

Bloomfield CSD



Professional Development Plan

2016-2017

EAST BLOOMFIELD CENTRAL SCHOOL PROFESSIONAL DEVELOPMENT PLAN 2016-2017

TABLE OF CONTENTS

1. The East Bloomfield Purpose, Mission, Vision.....	1
2. Professional Development Vision and Introduction.....	2
3. Membership.....	5
4. NYSED Regulations and Requirements.....	6
5. Philosophy.....	7
6. Organization-wide Goals.....	9
7. Action Plans.....	10
8. Provisions for Mentoring.....	15
9. Provisions for School Violence Prevention.....	16
10. Provisions for Teachers Certified in Bilingual and ELL Education.....	18
11. Appendix A: Professional Development Sponsors.....	19
12. Appendix B: Types of Professional Development Learning Experiences.....	24
13. Appendix C: Professional Development Log.....	26

EAST BLOOMFIELD CENTRAL SCHOOL DISTRICT INFORMATION

BEDS Code:	4 3 0 5 0 1 0 4 0 0 0 0
Superintendent of Schools:	Mr. Michael Midey
Address:	45 Maple Avenue; Suite A Bloomfield, New York 14469
Phone:	585.657.6121
Plan Dates:	September 2016 through September 2017

Purpose of the East Bloomfield School District: Educate Every Student

BCS = EES

The East Bloomfield Central School District Mission Statement is to provide the foundation for each student's future success in the world community.

The East Bloomfield Central School District's Vision

Believe

Challenge

Success

Believe

1. Believe in the students of Bloomfield.
2. Believe that every day you make a difference in their lives.
3. Believe in the knowledge and skills you bring to the students and to your colleagues.
4. Believe that together we make the district stronger.

Challenge

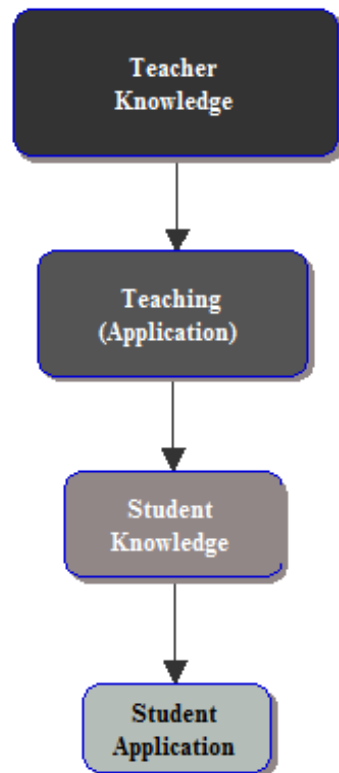
1. There is no growth without challenge.
2. Challenge each student to do what they should do not just what they want to do.
3. Challenge each other to learn and grow.
4. Accept challenges and model your growth mindset for the students.

Success

1. Student success is not only our goal but it is also our responsibility.
2. Take responsibility for the success of your department and help your colleagues when they need your expertise.
3. The success of the district is measured in students achieving their academic goals and staff members achieving their professional goals.

PROFESSIONAL DEVELOPMENT VISION

Professional Development in the East Bloomfield Central School District is recognized by the acquisition and application of the best available research-based knowledge and skills in teaching, learning, and leadership. Professional Development includes a commitment to continuous professional growth by all those whose knowledge, expectations, and actions influence the lives of students. Professional development builds upon the knowledge of the fundamentals of how true learning occurs, which is the foundation upon which new learning is acquired. It is meant to enhance content knowledge, deepen understanding of what promotes and impedes learning, and facilitate effective communication which supports high-level learning for students. The successful application of newly acquired knowledge requires consistent, ongoing opportunities for implementation. It also requires reflective practices and collaborative dialogue with follow-through, feedback, and continued support from skillful school and district leaders who guide continuous professional and instructional growth. It encourages partnerships and networks which enrich the learning environment and learning experiences for all teachers and students in a manner that recognizes those involved as members of a greater community of lifelong learners.



INTRODUCTION

The East Bloomfield Central School Professional Development Planning Process

The BCS District Professional Development Plan has been developed in conjunction with the goals identified by the Building Leadership Teams (BLTs) and administrators. The BLTs and administrators will continue to develop, implement, review, and evaluate the Professional Development Plan throughout the course of each academic year. The BLTs will also recommend a revised Professional Development Plan to the Board of Education for approval at its annual Reorganization Meeting.

