LYNCOURT UNION FREE SCHOOL DISTRICT

Professional Development Plan 2019-2022

Lyncourt Union Free School District *Professional Development Plan* 2019-2022 As Taken From our Long Range Plan Development Team		
BEDS Code: 42-15-04-02-0001		
Superintendent: Mr. James Austin		
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School years for which the plan is effective: 2019-2022 *(Revised July 2019)*		

Composition of Professional Development Team(s)
(majority of team members must be teachers)

District Team (Required)	School Team(s) (Recommended)
_____5___ # administrators/staff (includes D.O.T.)	____N/A___ # Administrators/staff
__9_____ # teachers (includes 2 Lit. Coaches)	___N/A____ # Teachers
___8_____ # others (specify roles below) Tech. Coordinator, Dir. of Guidance, 3 Parents	____N/A___ # Others (specify roles below)

Number of school buildings in district: ___1_

Number of school-based professional development teams: __3__

Indicate how school team(s), if any, will be represented on district team:

Professional Development Planning Team

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

   There are three school teams, as identified through our 5 year Strategic Plan, which includes teachers, administrators, parents, community members and addresses professional development needs as needed and provides input directly to our district administration team.

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

   It is an expectation that teachers employed in the Lyncourt Union Free School District will participate in a minimum of 40-60 hours of professional development each school year. First year teachers participating in the induction program will have approximately 60 hours of professional development during the first year of employment.

Needs/Data Analysis for Professional Development Plans

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

   Curriculum is designed around the New York Next Generation Learning Standards (NGLS). The results of the NYS assessments (3-8 and Regents) are analyzed to determine student progress toward meeting the standards. Each grade level curriculum will be analyzed for gaps and overlaps through our ongoing curriculum development and mapping process. The PDP includes workshops and specific strategies for implementing and aligning content standards into classroom activities and assessments. Professional development will include cooperation and collaborations within and across grade levels to ensure student success.

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

   This plan represents a scope of activities to be followed from our 5 Year Strategic Plan. The scope and sequence of the professional development plan will be supported and continued through a systematic review by the team members on the committees aligned with the Strategic Plan. The review will happen throughout each school year.

3. **Identify how the data used supports the goals, objectives, strategies and activities in the professional development plan.**

   All data used for the professional development plan will be reviewed at the beginning and the end of each school year and progress will include qualitative and quantitative measures. Near the end of the year, an analysis of progress toward the goals and objectives will be determined and the strategies and activities will be updated and re-aligned to the goals and strategies so that professional development offerings, based on staff and student learning needs, can begin before the start of the new school year.

 Attachments:

NOTE: All required information must be provided. You may provide comparable information using your own format or that provided as part of the Comprehensive District Education Plan.

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.

__X___ Annual School and District Report Cards
__X___ New York: The State of Learning (Chapter 655 Report: historical)
__X___ BEDS data
__X___ Annual Accountability Reports
__X___ Student attendance data
__X___ Student performance results disaggregated by ethnicity, gender, SES, special needs, etc.

__X___ State benchmarks for student performance including Aspirational Measures and College and Career Readiness measures
__X___ TIMSS report
__X___ Student plans including career plans and post-graduation plans
__X___ Other student surveys

__X___ Longitudinal data: state assessments; local assessments;
__X___ Student/teacher ratios
__X___ Teacher turnover rate
__X___ Number of uncertified teachers
__X___ Number of teachers teaching out-of-field
__X___ Teacher proficiency data
__X___ Teacher surveys
__X___ Teacher self-assessment
__X___ Curriculum surveys
__X___Other (specify):

- ▪ Student discipline data (including suspensions and hearings)
- ▪ Technology implementation and needs surveys
- ▪ Local exams
- ▪ Common Formative Assessments (under development)
- ▪ Report card grades
- ▪ NY State Regents Exams
- ▪ NY State ELA and Math Tests in grades 3-8
- ▪ NY State Science Assessments in grades 4 and 8
- ▪ NYSESLAT exam data (along with NYSITELL data)
- ▪ AIMSweb Plus Data (K-8)
- ▪ Brigance Data (PreK-K)
- ▪ IXL Math
- ▪ PBIS data
- ▪ Assessment data (from the teacher and principal APPR)
- ▪ Danielson Framework for Teaching (2011) data
- ▪ New York Teaching Standards

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

The Lyncourt Union Free School District local budget includes the following financial resources for professional development: conference registration, substitute costs, stipends for staff and curriculum development, consultant fees, workshop registrations, release time, teacher initiated professional development offerings (T3, workshop days, etc.).

