





















monroe one
EDUCATIONAL SERVICES

***Monroe One BOCES
Professional Learning Plan
2020–2023***

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For more information, please contact our Civil Rights Compliance Officers:

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Introduction

Professional learning is the process of improving staff skills and competencies to produce outstanding educational results for students. Research has shown educator quality to be the most influential factor upon student achievement. Enhanced teaching and learning are the foundation upon which individual districts should plan the content of all professional learning. High quality professional learning is essential to increase educators' knowledge, skills, attitudes and beliefs. The goal of all efforts in this area is to increase the capacity of teachers so that they may enable and assist all students to higher academic achievement and independence.

As required by the NYSED Commissioner's Regulation 100.2(dd), annually by September 1 of each school year thereafter, each school district and Board of Cooperative Educational Services (BOCES) shall adopt a Professional Learning Plan (PLP).

Professional Learning Plan Committee

To comply most effectively with the Commissioner's Regulations, Monroe 1 BOCES formed a Professional Learning Plan Committee comprised of representatives from our programs. The committee consisted of:

Committee Members

- **Liza Beardsley**—Teacher
- **Marne Brady**—Instructional Specialist (Teacher)
- **Claudine Chartier**—Instructional Specialist (Teacher)
- **Jodi Coniglio**—Instructional Specialist & Mentor Program Coordinator
- **Danielle Conover**—Administrator
- **Melissa Curtis**—Master Para Educator
- **Eric Kohl**—Teacher
- **Cara Lavine**—School Counselor
- **Linda Lucey**—Teacher
- **Michael Monaghan**—Instructional Specialist (Teacher)
- **Meredith Tindall**—Parent Representative
- **Christine Treasure**—Administrator
- **Elizabeth Walton**—Administrator

Mission/Vision/Goals

Mission Statement

The Professional Learning Committee guides the Monroe 1 BOCES Professional Learning Community by developing the overarching goal of the professional learning plan based on New York State Education Department regulations and student data. The Professional Learning Committee supports collaborative teams to implement professional learning that align with the goals.

Vision Statement

Professional Learning is the process of improving staff skills and competencies needed to produce outstanding results for students. This process provides:

- A commitment to continuous academic, social and emotional improvement for students
- Information through data driven analysis of student work
- A focus on student strengths and needs
- An opportunity for all staff to work and develop an understanding of sound educational theory and how to apply it in the classroom
- A sharing of successful strategies and research-based practices by colleagues
- Follow-up support for future learning
- Staff involvement in the identification of future professional learning
- A connection to the New York State Next Generation Learning Standards
- Goals to provide teachers with a system that supports lifelong learning
- An insurance that educators have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students.

The Goal of the Professional Learning Plan:

The goal of the Monroe 1 BOCES' Professional Learning Plan is to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional learning in order to remain current within their profession and meet the needs of their students.

Professional Learning Opportunities and Requirements

Professional Learning Opportunities for Certified staff:

Monroe 1 BOCES is committed to supporting ongoing professional learning for faculty and staff that is aligned with program initiatives and individual professional goals. Our professional learning is standards-based, focused on research based instructional strategies, supported by data, driven by student learning and focused on 21st century student learning skills. BOCES is committed to a collaborative culture where all staff work together to improve student achievement.

Contractual Professional Learning Requirements:

All teachers are required to participate in professional learning annually. Teachers and associate teachers attend, at a minimum, two staff development days and one program workday. In addition, most teachers are involved in one or more of the following:

- Curriculum development, implementation and revisions
- Instructional faculty meetings
- Professional learning communities
- Study groups
- Professional reading
- Attendance at internal conferences or workshops
- College coursework
- Webinars and online learning
- Mentor activities
- New teacher orientation/training
- Mini grants
- Attendance at external professional development sessions or conferences
- Membership in professional organizations
- Sponsoring a student teacher

Continuing Teacher and Leader Education (CTLE) Requirements

Professional Certificate Holders and Level III Teaching Assistants must complete 100 hours of professional learning (development) every five years in order to continue to hold their certificate and teach in New York State. The learning activities will align with the Professional Development Plan. Therefore, the activities will be responsive to student data, shaped by staff needs as evidenced by Annual Professional Performance Reviews (APPR), as well as research based.

Acceptable CTLE:

- Must be taken from a New York State approved sponsor
- Shall be study in the content area of any certificate title held by the individual or in pedagogy
- Must be activities designed to improve the teacher or leader's pedagogical and/or leadership skills, targeted at improving student performance
- Must be closely aligned to district goals for student performance.

Record keeping of CTLE is the responsibility of the certificate holder. If you have questions on your certification, please contact the Monroe One BOCES Regional Certification Evaluator, Amanda Bayer.