The East Bloomfield Central School District consists of one elementary school, one middle school, and one high school.

The professional development planning process consists of:

1. Identifying school/district educational goals through the:

- Review of existing educational goals for state, district and schools
- Analysis of student achievement data: past, present, projected trends
- Diagnosis of areas of student need
- Establishment of improvement with measurable goals expressed in terms of desired outcomes and within the context of the learning standards and district's priorities whenever possible

2. Planning for implementation by:

- Outlining professional development strategies and activities that address the needs as identified through district and school goals
- Identifying sources of expertise to assist with identified needs and goals
- Selecting professional development content and process at each level (district, school, team, or individual)
- Identifying sources and uses of financial resources

3. Implementing professional development strategies by:

- Integrating learning models that provide choice, differentiated learning, sustained collaboration and ongoing support
- Incorporating best practices into teaching, learning and leadership
- Identifying critical factors for successful implementation

4. Monitoring progress by:

- Identify success measures for professional development activities
- Identify data sources and gathering method for each measure
- Plan for articulation of findings
- Keep records of PD implementation, participation and feedback
- Administer feedback surveys and collectively analyze results

NEEDS ASSESSMENT

As part of the ongoing professional development planning cycle, the East Bloomfield Central School District reviews multiple sources. The following items are analyzed annually to determine the focus and content of the professional development plan:

Student Data

- School Report Card
- NYS and District Assessments (e.g., 3-8 testing and Regents exams)
- Disaggregated Student Achievement Data
- Longitudinal Student Performance Data
- Student Report Cards
- VADIR/DASA Reports
- Counseling and Social Work Records
- Student Attendance and Discipline reports
- Graduation and Drop-out Rates
- Special Education Identifications and Reviews
- College Placement Rates
- Academic Intervention Services and RTI Records
- i-Ready Data
- College Boards (AP, SAT, PSAT)/
- IB DP Assessment Data

Surveys

- Professional Development Needs Assessment Survey
- Professional Development Evaluation/ Feedback Surveys

Additional Data Sources

- BEDS Data
- Teacher Retention and Turnover Rates
- Professional Performance Reviews and Observations/Evaluations
- Program Evaluations
- Feedback from BLTs/Department and Grade Level Chairpersons
- SED Regulations and Mandates
- Mentor Program Evaluations

EAST BLOOMFIELD CENTRAL SCHOOL PROFESSIONAL DEVELOPMENT PLAN 2016-2017

PROFESSIONAL DEVELOPMENT COMMITTEE MEMBERSHIP

Name	Title	Name	Title
Michael J. Midey	Superintendent of Schools	Jon Mastin	Department Chair
Kathryn Taylor	Director of Curriculum and Assessment	Diane Thorpe	Department Chair
Kateri Warren	Director of Pupil Personnel Services	Ann Alden	Grade 6 Team Leader
Scott Donnelly	Principal	Christine Bailey	Grade Level Leader
Daniel McAlpin	Principal	Julie Baughman	Grade Level Leader
Nicolas Farnogli	Assistant Principal	Beth Hoak	Grade Level Leader
Karen Soanes	Director of Instructional Technology	Michelle Langley	Grade Level Leader
Melissa Arber	Department Chair	Leslie Lazar	Grade Level Leader
Kaitlin Bates	Department Chair	Bonnie Niver	Grade Level Leader
Christopher Compson	Department Chair	Lauren Powers	Grade Level Leader
Gretchen Fisher	Department Chair	Kimberly Raup	Grade Level Leader
Julie Flattery	Department Chair	Jennifer Schroeder	Grade Level Leader
Travis Geary	Department Chair	Karen Naffziger	Parent Volunteer
James Spelman	Board of Education Member		

NEW YORK STATE DEPARTMENT REGULATIONS AND REQUIREMENTS

This professional development plan is in compliance with Commissioner Regulations 100.2 (dd) that requires each district and BOCES to collaboratively create professional development plans that are reviewed annually. Additionally, professional development activities outlined in this plan provide teachers with the opportunities needed to meet and maintain the Continuing Teacher Leader Education (CTLE) requirements as defined by The Board of Regents in Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders.

The East Bloomfield Central School District, Wayne-Finger Lakes (W-FL) BOCES, and other approved professional development providers will provide Professional Certificate holders with certificates, physical or electronic, acknowledging completion of Seminars, Workshops, trainings, and professional development opportunities qualifying for CTLE credits. Such certificates will include: participant's name, title of the program attended, date and location of program, number of hours completed, and providing sponsor's name.