Human resources include administrator and teacher professional developers.

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

Fiscal resources:

__X___ **District Professional Development Funds (General Fund)**
__X___ **District Performance Improvement Grant**
__X___ **Title IIA Funds**

Staff resources:

___X__ **Curriculum advisors (Administrators)**
___X__ **Exemplary teachers (Mentors and volunteers)**
___X__ **Literacy Specialists/Coaches/Reading Teachers**

Providers:

___X__ **Lyncourt UFSD Staff Members (trained in programs like SIOP, Road To Reading, Road to the Code, etc.)**
___X__ **Institutions of Higher Education (Syracuse University; SUNY ESF; OCC)**
___X__ **CNY Teacher Center**
___X__ **OCM BOCES (e.g., CI&A, SESSIS, RBERN)**
___X__ **CNY Regional Information Center (including Data Warehouse and Model Schools staff)**
___X__ **Board of Education Approved Consultants (e.g. The Reading League etc.)**
____X___ **SyracuseTeacher Center**

Community:

_____ **Major employers'**
__X__ **Community-based organizations**
__ X__ **Parents**

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

N/A – All professional development funds from all sources are used to support this plan. These include local funds, Title IIA funds, and any available grant funds (e.g. STLE 3 and District Performance Improvement Grant funds during the 2019-2022 school years).

The Lyncourt Union Free School District Professional Development Plan (PDP) is designed to focus professional development on improving professional practices that support student learning and achievement goals for the years including July 2019 through June 2022. This Professional Development Plan meets the requirements of the New York State Part 100.2(dd) regulations. It is reviewed and revised, as needed, annually.

Goals and Objectives

The design of this plan acknowledges the characteristics of the adult learner by combining individual learning styles, construction of knowledge, collaboration and problem solving. The result will be a commitment to professional excellence and to lifelong learning for all staff and students. The mission of the LUFSD is "in partnership with the community, is committed to educating all learners to reach their full potential."

It is the intent of the Professional Development Plan to support and enhance the development of professional competencies needed to increase student learning and achievement. The professional development described is continuous and sustained and reflects congruence between student and teacher needs and district goals and objectives.

The goals of this plan in which objectives and strategies are based are as follows:

1. To improve student learning for our diverse student population toward meeting state and national standards, using effective instructional practices designed from scientifically based research. (Academic Excellence and Rigor Task Force Team)

2. To promote the construction of learning through reflective practices in coordination with the school district's Annual Professional Performance Review and the NYS Regents Reform Agenda. (Academic Excellence and Rigor Task Force Team)

3. To build professional capacity and commitment through a comprehensive new teacher induction process. (Academic Excellence and Rigor Task Force Team)

4. To improve student achievement results through collaborative review of student data, and updating targeted curriculum and learning technologies as indicated in the District Technology Plan. (Academic Excellence and Rigor Task Force Team)

5. To improve school community accountability, communication, collaboration, and trust through coordinated support programs, including character education, safe and drug free schools training and implementation, and dignity for all training. (Strengthening Communication with all Stakeholders Task Force Team and Safe and Healthy Environment Task Force Team)

Goal # 1

To improve student learning for our diverse student population toward meeting state and national standards (NGLS, etc.), using effective instructional practices designed from scientifically based research.

Objective # 1

Provide school professionals with resources and materials that identify effective instructional practices designed from scientifically based research.