Monroe One BOCES is a New York State approved CTLE sponsor.

Planning for Professional Learning

Planning for Internal Professional Learning Needs at Monroe One BOCES through the Office of Curriculum, Instruction and Professional Development

**BOCES Wide Organizational
Goals and Focus Areas**

**Program Development
Initiative Goals and Focus Areas**

**Professional Learning Needs
Survey Data**

The goals and data from the areas above are used to:

- Plan internal professional learning offerings that are applicable to all of Monroe One BOCES internal programs and/or to specific internal programs
- Develop offerings through the Monroe One Teacher Center
- Plan the use of outside consultants to meet specific needs

Monroe One Professional Learning Cycles

Professional Learning Cycle for Teachers



Professional Learning Cycle for Associate Teachers



Professional Learning Cycle for Related Service Professionals



Professional Learning Cycle for Para Educators



Monroe One Professional Learning Structures

New Staff Orientation

New employees attend prior to the first day of school. These informational sessions are provided to acclimate new staff to Monroe One programs, policies and procedures. Including their contractual evaluation system. Teachers, related service providers, ATs and paras focus on skills related to their roles.

Provider

Teacher Center Director

Evaluation

Professional Learning Evaluation

Mentoring Program

Mentors will...

- Coach and support new professionals in their first year of employment at Monroe One BOCES, including expectations, roles, and responsibilities that pertain to their specific position.
- Complete monthly logs, tracking discussion topics and growth.
- Complete informal observation/s of the mentee to provide feedback.

Mentees will...

- Set monthly goals for themselves in the highest priority areas.
- Participate in mentoring conversations in order to explore thinking and promote skill development.
- Observe the mentor and provide feedback.

Provider

Monroe One BOCES

Evaluation

- Professional Learning Evaluation
- Mentoring Logs

Teacher as Leader (TAL)

Participants will...

Know the components of effective communication.
Practice active listening and assertive communication.
Evaluate their communication skills at work (school).
Devise and implement a communication goal.

Provider

Instructional Specialists

Evaluation

- TAL self-assessments
- TAL surveys

Student Centered Coaching (SSC)

Second year teachers will enhance and increase student learning experiences through focused goal setting with the guidance of a student-centered coach.

Participants will...

- Focus on using data and student work to analyze student learning and collaborate to make informed decisions about instruction.
- Design learning targets that are rooted in the curriculum and based on student needs.
- Work collaboratively with their coach to ensure learning targets are being met.
- Use formative assessments and engaging learning strategies to plan instruction and personalize learning.

Provider

Instructional Specialists

Evaluation

- Observations
- Logs
- Professional Learning Evaluation

Therapeutic Crisis Intervention (TCI)

Participants will...

- Understand prevention and intervention strategies designed to help students and staff safely de-escalate and reflect on crisis situations.
- Understand proactive measures to prevent crisis situations.
- Be able to provide physical de-escalation methods to protect students and staff from harm.

Provider

Certified TCI Trainers

Evaluation

Professional Learning Evaluation

Professional Learning Communities (PLC)

Participants will...

Use goal-setting and data-driven discussions with colleagues to improve student and staff outcomes.

Providers

- Teachers
- Instructional Specialists
- Administrators

Evaluation

- Goal tracking and group analysis
- Self-assessment through the PLC rubric

Instructional Faculty Meetings

Participants will...

Work toward specific program level goals and objectives determined by administrators and/or program staff.

Providers

- Program Administrators
- Staff

Evaluation

- Professional Learning Evaluation

Monroe One Professional Learning Structures for Paraprofessionals

New Paraprofessional Orientation

To assist new paraeducators with an understanding of their role in supporting students, as well as the expectations and procedures at Monroe One,

New paras will...

- Gain understanding of gradual and immediate expectations.
- Build understanding around student behavior and using good judgement.
- Build understanding of effective communication.

Providers

- Master Paras
- Instructional Specialists

Evaluation

Professional Learning Evaluation

Paraprofessional Professional Learning Days

Paraeducators will...

Attend half and full day sessions of professional learning based on para input, Monroe One initiatives and program initiatives. These sessions continue to prepare paraprofessionals for working with the students within our programs.

Providers

- Instructional Specialists
- Certified Staff
- Master Para-Educators

Evaluation

Professional Learning Evaluation

Paraprofessional Professional Learning Series

Participants will engage in research, learning and application of essential knowledge and skills needed when working with student with disabilities.

Participants will...

- Know and understand the components of Individual Education Plans and Student at-a-glance Forms.
- Be able to identify the levels of prompting and develop a plan to reduce levels of prompting with a specific student.
- Understand the causes and reasons behind student behaviors and strategies.
- Understand executive functions and gain knowledge of supports to implement with students in the classroom.
- Learn the basis of the Skills Streaming program and how to support students with the implementation of skills learned through the program.