The content of the East Bloomfield School District's professional development plan is being supported in part by BOCES, RBERN, RSE-TASC, Teacher Centers, Regional Information Centers, and other approved school districts and vendors.

PHILOSOPHY

The purpose of the plan shall be to improve the quality of teaching and learning by ensuring that all administrators, teachers, teaching assistants, and other instructional staff participate in substantial professional development in order that they remain current with their profession and meet the learning needs of their students. We are committed to high-quality professional development to provide ongoing growth for practitioners within our organization, as well as to the assessment of ongoing professional development initiatives. Professional development provided to internal employees is tailored to the needs of the individual district, and building, progresses across grade levels (UPK-graduation) and when appropriate, is continuous and sustained.

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

1. **Designing Professional Development:** Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
2. **Content Knowledge and Quality Teaching:** Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
3. **Research-based Professional Learning:** Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.
4. **Collaboration:** Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate in a respectful and trusting environment.
5. **Diverse Learning:** Professional development ensures that educators have the knowledge and skills to meet the diverse learning needs of all students.
6. **Student Learning Environments:** Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
7. **Parent, Family, and Community Engagement:** Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in their children's education.

8. **Data-driven Professional Practice:** Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
9. **Technology:** Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
10. **Evaluation:** Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

ORGANIZATIONAL PROFESSIONAL DEVELOPMENT GOALS

<p>Goal #1: District Leadership Team Awareness</p> <ul style="list-style-type: none">• Use of Google Classroom and Technology Training• Supervision/Evaluation Software Transition (Teachscape to My Learning Plan)• Supervision/Evaluation – Observation Inter-rater Reliability• Data Analysis• Mentor Program Revisions• English Language Learners• New Safety Plan, Technology Safety Plan, and Revised Safety Plan Procedures• Colleague Visitations <p>Goal #2: Curriculum and Programming</p> <ul style="list-style-type: none">• Unpack Social Studies Standards and write inquiry based lessons.• Continue to unpack math and ELA modules and modify units for daily instruction• Provide information on inquiry based instruction• Provide training to implement computer programming across grade levels <p>Goal #3: Data and Assessment</p> <ul style="list-style-type: none">• State Assessments, Regents Exams, AP/IB DP Data Analysis• Classroom technology use data assessment• Student Achievement Data Analysis	<p>Goal #4: Student Engagement</p> <ul style="list-style-type: none">• Websites for classroom use• Google Classroom• Google Apps for Education• Utilization of Personal and School Devices <p>Goal #5: Operational Systems – Use of technology</p> <ul style="list-style-type: none">• i-Ready Student Evaluation System• AESOP Substitute System <p>Provision #1: Mentoring Program</p> <ul style="list-style-type: none">• District Mentor Program Review and Revision• Utilization of the District Mentoring Program <p>Provision #2: School Violence Prevention and Intervention</p> <ul style="list-style-type: none">• Safety Plan and Emergency Responses• Positive Behavior Intervention Services• Student Mental Health Training <p>Provision #3: English Language Learners</p> <ul style="list-style-type: none">• Required ENL Trainings• Technology and Software
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EAST BLOOMFIELD CENTRAL SCHOOL PROFESSIONAL DEVELOPMENT PLAN 2016-2017

ACTION PLANS

GOAL 1: DISTRICT LEADERSHIP TEAM AWARENESS

Objective: To increase awareness, knowledge, and skills related to leadership/instructional practices and operational systems		
Activities and Strategies: District Leadership Team Meetings, Regional Professional Development Offerings, Professional Readings		
INPUTS (IMPLEMENTATION STEPS)	RESPONSIBILITY	TIMELINE
Google Classroom Professional Development sessions to learn how to use with students	Technology Staff, District Leadership Team	2016 – 2017
APPR <ul style="list-style-type: none"> • My Learning Plan Software transition • Observation Inter-Rater Reliability 	Technology Staff, District Leadership Team	2016 – 2017
Colleague Visits to Classroom Implementation	Consortium of Innovation (CoI) Team, Building Leadership Teams (BLTs), Teaching Staff, Administrators	2016 – 2017
Mentor Program Revision <ul style="list-style-type: none"> • Update Mentor Program 	District Leadership Team	2016 – 2017
English Language Learners <ul style="list-style-type: none"> • Professional Development consistent and compliant w/ CR154 	Director of Curriculum and Assessment, Director of Pupil Personal Services, WFL BOCES, and District Leadership Team	2016 – 2017
Safety Plan Revision, Software, and Procedures	Superintendent, Safety Officer, C-O BOCES Safety and Risk Officer, District Leadership Team	2016 – 2017
Mental Health Support <ul style="list-style-type: none"> • Training through Safe Schools • Review programs for possible implementation 	Superintendent, Director of Pupil Personal Services, District Leadership Team, UPK – 12 Teachers, and Counselors	2016 – 2017