Strategies	Activities	Who	Timeframe	Evaluation Plan Performance Measure/Data Source
Give professionals easy access to current research	Monthly department or grade-level meetings with content specialists or coordinators, and principals. Reading League Professional Research Development	Administrators Teachers	September - June	Professional feedback surveys included with each professional development offering. Team, grade-level, department, and BLT information and feedback is shared.
Teacher Leaders will engage in professional inquiry, and decision making conversations	Provide teacher leaders with professional journals to share with colleagues

Hold meetings for teacher leaders to engage in the appropriate conversations | Building Principal Teachers | August - June | Records of decisions, implementation processes and reflective practices of the administrators and teacher leaders |
| Professionals will have access to journals in areas other than the content specialty from the school building library resources. | LMC will provide professionals access to additional professional journals by reviewing available library resources at faculty meetings or in written building updates. | Administrators Teachers Library Media Specialists | September - June | Data of use of library professional materials. |

Goal # 1

To improve student learning for our diverse student population toward state and national standards (CCLS, etc.), using effective instructional practices designed from scientifically based research.

Objective # 2

Provide school professionals with staff development activities that are scientifically based that effectively address the needs of diverse learners.

Strategies	Activities	Who	Timeframe	Evaluation Plan Performance Measure/Data Source
Identify the needs of diverse learners	Analysis of student learners from Student Study Teams (CARE) meetings, parent meetings, special program requirements, local, state, and standardized assessments T3 Program workshops for teachers to learn strategies for working with diverse students needs: ELLs, SWDs, etc.	District Administrators Building Administrators Content Specialists Coordinators Teachers	July - June	SST records, IEP's, Student Learning Plans, Student Writing/Reading Folders, Student Assessment Results
Teachers will strive to learn new and innovative ways to address the needs of diverse learners.	Provide teacher leaders with staff development training and follow up including, but not limited to: Differentiated Instruction, Reading in the Content Areas, Working Effectively with Paraprofessionals, Professional Collaboration, Peer Collaboration and Review, and other programs identified through scientifically based research.	Administrators Teacher Leaders CNYTC BOCES Staff development services (CI&A, SESSIS, RBERN, CNYRIC, Teacher Center)) Private Consultants (Reading League) Professional Conferences and Workshops aligned to APPR and/or CCLS	July – August, ongoing	Staff Development Evaluation Rubrics Student assessment results, classroom observations. Conference Report forms MyLearningPlan reports and data

Goal # 1

To improve student learning for our diverse student population toward state and national standards (CCLS, etc.), using effective instructional practices designed from scientifically based research.

Objective # 3

Create student achievement improvement goals, objectives and strategies for each grade level, department and/or content area based on student progress toward learning standards.

Strategies	Activities	Who	Timeframe	Evaluation Plan Performance Measure/Data Source
Teachers leaders will develop goals, objectives and strategies to improve student achievement and increase the effectiveness of educational programs in a collaborative setting	Analyze disaggregated student performance data; meet with administrators and teachers; recommend staff development activities related to student improvement goals; schedule and facilitate meetings to increase implementation of effective learning strategies CARE Meetings	Administrators Teacher Leaders CNYTC BOCES Staff development services (CI&A, SESSIS, RBERN, CNYRIC, Teacher Center) Private Consultants (Reading League) Professional Conferences and Workshops aligned to APPR and/or CCLS	Sept-June	Staff Development Evaluation Rubrics Student assessment results, classroom observations. Conference Report forms MyLearningPlan reports and data Team meeting minutes

Goal # 2

To promote the construction of learning through reflective practices in coordination with the school district's Annual Professional Performance Review.

Objective # 1

Provide school professionals (administrators, teachers, teaching assistants) with training on the purpose, elements, and effective use of the district Annual Professional Performance Review process and components.