Providers

- Instructional Specialists
- Coordinator of C, I & PD
- Certified Staff
- Master Para-Educators

Evaluation

Professional Learning Evaluation

Monroe One BOCES Teacher Center Professional Learning Structures

Teacher Center Study Groups

Facilitators and participants will...

- Use PLC or research review structures to collaborate based on an instructional goal.
- Read, share and implement strategies or ideas.
- Collect and analyze data based on the goal/s.
- Facilitators will present outcomes to other Monroe One BOCES employees via live or recorded presentation.

Providers

- Teachers
- Related service providers
- ATs

Evaluation

Professional Learning Evaluation

Teacher Center Workshops

Participants will...

- Engage in active learning strategies focused on a specific topic with a goal/s.
- Evaluate their learning and plan for implementation.

Evaluation

Professional Learning Evaluation

Monroe One BOCES Teacher Center External Consultant Offerings

Wendy Smith

Participants will identify causes and consequences of work-related stress in the school environment as well as strategies for improving stress, productivity and overall wellness.

Evaluation

Professional Learning
Evaluation

Terri Mertz

Participants will learn American Sign Language at two levels to be able to use the skills with our students.

Evaluation

Professional Learning
Evaluation

Tasha Potter

Participants will learn about institutionalized racism, culture and culturally relevant education, including teaching strategies.

Evaluation

Professional Learning
Evaluation

Monroe One BOCES Professional Learning Opportunities Internal Providers

Curriculum & Instruction

Language Essentials for Teachers of Reading and Spelling

LETRS comprehensive professional development empowers teachers to understand the science behind how students learn to read and why some students struggle.

LETRS participants will...

- Learn the skills they need to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language.
- Deepen their knowledge of the what, why and how of scientifically based reading instruction
- Sharpen their ability to diagnose why students are struggling and how to provide proven interventions.

Internal Provider

Internal Certified Trainers

Evaluation

Professional Learning
Evaluation

Curriculum Mapping

Participants will...

Use standards to develop benchmark assessments with rubrics and a scope and sequence for content and instruction, including learning targets.

Provider

Instructional Specialists

Evaluation

Professional Learning
Evaluation

Next Generation Standards Implementation

Participants will...

Understand and internalize the Next Gen standards in order to apply the standards when planning and delivering instruction and assessing student knowledge.

Provider

Instructional Specialists

Evaluation

Professional Learning
Evaluation

Leveled Literacy Intervention Training

Participants will...

Develop an understanding of systematic literacy instruction and implementation with individual and small groups of students.

Provider

Instructional Specialist

Evaluation

Professional Learning
Evaluation

NYSAA Training

Participants will...

Learn to support our population of students who are given the Alternate Assessment of learning as a New York State Assessment through the Dynamic Learning Maps.

Provider

Certified NYSAA Trainer,
Jamie Schnaus

Evaluation

Professional Learning
Evaluation

Writer's Workshop

Participants will...

Learn how to implement the workshop model in the classroom that promotes an individualized approach to the writing process.

Provider

Instructional Specialist

Evaluation

Professional Learning
Evaluation

Student Behaviors, Management & Relationships

Restorative Practices

Participants will...

- Know the philosophy and values of restorative practices.
- Utilize tools for implementing restorative practices in their setting.

Provider

Internal Certified Trainers

Evaluation

Professional Learning
Evaluation

Boundaries Training

Participants will...

- Know professional boundary areas and the Zones of Helpfulness
- Collaboratively problem-solve common boundary scenarios
- Self-assess their professional boundaries with students.
- Develop and implement a strategy for maintaining professional boundaries.

Provider

Instructional Specialist

Evaluation

Professional Learning
Evaluation

Trauma 101

Participants will...

Understand trauma and its impact. When treated thoroughly, healing can lead to symptom reduction and long-term transformation.

Provider

Certified Internal Trainers

Evaluation

Professional Learning
Evaluation

Zones of Regulation

Participants will...

Be able to use the Zones of Regulation Curriculum strategies to teach students to become more aware of, and independent in controlling their emotions and impulses, managing their sensory needs and improving their ability to problem solve conflicts.

Provider

Lead Specialists

Evaluation

Professional Learning
Evaluation

Skill Streaming

Participants will...

Employ this four-part training approach to teach essential prosocial skills to children and adolescents.

Provider

Lead Specialists

Evaluation

Professional Learning
Evaluation

Technology

Office 365

Participants will...

Learn how to utilize the many different applications of Microsoft 365.

Provider

Instructional Specialists

Evaluation

Professional Learning
Evaluation

Instructional Technology Offerings

Participants will...