EAST BLOOMFIELD CENTRAL SCHOOL PROFESSIONAL DEVELOPMENT PLAN 2016-2017

GOAL 2: CURRICULUM AND PROGRAMMING

Objective: To increase awareness, knowledge and skills related to new and revised curriculum/instructional practices		
Activities and Strategies: Sharing of completed work through DCC Meetings, Faculty Meetings, DC/TL Meetings, Department/GL Meetings		
INPUTS (IMPLEMENTATION STEPS)	RESPONSIBILITY	TIMELINE
Social Studies Inquiry Based Model/Curriculum <ul style="list-style-type: none"> • Unpack social studies standards and design units of instruction 	Director of Curriculum and Assessment, Building Principals, WFL BOCES Instructional Support, Social Studies Department Chair, Social Studies Teachers	2016 – 2017
Mathematics modules for daily instruction	Director of Curriculum and Assessment, Administrators, Mathematics Department Chairs, Team Leaders, Teachers	2016 - 2017
Inquiry Based Instruction	Director of Curriculum and Assessment, Principals, Team Leaders, UPK - 12 Teachers, WFL BOCES Instructional Support	2016 - 2017
Implementation of computer programming across grade levels	Director of Instructional Technology, Identified Teachers, Administrators	2016 - 2017

EAST BLOOMFIELD CENTRAL SCHOOL PROFESSIONAL DEVELOPMENT PLAN 2016-2017

GOAL 3: DATA AND ASSESSMENT

Objective: To review, analyze, and make data-driven decisions to inform instruction/programming and to revise local assessments		
Activities and Strategies: Summer Curriculum Work, Release Time, Department/Team Meetings, BOCES Instructional Support		
INPUTS (IMPLEMENTATION STEPS)	RESPONSIBILITY	TIMELINE
NYS Assessments and Regents Exams Gap to Region Analysis <ul style="list-style-type: none"> • Identify strong and weak standards performance 	Director of Curriculum and Assessment, Administrators, Department Chairs, Grade Level Team Leaders, UPK-12 Teachers	Summer and Fall 2016
Interim and Summative Standards-Based Math Assessment Development based on student data on 2015-16 module assessments	Director of Curriculum and Assessment, Principals, UPK-8 Mathematics Teachers	2016 - 2017
Use of local student achievement data to inform daily instruction (ex. i-Ready, Module Assessments)	Director of Curriculum and Assessment, Department Chairs, Grade Level Leaders, UPK-12 Teachers	2016 - 2017

EAST BLOOMFIELD CENTRAL SCHOOL PROFESSIONAL DEVELOPMENT PLAN 2016-2017

GOAL 4: STUDENT ENGAGEMENT

Objective: To develop foundational awareness of blended learning and engagement (to determine future course of action)		
Activities and Strategies: Faculty Meetings, Admin & Teacher Leader Trainings (Discovery Ed)		
INPUTS (IMPLEMENTATION STEPS)	RESPONSIBILITY	TIMELINE
Instructional Technology <ul style="list-style-type: none"> • Google Classroom • Chromebook Application Grades 6-12 • Websites for classroom use • Google Applications for Education 	Director of Curriculum and Assessment, Administrators Department Chairs, Grade Level Leaders, UPK – 12 Teachers, and Technology Staff	2016 - 2017
Classroom utilization of personal and school devices	Director of Curriculum and Assessment, Administrators, Department Chairs, Grade Level Leaders, UPK – 12 Teachers, and Technology Staff	2016 - 2017

GOAL 5: OPERATIONAL SYSTEMS

Objective: To provide training for new student assessment and management software programs		
Activities and Strategies: Trainings		
Inputs (Implementation Steps)	Responsibility	Timeline
Use of i-Ready to analyze student progress	Director of Curriculum and Assessment, Principals, K-8 teachers	Summer and fall of 2016
AESOP Substitute System	WFL BOCES	Fall 2016

PROVISION #1: MENTORING PROGRAM

The East Bloomfield School District Mentoring Program is defined by Board of Education policy, as outlined below:

All new teachers at the East Bloomfield School District holding an initial certificate will complete a mentored teaching experience within their first year of employment as a teacher. The purpose of the mentoring program is to provide support for new teachers, retention of teachers, and to increase the skills of new teachers. The mentoring program shall be developed and implemented consistent with any collective bargaining obligation required by Article 14 of the Civil Service Law (i.e., the Taylor Law); however, Commissioner's Regulation does not impose a collective bargaining obligation that is not required by the Taylor Law.