Strategies	Activities	Who	Timeframe	Evaluation Plan Performance Measure/Data Source
Administrators will use the approved APPR rubrics to assist principals and teachers to reflect and plan professional growth strategies	All evaluators of teachers and principals will receive ongoing training and review information on the goals, use, and implementation of the APPR plan.	District/Building Administrators Teachers	July - June	Professional feedback surveys APPR results and the collaborative review by district administrators and LTA members
Professionals will design, implement, assess and reflect on SLOs, LATs, and individual professional development goals through the APPR process	Professionals will receive information, training and coaching on the development of their individual professional development goals	Principal and "lead evaluators" Teachers	September - June	APPR rubrics, reflective writing and growth-producing conversation
Continuous learning will be fostered as individuals will be encouraged to share their learning with colleagues	Professionals will be given opportunities to share learning at faculty meetings and/or staff development days and/or team meetings…	Principal and "lead evaluators" Teachers	September - June	APPR Record Keeping and Surveys MyLearningPlan reports and records Evidence from Domains 1 and 4 of the FFT (2011)
Cognitive Coaching, Co-Teaching, SIOP, etc… will be used to encourage a culture of personal growth and reflective practices to increase student achievement	Cognitive coaching, Co-Teaching, SIOP training, etc…will be provided for all administrators and teachers.	Agency trainers CNYTC BOCES Staff development services (CI&A, SESSIS, RBERN, CNYRIC, Teacher Center) Private Consultants, Professional Conferences and Workshops aligned to APPR and/or CCLS and instructional goals.	July – June	Professionals' observation and feedback forms.

Goal # 3

To build professional capacity and commitment through a comprehensive three-year new professionals induction process (formerly known as our Mentor/Intern Program).

Objective # 1

Provide first year school professionals with an orientation program prior to the opening day of school as well as during the first 3 months of the school year.

Strategies	Activities	Who	Timeframe	Evaluation Plan Performance Measure/Data Source
New professionals will become a cadre of learners and contributors to the school community	Orientation activities to include active participation, cooperative learning	Building Administrators Mentor/Intern Coordinator/Guidance Counselor Support Personnel Teachers	August-November	Evaluation forms and surveys completed by new professionals and training facilitators
New professionals will learn the school community expectations for performance (APPR) and learn about the school district's curriculum, instructional programs and resources, and support	Presentations and activities designed by administrators, special program personnel, support personnel and teacher leaders	New Teachers Experienced Teachers (special education, ESL, and teacher leaders) Administrators BOCES Personnel Information Systems and Technology Coordinator Reading League	August-November	Evaluation forms and surveys completed by new professionals and training facilitators

Goal # 3

To build professional capacity and commitment through a comprehensive new teacher induction process.

Objective # 2

Provide first-year school professionals with a comprehensive first year internship with a qualified and experienced mentor.

Strategies	Activities	Who	Timeframe	Evaluation Plan Performance Measure/Data Source
Programs will be provided that foster the growth of new professionals in areas of interest and need	A portfolio will be designed and implemented by all teachers with initial or transitional certificates which includes the new professional's learning (Including but not limited to: Workshops, Conferences and Collaborative meetings addressing classroom management, parent communication, time management, discipline, specific building procedures, unit and lesson preparation, assessments and coaching)	Building Administrators Teachers, Library Media Specialists, Pupil Support Personnel Agency trainers CNYTC BOCES Staff development services (CI&A, SESSIS, RBERN, CNYRIC, Teacher Center) Private Consultants, Professional Conferences and Workshops aligned to APPR and/or CCLS and instructional goals. Reading League	September – August	Feedback and Evaluation form completed by new professionals Feedback from mentors Informal and formal observations and evaluation APPR Rubric evaluation
Intervention programs will be developed for new professionals in need of extra support	An intervention plan will be in effect for all new professionals who are in need of extra support as per the teacher association contract	Administrators Teachers Other professional development specialists	November - June	Evaluation Reports and observations Teacher feedback
Mentors will be provided for all new professionals in the first year	Mentors will be identified and trained in curriculum development and instructional practices Mentors will meet regularly with new professionals	Teachers/mentors Administrators	August - June	End of year program feedback and report

Goal # 3

To build professional capacity and commitment through a comprehensive new teacher induction process.