Learn how to utilize technology in order to enhance classroom instruction. They will apply the SAMR and TPACK models of technology integration.

Provider

Instructional Specialists

Evaluation

Professional Learning
Evaluation

Personalized Learning

Participants will...

Learn how to use technology to optimize the pace and focus of learning for the needs of each learner.

Provider

Instructional Specialists

Evaluation

Professional Learning
Evaluation

Monroe One BOCES Professional Learning External Consultant Offerings

Language Essentials for Teachers of Reading and Spelling

LETRS comprehensive professional development empowers teachers to understand the science behind how students learn to read and why some students struggle.

LETRS participants will...

- Learn the skills they need to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language.
- Deepen their knowledge of the what, why and how of scientifically based reading instruction
- Sharpen their ability to diagnose why students are struggling and how to provide proven interventions.

External Provider

Voyager Sopris

Evaluation

Professional Learning
Evaluation

Cognitive Coaching

Participants will...

- Understand the components of Cognitive Coaching.
- Use structures and environments that promote rapport and higher-level cognitive thinking.
- Use planning, reflecting and problem resolving conversations structures (maps) to coach colleagues.

External Provider

Thinking Collaborative
Approved Trainer

Evaluation

Professional Learning
Evaluation

Gang Awareness

Participants will...

- Understand reasons why students engage in harmful social relationships, specifically gang activity.
- Know how gang involvement impacts the community, academics and schools.

External Provider

Outside Consultant,
Moses Robinson

Evaluation

Professional Learning
Evaluation

Get Set for School (Learning Without Tears, Handwriting Without Tears)

Participants will...

- Learn the components of a Pre-K readiness curriculum that consists of developmentally appropriate activities that teach children about letters, body awareness, numbers, sequencing, and sharing in a fun, engaging, and informal manner.
- Learn the components of a Pre-K Literacy & Math curriculum that consists of developmentally appropriate activities.
- Learn how to use tools and strategies can help you transform potentially complex concepts so they are relevant and enticing for young learners.
- Learn components of a handwriting curriculum that contains engaging multi-sensory techniques and research-based methods.

External Provider

Get Set For School
Approved Trainer

Evaluation

Professional Learning
Evaluation

Picture Exchange Communication System (PECS)

Participants will...

Learn to support the individual needs of each learner through the use and development of functional communication skills.

External Provider

Dr. Anthony
Castrogiovanni,
Pyramid Educational
Consultants

Get Ready to Learn

The clinician will...

Be able to use a series of developmentally sequential floor yoga routines as well as a series of seated routines with adaptations for specific challenges, and the implementation of a series of 5 Get Ready To Learn Classrooms Breaks.

External Provider

Get Ready to Learn
Lead Specialist

Evaluation

Professional Learning
Evaluation

Monroe One BOCES Model Schools Offerings

Model Schools provides support to integrate technology into curriculum as a tool to improve student achievement. Services are provided through highly-qualified instructional technology specialists—teachers who know how to enhance learning through technology. Through Model Schools, teachers, technology coordinators, and administrators enhance their technology literacy via regional workshops, webinars, online professional development, and customized in-district support. Model Schools also encourages networking, sharing of best practices and envisioning of future technology uses through or via regional events. The following listings have been offered in the Monroe One BOCES catalog in the past 1–3 years and will continue to be offered as determined by in-district requests as well as through requests from our Monroe One BOCES component districts. To access our current offerings, go to monroe.edu/ModelSchoolsOfferings.

Coding

Participants will...

- Define basic terms of computer science in student friendly language.
- Identify different techniques to integrate coding into everyday classroom activities through exposure of coding tools.

Provider

Model Schools

Evaluation

- Professional Learning Evaluation

Robotics

Participants will...

Create a lesson aligned to curriculum with any of the robotic tools to engage students and include STEAM initiatives within the classroom.

Provider

Model Schools

Evaluation

- Professional Learning Evaluation

Breakout EDU

Participants will...

Create a student-centered learning experience in which students collaborate, investigate, communicate, and use critical thinking skills.

Provider

Model Schools

Evaluation

- Professional Learning Evaluation

Literacy in STEAM

Participants will...

Integrate STEAM with a literacy focus in the classroom. Attendees will experience theory, hands on learning, and lesson creation.

Provider

Model Schools

Evaluation

- Professional Learning Evaluation

Digital Citizenship

Participants will...

- Identify how digital citizenship will look in their specific setting
- Understand and apply how to use shared DC resources with students

Provider

Model Schools

Evaluation

- Professional Learning Evaluation

Math In The 21st Century Classroom

Participants will...

- Uncover Math opportunities using devices in the classroom
- Experience how Math and technology enriches learning

Provider

Model Schools

Evaluation

- Professional Learning Evaluation

Blended/Hybrid Classroom

Participants will...