East Bloomfield School District employs a mentor program for all new teachers to the district and new teachers to the profession. New teachers participate in district level professional development for multiple days at the start of the school year and specific training throughout the school year. The superintendent, administrators, mentors, and other professionals as needed provide professional development as part of the mentor program. Mentors are chosen by building level principals with input from the Director of Curriculum and assessment. Mentors assume responsibility for working closely with new teachers on building procedures, classroom instruction, curriculum, and professional teaching standards. New teachers are provided with opportunities to attend local and regional professional development offerings to enhance their knowledge and skill level.

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

Procedure for Selecting Mentors	Director of Curriculum and Assessment, Building principals
Role of the Mentors	Organizational and Instructional Coaching and Support
Preparation of Mentors	Teacher Leadership Characteristics and Informational Meetings
Types of Mentoring Activities	Professional Development, Content Specialty and Instructional Practices Support
Time Allotted for Mentoring	Planning Periods, Release Time, Summer Work Days

PROVISION #2: SCHOOL VIOLENCE PREVENTION AND INTERVENTION TRAINING

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

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

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

Objective: To provide awareness, knowledge and skills related school violence prevention and intervention
Activities and Strategies: <ol style="list-style-type: none">1. A district-wide safety committee meets at least twice a year to review and revise the following district documents: district-wide safety plan, and building level safety plans.2. A school-based committee will assume responsibility to review and revise the school's code of conduct (regulation) relative to school violence.3. At least annually the School District Resource Officer or Safety Management personnel from BOCES meets with each school's Building Emergency Response Committee to review a menu of crisis situations, "drill each scenario, and update and revise the Emergency Plan needed. The school's team and administration will train the school's staff on each of the various situations and scenarios.4. Each building principal ensures that annual updates are presented to students, parents and staff regarding behavioral expectations.

EAST BLOOMFIELD CENTRAL SCHOOL PROFESSIONAL DEVELOPMENT PLAN 2016-2017

INPUTS (IMPLEMENTATION STEPS)	RESPONSIBILITY	TIMELINE
Safety Plan Revision and Procedures	Superintendent, Safety Officer, C-O BOCES Safety & Risk Officer, District Leadership Team, Bloomfield Central School District Safety Committee	2016 - 2017
Required Safety Plan Responses	Superintendent, Safety Officer, C-O BOCES Safety & Risk Officer, District Leadership Team, Bloomfield Central School District Safety Committee	2016 - 2017
5 STAR Behavioral Program and other similar PBIS programs	Principals and building personnel	2016 - 2017
Therapeutic Crisis Intervention (TCI)	Certified TCI Trainer, Bloomfield CSD Trained Staff	2016 - 2017
Required Right to Know Training	C-O BOCES Safety and Risk Officer or Safe Schools Training Video	Fall 2016
DASA	Dignity Act Coordinator, Pupil Personnel Staff	Fall 2016
Student Mental Health Recognition	Safe Schools Training Video	Prior to September 15

EAST BLOOMFIELD CENTRAL SCHOOL PROFESSIONAL DEVELOPMENT PLAN 2016-2017

Provision #3: Teachers Certified in Bilingual and English Language Learner (ELL) Education *(and ELL PD Requirements for other certificate holders)*

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

Districts will also provide other CTLE certificate holders, Professional and Level III Teaching Assistants, a minimum of 15 percent of the required CTLE clock hours dedicated to language acquisition unless the District meets exemption.