Objective # 3

Provide school professionals with a three-year support process throughout the probationary period to encourage their commitment to student learning, the profession of teaching, and the Lyncourt Union Free School District

Strategies	Activities	Who	Timeframe	Evaluation Plan Performance Measure/Data Source
New professionals will participate in district sponsored activities, working collaboratively with colleagues	Time will be established for professionals new to the school district who are not eligible for the formal mentor program, to plan and reflect on professional issues and concerns with a veteran school professional.	Building Administrators Mentor/Intern Coordinator/Guidance Counselor Teachers	Years 1-4 as established when hired	APPRs Surveys Program curriculum Extra curricular activities and appointments Professional organizations
Program activities will be customized to the needs of the new school professional and aligned to the experiences of that new professional.	Adaptive schools workshops and meeting designs	Veteran professionals New professionals Administrators CNYTC BOCES Staff development services (CI&A SESSIS, RBERN, CNYRIC, Teacher Center) Private Consultants, Conferences and Workshops aligned to APPR and/or CCLS	Years 1-4 as established when hired	APPR record keeping forms Mentor conferences
New professionals will develop curriculum that will enhance programs and courses for students	Curriculum and Program Development	Administrators New and Veteran Professionals	Years 1-4 as established when hired	Curriculum documents Unit and lesson plans PBL Lesson Plans
New professionals will analyze data and develop learning strategies to increase student achievement	Data analysis and learning strategy development workshops, training and coaching, CARE Meetings	Administrators New and Veteran Professionals	Years 1-4 as established when hired	Student achievement aligned with the teacher's course/ classes

Goal # 4

To improve student achievement results through collaborative review of student data, and updating targeted curriculum and learning technologies.

Objective # 1

Provide school professionals with skills and tools to have access to student achievement data for ongoing analysis.

Strategies	Activities	Who	Timeframe	Evaluation Plan Performance Measure/Data Source
Teachers will be trained on the most accessible data sources and systems	Workshops on the use of web-based data systems Workshops on the use of the following: Grading software training Schooltool AIMSweb Google Classroom	District Data Coordinator Other District Administrators Special Education Director Teachers	Ongoing	State Performance Data (3-8 tests and Regents results) Local school district student grades, assessment results, and reports Other data reports including but not limited to AIMSweb, etc. Team. Grade-level, building, subject area meeting minutes, etc.
Teachers will use collaborative methods to study and analyze data	Meetings and release time activities designed for the purpose of data study and analysis during team meetings and Superintendent Conference days, CARE Meetings Also training in DDI processes: Data Driven Dialogue, etc.	Teachers (planning meetings) Building Administrators	Monthly meetings	All assessment results Minutes from weekly/monthly meetings

Goal # 4

To improve student achievement results through collaborative review of student data, and updating targeted curriculum and learning technologies.

Objective # 2

The Lyncourt Union Free School District will incorporate a district-wide technology committee and building level technology committees to increase the analysis and effective use of instructional technologies to support student learning and develop Future Ready skills (cooperation, collaboration, competence, creativity, innovation, and problem solving).

Strategies	Activities	Who	Timeframe	Evaluation Plan Performance Measure/Data Source
District committee will collaborate with technology coordinator to determine and prioritize building technology staff development needs and forward them to the Administrative Team for inclusion into the district's Professional Development Plan and the district's budget development process.	District Technology meetings	One teacher representative from each level technology committee Library Media Coordinator Superintendent LAN Tech Technology Coordinator Parent(s) & Community member(s)	Sept – June	Staff Development Feedback on Technology Integration and ongoing use Conference feedback forms
Determine and prioritize building technology staff development needs and forward them to the District Technology Committee for implementation	The building technology committee will survey the staff on an annual basis in the winter (end of December) to determine the staff development needs for the following academic year. The list should be based on the following criteria: 1. Technology integration to support new curriculum initiatives 2. Building level needs	One teacher representative from each department, grade, and/or special area Library Media Specialist Information Systems Coordinator Technology Coordinator Building administrator Support staff	Sept - June	Staff Development Feedback on Technology Integration Conference feedback forms