Create an engaging and rich online learning experience for students to interaction as a Hybrid, supplemental, or fully online learning experience.

Provider

Model Schools

Evaluation

- Professional Learning Evaluation

Google - In the Classroom - What's In Your Waffle? Series

Participants will...

- Understand and apply apps/tools within G Suite for Education
- Navigate G-Suite effectively
- Identify ways G-Suite can help classroom flow

Provider

Model Schools

Evaluation

- Professional Learning Evaluation

OneNote/Class Notebook

Participants will...

- Understand and apply key features
- Create a OneNote notebook to utilize as an effective classroom tool

Provider

Model Schools

Evaluation

- Professional Learning Evaluation

Microsoft - In the Classroom - What's In Your Waffle? Series

Participants will...

- Understand and apply apps/tools within Office 365 for Education
- Navigate Office 365 effectively
- Identify ways Office 365 can help classroom flow

Provider

Model Schools

Evaluation

- Professional Learning Evaluation

Literacy In The 21st Century Classroom

Participants will...

- Uncover literacy opportunities using devices in the classroom
- Experience how literacy and technology enriches learning

Provider

Model Schools

Evaluation

- Professional Learning Evaluation

Technology in the Classroom Engaging, Create, and Inspire

Participants will...

- Define the key elements of creating an effective presentation
- Identify which presentation tools would be use in their classroom
- Navigate through certain presentation tools to create a presentation to share with the class

Provider

Model Schools

Evaluation

- Professional Learning Evaluation

Genius Hour

Participants will...

- Create an immersive learning opportunity for students to create an inquiry based experience where students Invent, Design, Experiment, Act, Share

Provider

Model Schools

Evaluation

- Professional Learning Evaluation

Microsoft Educators Community

Participants will...

- Use resources, professional development, lessons, and learning experiences from the MEC in their classroom as well as earn badges after completion of professional development.

Provider

Model Schools

Evaluation

- Professional Learning Evaluation

Monroe One BOCES Office of School Improvement Offerings

The Office of School Improvement:

- Provides sustained, customized, and impactful professional development including workshops, coaching, model lessons, feedback, and other deeper learning experiences
- Coordinates and provides Shared Services
- Provides regional workshops on topics of interest to districts (facilitated by BOCES staff or outside consultants).
- Provides technical assistance, coordinating professional learning groups, and managing billing for aidable supports and services (Basic Service).

The following listings have been offered in the Monroe One BOCES catalog in the past 1–3 years and will continue to be offered as determined by in-district requests as well as through requests from our Monroe One BOCES component districts. In addition, new professional learning opportunities are created regularly to meet the needs of Monroe One BOCES and component districts. Topics of particular importance currently (to be created and scheduled for the 2020-2021 school year) include Social Emotional Learning, Culturally Responsive Teaching and Learning, and Standards Alignment. To access current offerings, go to monroe.edu/OSlofferings.

Protocols and Strategies to Engage Learners

Participants will...

- Analyze the concept of engagement in order to self-assess my engagement practices and develop a rationale for student engagement in my classroom.
- Learn a variety of strategies and protocols for use in the classroom by experiencing them in action via facilitator modeling and implementation.
- Create a process to guide my students in developing norms for engagement in our classroom, articulate ways in which I will train them and provide opportunities to reflect on their progress and next steps.
- Create an anchor chart(s) about a specific engagement strategy or protocol in order to help me articulate classroom application for that protocol for a defined subset of learners (based on grade, content area, or need).
- Embed engagement strategies and protocols into lesson plans in order to engage ALL learners, help students think deeply and build a community of learners in my classroom.

Provider

Office of School Improvement

Evaluation

- Pre-assessment prior to PD meeting days
- End of sessions reflections

Engagement Through Assessment

Participants will...

- Understand assessment as a balanced system in order to identify where assessment moments are best utilized to build engagement.
- Understand how student engagement can be designed via classroom assessment.
- Analyze research around supporting student engagement via assessment in order to build a rationale for engaging student via assessment.
- Incorporate assessment strategies into the design of lesson progressions that support deep engagement so that participants have immediate classroom application.

Provider

Office of School Improvement

Evaluation

- Pre-assessment prior to PD meeting date
- End of session reflection

Engagement Through Questioning

Participants will...

- Understand how student engagement can be supported through quality questioning practices
- Analyze research around supporting student engagement through quality questioning practices in order to build a rationale for engaging students via questions as well as for preplanning questions.
- Incorporate quality questions into the design of lesson progressions that support deep engagement so that participants have immediate classroom application.