East Bloomfield Central School District teachers may utilize the expertise and trainings provided by the Regional Bilingual Education-Resource Network or other approved sponsors to fulfill these requirements. East Bloomfield Central School District meets (and will apply for an) exemption from the professional development requirements in language acquisition for ELLs. **There are fewer than 30 English language learner students enrolled or English language learners make up less than five percent of the East Bloomfield School District total student population as of such date as established by the commissioner.*

Objective: To provide the required staff development related to CR-154		
Activities and Strategies: Faculty, Grade Level, Department Meetings		
Inputs (Implementation Steps)	Responsibility	Timeline
CR-154 Regulation Awareness and implementation	Director of Curriculum and Assessment, WFL BOCES, TESOL Teacher	2016-2017
ELL Instructional Practices	Director of Curriculum and Assessment, WFL BOCES, TESOL Teacher	2016-2017
Technology Hardware and Software Support: Chromebooks, iPads, Google Translator, etc.	Director of Technology, Software Support Specialists, Director of Curriculum and Assessment	2016-2017

Note: Recommended PD Provider: Alicia Van Borssum, EdD, Coordinator, Project CELLS: Western NY Collaboration for English Language Learner Success at the Warner Graduate School of Education, University of Rochester (Office: 585-276-4779, Mobile: 585-261-7460)

EAST BLOOMFIELD CENTRAL SCHOOL PROFESSIONAL DEVELOPMENT PLAN 2016-2017

APPENDIX A

A listing of anticipated workshop topics, trainings, and consultants to be offered and/or utilized during the 2016-2017 school year which will be available across the East Bloomfield Central School District where CTLE credit will be awarded.

TOPIC	ORGANIZATION/CONSULTANT PROVIDER
Art Topics, Seminars, Workshops, Conferences, and Webinars	New York State Art Teachers Association (NYSATA)
Autism Topics, Seminars, Workshops, Conferences, and Webinars	Autism Council of Rochester, New York
Autism Topics, Seminars, Workshops, Conferences, and Webinars	Autism Up
Autism Topics, Seminars, Workshops, Conferences, and Webinars	Rochester Regional Center for Autism Spectrum Disorder (RRCASD)
Developmental and Intellectual Disabilities	ARC
Education Topics, Seminars, Workshops, Conferences, and Webinars	Any of the New York State Boards of Cooperative Educational Services (BOCES)
Educational Technology Topics, Seminars, Workshops, Conferences, and Webinars	Google
Educational Technology Topics, Seminars, Workshops, Conferences, and Webinars	NYSCATE
Educational To Topics, Seminars, Workshops, Conferences, and Webinars pics and Workshops	Association for Supervision and Curriculum Development (ASCD)
Educational Topics, Seminars, Workshops, Conferences, and Webinars	American Educational Research Association (AERA)
Educational Topics, Seminars, Workshops, Conferences, and Webinars	Any of the New York State authorized Teacher Resource Centers
Educational Topics, Seminars, Workshops, Conferences, and Webinars	Any of the New York State Public Schools
Educational Topics, Seminars, Workshops,	National Association for the Education of Young Children (NAEYC)

EAST BLOOMFIELD CENTRAL SCHOOL PROFESSIONAL DEVELOPMENT PLAN 2016-2017

TOPIC	ORGANIZATION/CONSULTANT PROVIDER
Conferences, and Webinars	
Educational Topics, Seminars, Workshops, Conferences, and Webinars	National Board for Professional Teaching Standards (NBPTS)
Educational Topics, Seminars, Workshops, Conferences, and Webinars	New York Geographic Alliance
Educational Topics, Seminars, Workshops, Conferences, and Webinars	New York State Education Department (NYSED)
Educational Topics, Seminars, Workshops, Conferences, and Webinars	New York State United Teachers (NYSUT)
Educational Topics, Seminars, Workshops, Conferences, and Webinars	New York State Council of School Superintendents
Educational Topics, Seminars, Workshops, Conferences, and Webinars	School Administrators Association of New York State (SAANYS)
Educational Topics, Seminars, Workshops, Conferences, and Webinars	School Library Systems
Educational Workshops and Degree Programs	Any of the Colleges and Universities in the SUNY and CUNY Systems
Educational Workshops and Degree Programs	Any of the Western New York Private Community Colleges, Four-Year Colleges, and Universities
English New Learners; English Language Learners	Office of Bilingual Education and World Languages (OBEWL)
English New Learners; English Language Learners	Quality Teaching for English Learners (QTEL)
English New Learners; English Language Learners	TESOL International Association
English New Learners; English Language Learners	The Regional Bilingual Education Resource Network (RBERN)
English Topics, Seminars, Workshops, Conferences, and Webinars	National Council of Teachers of English (NCTE)
English Topics, Seminars, Workshops, Conferences, and Webinars	New York State English Council (NYSEC)
English/literacy Topics, Seminars, Workshops,	International Literacy Association (ILA)

