional development throughout 2021-22 and beyond as needed, to support technology integration into instruction to include support for any future virtual models, as well as Keyboarding without Tears 	<ul style="list-style-type: none"> • Summer Technology Integration Workshops • Small Group or 1:1 Integration Training and Support throughout the school year. • Google Classroom Asynchronous Training ongoing throughout the school year. • Learning in the Loop- possible training • Teachers in grades PreK-12 will be provided with ongoing professional development throughout 2021-2022 to support technology integration into instruction to include support for any future virtual models, as well as preparing for the onset of the Computer Science and Digital Fluency Learning Standards. 	<ul style="list-style-type: none"> • PK-12 Teachers • Principals • Assistant Superintendent • Administrator for Technology and Special Programs • Instructional Technology Specialist 	<ul style="list-style-type: none"> • Teacher Observations • Workshop Sign-In Sheets • Student surveys • Assessment data

Increase awareness and use of community resources to assist with chronic absenteeism and other areas of concern	<ul style="list-style-type: none"> • Provide staff with opportunities to participate in presentations given by local agencies, and learn of agency supports available • Implement supports provided by Community Schools Initiative • Explore Safe Schools Initiative 	<ul style="list-style-type: none"> • Community Agencies • Local conferences • Regular Meetings with School Services Program Coordinator Marcie Soule DSS • Partnership with DSS • Community Schools Initiative • Insert information in each parent newsletter from buildings encouraging attendance- add something visual and easy to read • https://www.attendanceworks.org/resources/toolkits/for-principals-leading-attendance/cultivate-a-school-wide-culture-of-attendance 	<ul style="list-style-type: none"> • PK-12 pupil personnel staff • Community Agencies • Administrators • Assistant Superintendent • School Psychologists 	<ul style="list-style-type: none"> • Attendance Data • Student outcome data
Expose staff to social issues and societal effects of poverty, trauma, mental illness, and cultures (in order to make connections with students)	<ul style="list-style-type: none"> • Provide training on the impacts of trauma, mental illness, and substance abuse • Provide training on the examination and analysis of student data (attendance, discipline, etc.) 	<ul style="list-style-type: none"> • Superintendents Conference Days • BOCES trainers • Community agencies • Data Analyst 	<ul style="list-style-type: none"> • PK-12 teachers • Principals • Counselors • Speech Therapists • Nurses • Administrators • Asst. Supt. • School Psychologists 	<ul style="list-style-type: none"> • Attendance Data • Workshop Sign-In Sheets
Implement District	<ul style="list-style-type: none"> • Provide staff with training and supports 	Review, modify, seek district wide input, and implement the district SEL plan Determine next steps for regional SEL committee	<ul style="list-style-type: none"> • Executive Principal 	<ul style="list-style-type: none"> •

Wide SEL Plan	that help them to better meet the needs of their student to include: Self Care for Educators, Mental health and Trauma training, SEL Traits and Characteristics, Support from Colleen Wuest at MO BOCES	<p>Provide Training for leaders in Self Care, and in SEL signature practices</p> <p>Determine approach to a universal behavior screening</p> <p>Plan to implement SEL standards into other curricular areas during the mapping process</p> <p>Train staff in behavioral support strategies</p> <p>Revisit and retrain on RTI Behavior and Academic</p> <p>Review SAT referral process</p> <p>Review current district initiatives and programs used</p> <p>Positivity Project pilot at Middle School and various training throughout district.</p>	<ul style="list-style-type: none"> • Assistant Superintendent • Support from MO BOCES- Colleen Wuest • Danielle Bennett, MO BOCES Behavior Specialist • District Focused Intervention Plan team- Becky Copp BOCES 	<ul style="list-style-type: none"> • Completed maps in Atlas system • Principal use maps to dialogue with staff • Coaching during observations based on common language from maps • Curriculum aligned to
Curriculum development and Atlas training as per OSCD plan	<ul style="list-style-type: none"> • Teams met and developed recommended curriculum work • Atlas Vendor meets with Eric and Dr. Davis to develop plan to move forward starting summer 2021 • Alignment to Next Generation 	<ul style="list-style-type: none"> • Atlas Vendor Support • RIC support • MO BOCES Staff Development team support 	<ul style="list-style-type: none"> • Atlas Vendor Support • RIC support • MO BOCES Staff Development team support 	<ul style="list-style-type: none"> • Completed maps in Atlas system • Principal use maps to dialogue with staff • Coaching during observations based on common language from maps • Curriculum aligned to

	Standards and NYSED initiatives.			NYSED standards, leading to increased student scores on state tests
ELA and Math NYSED Standards Capacity Building training/ refresher	<ul style="list-style-type: none"> • Provide staff training in framework of prioritization and time to engage in the process • Provide training to staff on curriculum mapping • Provide opportunities for staff to train on inter-rater reliability of assessments, particularly ELA, PreK-2 	<ul style="list-style-type: none"> • Develop a curriculum cycle with support of MOBOCES/ implement and review regularly to determine what is next to work on in the plan • Determine plan for summer Atlas curriculum work • Review and update DCIP and SCEP plans • Atlas implementation plan 	<ul style="list-style-type: none"> • Principals • Asst. Supt. • PK-12 teachers across all content areas • Jody Popple, BOCES Instructional Support • Maria Papa, BOCES Instructional Support • Data Analyst 	<ul style="list-style-type: none"> • Prioritization documents • Curriculum maps • Student engagement • NYS/Regents Assessments
Science Support	Staff training on new science standards	<ul style="list-style-type: none"> • Participate in MO BOCES summer 2021 Science Initiative 	<ul style="list-style-type: none"> • Assistant Superintendent • Identified staff and leaders 	<ul style="list-style-type: none"> • Revised curriculum • Student outcomes

				<ul style="list-style-type: none"> • Informed instructional delivery
Special Area training by department Special Education teachers Music/ Art/ Therapists/ PE/ Counselors/ Social Workers/ Teacher Aides	<ul style="list-style-type: none"> • Teams and faculty met and reviewed the needs by department, position title. 	<ul style="list-style-type: none"> • Curriculum work is outlined in the documents submitted by principals from their meetings with faculty. 	<ul style="list-style-type: none"> • Assistant Superintendent • Identified staff and leaders 	<ul style="list-style-type: none"> • MLP registrations • Updates on the curriculum training. Conference plans submitted