Provider

Office of School Improvement

Evaluation

- Pre-assessment prior to PD meeting date
- End of Session Reflection

Engagement Through Feedback

Participants will...

- Review and analyze research on effective feedback.
- Assess their current feedback practices and develop a rationale for feedback in their classrooms.
- Analyze various methods of providing students feedback.
- Identify how partnerships can be developed with students in the feedback process.
- Analyze time saving measures and determine which will work best in their own classrooms.
- Develop/refine feedback routines in their classrooms.

Provider

Office of School Improvement

Evaluation

- Pre-assessment prior to PD meeting date
- End of Session Reflection

Differentiating Instruction (DI) for a Broad Range of Learners

Participants will...

Part 1: Building the Foundation: Understanding Differentiated Instruction and Our Learners

- Develop an anchor for and rationale for DI.
- Assess current understanding and practice of DI
- define what DI is and is not.
- Understand and analyze the implications of mindset on DI.
- Assess their effectiveness in developing learning environments that support DI.

Part 2: Charting the Course: Pre-Assessment and Implementing Low Prep Strategies

- Create and use learner profiles to help plan for flexible groupings.
- Understand how to differentiate for content, process, and product.
- Learn low prep DI strategies.
- Use KUDs (what we want students to know, understand, and do) to drive instructional and pre- assessment (diagnostic) design.

Part 3: Using Pre-Assessment Data to Plan for Instruction and Implementing High Prep Strategies

- Understand and identify the components of a balanced assessment system.
- Analyze pre-assessments for DI.
- Assess current classroom assessment practice.
- Learn high prep DI strategies.
- Continued DI lesson design.

Part 4: Continual Assessment and Feedback

- Understand and design formative assessments to incorporate into DI learning progression.
- Continue lesson and unit planning.
- Participate in mini- sessions (in part identified by participant need).
- Participate in individual/team conferences in order to finetune DI plans, assessment practices, and provisions for learning environments that support DI.

Provider

Office of School Improvement

Evaluation

- Pre-assessment prior to PD meeting date
- End of Session Reflection-

Monroe Assessment Project

Driving Question: How do we assess to produce learning?

As a result of the Monroe Assessment Project,

Classroom Teachers will...

- Deepen their understanding of quality, diversified and balanced assessment and its impact on learning.
- Explore the construct of learning, the conditions that promote learning and the parameters that should guide their assessment work.
- Understand the attributes of quality assessment and situate their practice within the overall assessment system and identify priorities within their own practice.
- Explore a variety of formative assessment tools, strategies and practices.
- Incorporate selected tools, strategies, practices in their own lesson and unit design.
- Explicitly draw on formative assessment data in order to address student needs and make instructional decisions.
- Identify ways in which students become an integral part of the assessment process, thereby making them valuable stakeholders in their own learning.

Administrators will...

- Examine attributes of quality feedback and analyze a variety of structures that facilitate and strengthen professional dialogue practices around formative assessment.
- Recognize best practices around formative assessment and assesses teachers' implementation efforts in their buildings/district.
- Participate in web-based collaborative conversations related to formative assessment issues as well as teachers practice in and/or refinement of formative assessment practices.
- Formulate methods for building capacity for encouraging teachers to learn from one another relative to formative assessment practices within their building/district.

Provider

Office of School Improvement
Instructional Specialist-
Jeanette Adams-Price

Evaluation

- Pre-assessment prior to PD meeting date
- End of Session Reflection
- Share-Point feedback on teachers' work

Teacher Leader Institute

Participants will...

- Facilitate efficient and productive meetings.
- Support change and addressing resistance.

Provider

Office of School Improvement

Evaluation

Evaluation form

Instructional Coaching Institute

Participants will...

- Craft an instructional coaching vision and mission.
- Develop a knowledge of effective coaching practices.
- Describe components of an effective coaching cycle.

Provider

Office of School Improvement

Evaluation

Evaluation form

Instructional Coaching: Level 2

Participants will...

- Refine their coaching vision and mission.
- Deepen their knowledge of an effective and efficient coaching cycle.
- Practice principles and skills for working with adults.

Provider

Office of School Improvement

Evaluation

Evaluation form

NYSSLS: Phase 1 Implementation (Administrators)

Participants will...

- Understand the NYSSLS implementation plan
- Support teachers with Phase 1 implementation

Provider

Office of School Improvement

Evaluation

Evaluation form

NYSSLS: Phase 1 Implementation (Teachers)

Participants will...

- Understand the NYSSLS implementation plan
- Begin planning 3-Dimensional science lessons

Provider

Office of School Improvement

Evaluation

Evaluation form

Improvement Writers Workshop: Building a Foundation

Participants will...

- Describe the components of a Writer's Workshop
- Create a plan for how to launch Writer's Workshop with students.