EAST BLOOMFIELD CENTRAL SCHOOL PROFESSIONAL DEVELOPMENT PLAN 2016-2017

TOPIC	ORGANIZATION/CONSULTANT PROVIDER
Conferences, and Webinars	
English/literacy Topics, Seminars, Workshops, Conferences, and Webinars	Literacy Research Association (LRA)
Health and Physical Education Topics, Seminars, Workshops, Conferences, and Webinars	Fellowship of Christian Athletes (FCA)
Health and Physical Education Topics, Seminars, Workshops, Conferences, and Webinars	National Federation of State High School Association (NFHS)
Health and Physical Education Topics, Seminars, Workshops, Conferences, and Webinars	National Interscholastic Athletic Administrators Association (NIAAA)
Health and Physical Education Topics, Seminars, Workshops, Conferences, and Webinars	New York State Association for Health, Physical Education, Recreation, and Dance (NYS AHPERD)
Health and Physical Education Topics, Seminars, Workshops, Conferences, and Webinars	New York State Athletic Administrators Association (NYSAAA)
Health and Physical Education Topics, Seminars, Workshops, Conferences, and Webinars	New York State Public High School Athletic Association (NYSPHSAA)
Health and Physical Education Topics, Seminars, Workshops, Conferences, and Webinars	SHAPE America: Society of Health and Physical Educators
Health Related Topics, Seminars, Workshops, Conferences, and Webinars	UR (Medicine)/Thompson Hospital (Health)
Literacy	New York State Reading Association (NYSRA)
Literacy	Rochester Area Literacy Council (RALC)
Mathematics Topics, Seminars, Workshops, Conferences, and Webinars	Association of Mathematics Teachers of New York State (AMTNYS)
Mathematics Topics, Seminars, Workshops, Conferences, and Webinars	National Council of Teachers of Mathematics (NCTM)
Mental Health Topics, Seminars, Workshops, Conferences, and Webinars	Rethink Mental Illness

EAST BLOOMFIELD CENTRAL SCHOOL PROFESSIONAL DEVELOPMENT PLAN 2016-2017

TOPIC	ORGANIZATION/CONSULTANT PROVIDER
Mental Health Topics, Seminars, Workshops, Conferences, and Webinars	Utica National Insurance Group
Music Topics, Seminars, Workshops, Conferences, and Webinars	Finger Lakes Music Educators Association
Music Topics, Seminars, Workshops, Conferences, and Webinars	Music Teachers National Association (MTNA)
Music Topics, Seminars, Workshops, Conferences, and Webinars	New York State Music Teachers Association (NYSMTA)
My Learning Plan - Evaluation	MLPOASYS
Primary Years Programs, Middle Years Programs, and Diploma Programs	Branksome Hall (Toronto, Ontario, Canada)
Primary Years Programs, Middle Years Programs, and Diploma Programs	International Baccalaureate Organization (IBO)
Primary Years Programs, Middle Years Programs, and Diploma Programs	The Florida Association of International Baccalaureate World Schools, Inc. (FLIBS)
Primary Years Programs, Middle Years Programs, and Diploma Programs	Western New York Consortium of Baccalaureate Schools (WNYCBS)
School Safety Training	Ontario County Sheriff's Department
School Safety Training	Utica National Insurance Group
Science Topics, Seminars, Workshops, Conferences, and Webinars	National Science Teachers Associations (NSTA)
Science Topics, Seminars, Workshops, Conferences, and Webinars	Science Teachers Association of New York State (STANYS)
Smart Schools Bond Act Support Series	NYS Teacher Centers Technology Committee
Social Studies Topics, Seminars, Workshops, Conferences, and Webinars	Fort Ticonderoga
Social Studies Topics, Seminars, Workshops,	National Council for Social Studies (NCSS)