	3. Grade level needs 4. Individual staff member needs 5. They will then forward a prioritized list of recommended staff development activities to the District Technology Committee			
All district approved curriculum initiatives will include a technology integration component.	Summer curriculum development proposals and curriculum maps will include provisions for technology integration	Tech Team Strategic Plan Teams	January - March	Approval of summer curriculum projects by the superintendent
The District Technology Committee will compile and prioritize a list of recommended staff development actives from each building level committee based on: Technology integration to support new curriculum initiatives District/Building wide needs. Grade Needs. Individual staff member needs.	Workshops and conferences aligned to instructional technology & software approved for curriculum integration including BOCES CNYRIC training and New York State Computers in Education Conferences (NYSCATE) Targeted workshops on instructional technology: iPads/tablets, laptops, Chromebooks, Promethean boards, distant learning equipment, etc.	Building Tech team members Classroom Teachers Administrators	On-going	Approval of conference and workshop request forms Workshop and conference feedback forms
Technology will be used to assist teachers and administrators to manage and collaborate on curriculum documents	Technology workshops and consultants for curriculum mapping and unit planning	Teachers and administrators	On-going	Completed curriculum maps and units with team collaboration on maps

Goal # 4

To improve student achievement results through collaborative review of student data, and updating targeted curriculum and learning technologies.

Objective # 3

The Lyncourt Union Free School District will incorporate a district-wide curriculum and instruction committee to analyze and recommend effective staff development for all curriculum planning aligned to the NYS Learning Standards (CCLS).

Strategies	Activities	Who	Timeframe	Evaluation Plan Performance Measure/Data Source
The Strategic Plan teams will serve as the district-wide curriculum advisory committee to guide the district goals for targeted curriculum development for the district content and program areas	Devise a process for prioritizing curriculum needs for summer curriculum work Create and implement a dynamic curriculum review process for each curriculum area, to include mapping processes and unit development…	Superintendent Building Administrator(s) Technology Coordinator Strategic Plan Teams	Report to be submitted by June 1 of each school year Ongoing	NY Assessment data Approval of summer curriculum proposals Local and 3rd-party Assessment Data (AIMSweb), Common Formative Assessments, etc.) Hard Copies of student assessment results and reports Report Cards Availability and use of curriculum maps and units in planning classroom instruction.

Goal # 5

To improve school community accountability, communication, collaboration, and trust through the implementation of coordinated support programs that will develop confident, caring, community members. Those programs include but are not limited to PBIS, Responsive Classroom, Dignity for All Students Act (DASA), safe and drug free schools, and Positivity Project.

Objective # 1

To communicate the necessary information, and provide training PBIS, Responsive Classroom, DASA, and Positivity Project to district wide professionals, students, and the family community through various avenues.

Strategies	Activities	Who	Timeframe	Evaluation Plan Performance Measure/Data Source
PBIS, Responsive Classroom, Positivity Project Initiative and DASA	Training for all staff	All Staff	12 months – ongoing	Student attendance and discipline data Evidence in APPR Evaluations Students of the Month
Character education committees will be actively sustained and supported in each building to assess the effectiveness of character education and building needs	PBIS Committee will create evaluation instruments and recommend staff development workshops according to the building needs assessments by integrating, PBIS, Responsive Classroom, Positivity Project and DASA	PBIS committee members, students, staff members, parents, and administrators	Sept-June	Student participation in school and extra curricular activities Climate surveys Staff training records SWIS Data K-3 & Student discipline data 4-8 DASA reports
Character education initiatives will be shared with professionals, students and family community	School Displays Newspaper articles Identification of extra-curricular activities that support CE	School employees, Community members, students	Ongoing	Character Education initiatives highlighted in the *Ledger*, building newsletters, and Friday memos
Incorporating training to foster awareness and sensitivity to others creating an atmosphere of dignity for all	Educating school professionals, students and community members on DASA	School employees, students, parents, and community members	Ongoing	Surveys, incident reports, training records, faculty meeting minutes

SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT PLAN
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; and
  -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.