Provider

Office of School Improvement

Evaluation

Evaluation form

The Inquiry Approach to Elementary Social Studies

Participants will...

- Support students with application of historical thinking skills.
- Engage students in the work of historians.

Provider

Office of School Improvement

Evaluation

Evaluation form

Writing Arguments

Participants will...

- Learn the similarities and differences in scientific and other argument writing.
- Learn and share strategies to help students improve their arguments

Provider

Office of School Improvement

Evaluation

Evaluation form

Building Mindfulness Capacity in Schools

Participants will...

- Learn the essentials of mindfulness in schools.
- Learn how to support others in their school/district with mindfulness approaches

Provider

Office of School Improvement

Evaluation

Evaluation form

Confronting Ourselves: Courageous Conversations about Race

Participants will...

- Learn how implicit bias shapes interactions across the school day and system.

Provider

Office of School Improvement

Evaluation

Evaluation form

The Crisis in Teacher Diversity

Participants will...

- Examine the impact of the lack of teachers of color on students of color.
- Learn about effective ways to develop, recruit, and retain diverse educators.

Provider

Office of School Improvement

Evaluation

Evaluation form

Restorative Justice

Participants will...

- Learn the why and how of restorative justice.
- Implement and analyze new practices.

Provider

Office of School Improvement

Evaluation

Evaluation form

Trauma Informed Educational Practice

Participants will...

- Learn the impact of trauma on the learning brain.
- Analyze and implement best practices to support students who have experienced trauma.

Provider

Office of School Improvement

Evaluation

Evaluation form

Leadership Forums

- Monroe County Literacy Leaders
- Math Leaders
- Social Studies Leaders
- Science Leaders

These forums are for curriculum leaders. They are content specific and support the four core content areas—English Language Arts, Mathematics, Social Studies and Science. The main goals of the forums are to support districts with the NYS standards implementation, to share information presented/communicated at the state level and to provide a networking opportunity for local leaders. Forums meet 3–4 times over the course of each school year.

Monroe One BOCES

Regional Partnership Center Offerings

The Mid-West Regional Partnership Center is part of the NYSED Office of Special Education (OSE)'s OSE Educational Partnership network. We engage in systems change work, providing a variety of supports including regional learning opportunities, targeted skills groups, and intensive partnerships. We provide technical assistance and professional development to a variety of stakeholders. We work toward sustainability and share promising/effective practices within the region and across the state.

As part of our regional team, we work with the Early Childhood and School-age Family and Community Engagement (FACE) Centers.

CSE Process

Participants will...

Develop an understanding of and share best practices around the Part 200 Regulations governing the special education process

- EI to CPSE for Parents
- EI to CPSE for Professionals
- CPSE to CSE for Parents
- Parent Member Training
- Standards based IEPs

Provider

- Regional Partnership Center
- Early Childhood and School Age Family and Community Engagement (FACE) Centers

Evaluation

Evaluations Form

Transition Related Trainings

Participants will...

Examine and share best practices related to State Performance Plan indicator 13.

Develop an understanding of graduation requirements and pivotal decision points in a child's school career to positively impact the trajectory of his/her life

- Self-Determination Training
- Transition Assessment Training
- Transition in the IEP
- Navigating Adult Services
- Transition for families
- Student lead IEPs

Provider

- Regional Partnership Center
- Early Childhood and School Age FACE Centers

Evaluation

- District reporting 100% compliance with SPP 13
- PD Evaluation form

Behavior Supports and Trainings

Participants will...

Examine and share best practices related to writing and implementing FBA/BIPS in compliance with Part 200 regulations.

Examine and share best practices in other behavior related topics including:

- Classroom Management
- Alternatives to Suspension
- Function-based thinking
- Function-based thinking in Preschool
- FBA/BIP/Progress Monitoring (PM) day 1
- FBA/BIP/PM day 2
- PBIS Tier 2 Team Training: Systems and CICO

Provider

- Regional Partnership Center
- Early Childhood FACE Center

Evaluation

PD Evaluation

Training Instructional Practices for Students with Disabilities

Participants will...

Learn:

- SDI (Specially Designed Instruction).
- Explicit Direct Instruction.
- Identifying and Intensifying Intervention: What to Do and How to Do it.
- National Reading Panel: Implications for Instruction.

Provider

Regional Partnership Center

Evaluation

PD Evaluation form

The Mentor Program for BUP

(teachers and professional related service providers):

The following is the Monroe 1 BOCES Mentor Program as required under the amendment of section 100.2 of the Regulations of the Commissioner of Education relating to mentoring programs at school districts and Boards of Cooperative Educational Services. The Monroe 1 BOCES Mentoring program has been updated and approved by the Mentor Committee.