EAST BLOOMFIELD CENTRAL SCHOOL PROFESSIONAL DEVELOPMENT PLAN 2016-2017

TOPIC	ORGANIZATION/CONSULTANT PROVIDER
Conferences, and Webinars	
Social Studies Topics, Seminars, Workshops, Conferences, and Webinars	New York State Council for Social Studies (NYSCSS)
Social Studies Topics, Seminars, Workshops, Conferences, and Webinars	New York States Social Studies Supervisors (NYS4A)
Social Studies Topics, Seminars, Workshops, Conferences, and Webinars	The Civil War Trust
Social Studies Topics, Seminars, Workshops, Conferences, and Webinars	The New York Archive Preservation Trust
Special Education Topics and Workshops	Center for Autism and Related Disabilities
Special Education Topics, Seminars, Workshops, Conferences, and Webinars	Council for Exceptional Children
Special Education Topics, Seminars, Workshops, Conferences, and Webinars	NYS Federation of Chapters of the Council for Exceptional Children
Special Education Topics, Seminars, Workshops, Conferences, and Webinars	Regional Special Education Technical Assistance Support Centers (RSE-TASC)
Technology Topics, Seminars, Workshops, Conferences, and Webinars	International Society for Technology in Education (ISTE)
Technology Topics, Seminars, Workshops, Conferences, and Webinars	New York State Technology and Engineering Educators Association (NYSTEEA)
The Arts Topics, Seminars, Workshops, Conferences, and Webinars	Memorial Art Gallery (Rochester, NY)
The Arts Topics, Seminars, Workshops, Conferences, and Webinars	National Arts Council (NAC)
The Science Topics, Seminars, Workshops, Conferences, and Webinars	Rochester Museum and Science Center

EAST BLOOMFIELD CENTRAL SCHOOL PROFESSIONAL DEVELOPMENT PLAN 2016-2017

APPENDIX B: TYPES OF PROFESSIONAL DEVELOPMENT LEARNING EXPERIENCES

LEARNING EXPERIENCE	EXAMPLES OF DOCUMENTATION	HOURS EARNED
Superintendent Conference Days	Sign-in Sheet or Supervisor Sign-Off	Hours as stated on the agenda
Book Talks	Copies of sign-in sheets, agendas, discussion questions or Supervisor Sign-Off	As per hours completed
Approved Conferences	Conference flier, certificates of completion, registration confirmations	Actual hours in conference (excluding travel time, lunch)
Approved Webinars	Certificates of completion, registration confirmations and Supervisor Sign-Off	Actual webinar time
Peer teaching/learning about technology	Teacher Log and Supervisor Sign-Off	As per hours completed
Delivering professional development	Agenda of session with times	Hours of course x 2 for preparation
District, Teacher Center, BOCES sponsored workshops	Certificate of completion, sign – in sheet and Supervisor Sign-Off	As per hours attended
National Board Certification	Documentation of submission	175 hours during 5 year period
Developing and revising curriculum maps and guides at the district, state, or national level	Teacher log and any other appropriate documentation and Supervisor Sign-Off	As per hours completed
Higher educational coursework	Transcript	One college credit= 15 hours
Teaching University or College courses linked to improvement of instructional technique or content knowledge	Proof of employment with the class name and number of credit hours for the course	20 hours per student credit hour
Action Research	Action research outcome as per written agreement with the building principal or Director of Curriculum and Assessment	As per hours completed and Supervisor Agreement
Participation in Bloomfield’s mentoring program as a mentor or mentee	Mentor log and Supervisor sign-off	Hours as logged
Service as a cooperative teacher for a student teacher or field internships	Agreement letter from the college Supervisor Sign-Off	10 hours per week
Reading professional articles	Keep article title, author, date, journal name, and a brief summary of the article on the Teacher Log and Supervisor Sign-Off	As per hours completed
Writing for a Professional Journal	Keep article submitted	As per hours completed
Grade/Team/Department Level Meeting	Meeting minutes	Actual hours per agenda

EAST BLOOMFIELD CENTRAL SCHOOL PROFESSIONAL DEVELOPMENT PLAN 2016-2017

LEARNING EXPERIENCE	EXAMPLES OF DOCUMENTATION	HOURS EARNED
	Minutes should reflect members attending and length of meeting and Supervisor Sign-Off	
Grade/Department level collaborative meetings	Teacher Log/Agenda and Supervisor Sign-Off	Time spent on professional development
Serving on building or district committees	Teacher Log/Agenda and Supervisor Sign-Off	Up to 7.5 hours per day
Serving on a local, state, or national professional educational organization or committee	Teacher Log/Agenda	Time spent analyzing data and reviewing delivery of instruction
Analyzing student data and student work to determine needed changes in the delivery of instruction	Teacher Log and Supervisor Sign-Off	
NYS Assessment Scorer Training	Sign in sheet or certificate of completion	Time spent training
Scoring NYS assessments	Teacher Log/Sign in sheet	As per hours completed
NYS Test Development/Item Writing/ Review Committee	Certificate of completion	As per hours completed
Other Agreed to by Teacher and Administrator	As agreed to by teacher and administrator and Supervisor Sign-Off	As agreed to by teacher and administrator