James J. Austin
Signature (Superintendent of Schools)

 Date

Adopted by B.O.E:
Revisions adopted by BOE:

List of internal/external providers for Professional Development opportunities
Appendix A
List of anticipated workshop topics, trainings, and consultants to be offered and/or utilized during the school year.

Topics	Provider
AIMS Web (Reading)	Onondaga Cortland Madison BOCES/CNYRIC Pearson
AIMS Web (Math)	OCM BOCES/CNYRIC Pearson
BEDS Reporting	OCM BOCES Data Warehouse
Chromebooks	OCM BOCES Instructional Technology & Design
Classroom Accommodations & Modifications	OCM BOCES Teacher Trainers
CNY Data Analysis Community	OCM BOCES Data Warehouse
Coding/Robotics	OCM BOCES Instructional Technology & Design
COGNOS	OCM BOCES Data Warehouse
Data Administration	OCM BOCES Data Warehouse
Data Analysis	OCM BOCES Data Warehouse
Data Coordinator Training	OCM BOCES Data Warehouse
Data Reporting and Verification	OCM BOCES Data Warehouse
Data Driven Instruction	Lyncourt Administrators & OCM BOCES Teacher Trainers
Data-Driven Conversations/dialogue- PLC Format	Lyncourt Administrators & OCM BOCES Teacher Trainers
Formative Assessment Strategies	Lyncourt Administrators & OCM BOCES Teacher Trainers
Foundations of Framework in K-8 Science Education	Lyncourt Administrators & OCM BOCES Teacher Trainers
Frontline Education (MLP/OASYS)	OCM BOCES
Google Apps and Classroom Training	OCM BOCES Teacher Trainers
IEP Direct	OCM BOCES

IEP Goals Development	**OCM BOCES**
iPad Training	**OCM BOCES Instructional Technology & Design**
IXL Math	**OCM BOCES Instructional Technology & Design**
Level 0 Training	**OCM BOCES Data Warehouse**
Literacy Coaching	**OCM BOCES Teacher Trainers**
Math Collaboratives	**OCM BOCES Teacher Trainers**
Math Leadership	**OCM BOCES Teacher Trainers**
Math Module Support	**OCM BOCES Teacher Trainers**
Medicaid Direct	**OCM BOCES**
Mental Health Education	**OCM BOCES Youth Development**
My Learning Plan	**OCM BOCES**
New York State p-12 Science Learning Standards	**OCM BOCES Teacher Trainers**
OASYS	**OCM BOCES**
PBIS	**OCM BOCES**
Problem Based Learning	**OCM BOCES**
Professional Learning Communities	**Lyncourt Administrators & OCM BOCES**
Project Based Learning	**OCM BOCES**
Promethean/ActivInspire	**OCM BOCES Instructional Technology & Design** **Lyncourt Technology Coordintory**
Reading Research	**The Reading League**
Regents Reporting and analysis	**OCM BOCES**
Response to Intervention	**OCM BOCES and Lyncourt Administrators**
Responsive Classroom-level 1	**OCM BOCES**
RTI PLC	**OCM BOCES and Lyncourt Administrators**
School Counseling	**OCM BOCES Youth Development**
School Messenger	**OCM BOCES**
School Tool	**OCM BOCES**

Science Leadership	OCM BOCES Teacher Trainers
SIRS (Student Information Repository System)	OCM BOCES Data Warehouse
Social Studies Leadership	OCM BOCES Teacher Trainers
Social Studies Collaborative	OCM BOCES Teacher Trainers
Social Studies Content	OCM BOCES Teacher Trainers
Social Studies Inquiry Based Curriculum	OCM BOCES Teacher Trainers
WinCap	OCM BOCES

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

Teachers possessing a Professional certificate in the certificate title of English to spearchser 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 or English language learners.

Lyncourt Union Free teachers will utilize the expertise and trainings provided by the Regional bilingual Education-Resource Network to fulfill these requirements.