The Mission and Vision of the Mentor Program for BUP:

The mission of the Monroe 1 BOCES Mentor Program is to develop and retain highly qualified and highly satisfied educators. The Monroe 1 BOCES Mentor Program serves new and transferred teachers and related service providers from all instructional Monroe 1 BOCES programs.

The goals of the Mentor Program for BUP:

1. To enhance new educators' effectiveness in instruction and leadership through consulting, collaborating and coaching.
2. To retain highly effective new educators through consulting, collaborating and coaching.

The Role of the Mentor:

The mentor's role is confidential, supportive and non-evaluative. The mentor provides support to their mentee in all aspects of the job and assists that person in becoming a highly qualified educator. The mentor will participate in ongoing training, observations, professional goal setting and self-evaluation. The mentor will submit monthly logs to the Coordinator of the Mentor Program/ Director of Teacher Center.

The Role of the Mentee:

The person mentored is responsible for setting monthly goals and for vocalizing their needs to the mentor in order to benefit from the experience. They participate in between one - three mentoring observations throughout the year to draw connections and apply learning from the NYS approved teacher rubric to their practice. Mentees are required to follow the established guidelines for meeting regularly with their mentor and attending required professional learning opportunities.

The Role of the Supervisor:

Administrators are encouraged to serve on the Mentor Committee (Teacher Center Policy Board). In addition, administrators are asked to support mentors and mentees by helping

develop schedules for release time or common planning, observation and conferencing.

Mentor Preparation:

The mentor shall be provided with instruction on peer coaching, the elements of a mentoring relationship, adult learning theory and the stages of new teacher growth. Opportunities for training will be provided through the Monroe 1 BOCES Teacher Center, Monroe One BOCES, and through collaboration with the Greater Rochester Teacher Center Network (GRTCN).

Implementation of the above mentoring program will be consistent with the BOCES United Professionals (BUP) as required by Article 14 of the Civil Service Law. Members of the Mentor Committee (Teacher Center Policy Board) make up the majority. Also, a BUP officer currently sits on the Mentor Selection Committee (Teacher Center Policy Board).

Procedure for Selecting Mentors:

BUP Instructional staff interested in mentoring can apply online at any time through Frontline Professional Growth. Applicants will describe their motivation for mentoring outlining previous professional learning, which has kept their professional practice current. They will be required to explain any skills in the area of peer coaching and describe what qualities they would bring to the mentor relationship.

The mentor **MUST**:

- Be a tenured educator (teacher or related service provider).
- Be in “good standing” (not currently on an improvement plan).
- Be endorsed by your program administrator (approval in Frontline).

Preferences:

The Monroe One BUP Mentor Program is looking for mentors whom communicate effectively: listen for understanding and communicate assertively (kindly and honestly). They embody a problem-solving, growth mindset and value feedback. They see challenges as opportunities to grow. They are organized, driven and stay up to date on research-based best practices. And, they put students first.

Application Review and Mentor Selection:

All applications are reviewed by the Mentor Program Director, the person’s supervising administrator and HR for alignment to the “Requirements to Mentor”. This occurs within Frontline. Once approved in Frontline, the candidate is added to the Mentor Pool. Any mentor in the Mentor Pool can be considered for mentoring throughout the school year and up to five years after approval. After five years, they can reapply. Anyone who does not meet the qualifications to mentor will be contacted by the Mentor Program Coordinator, their supervising administrator or the Director of Human Resources.

Every effort to pair mentors before the start of the school year will be made. If pairs cannot start their mentorship before school starts, they will be assigned as soon as possible.

The Mentor Program for BASA (administrators):

Purpose of the Monroe 1 BOCES Administrative Mentor Program:

The purpose of the Monroe 1 BOCES administrative mentor program is to aid new building administrators in growing professionally and personally through the development of an honest and open mentor/mentee relationship. The program will also assist administrators in school building leadership service with an initial certification to enhance their leadership skills and make the transition to a professional certificate as required by the New York State Education Department (NYSED).

Mentor and Mentee Expectations:

- Time: Each pair may have weekly contact by phone, e-mail, or I-chat. The pair is required to meet in person for at least 30 minutes per week or one hour every two weeks, in addition to attendance at group sessions.
- Documentation: Each mentor will assist the mentee in the development of a written learning/leadership plan, which reflects the mentee's needs and guides their discussion. Evidence of their work should be documented as a baseline survey, action plan, log, reflection and feedback.
- Activities: Each mentor may visit the mentee's school/department/program. Visitations by the mentor may include attending a faculty meeting as an observer and giving feedback; observing a teacher/employee evaluation cycle and giving feedback; reviewing and discussing intervention strategies based on student achievement data; and other mutually agreed upon activities that are determined by the mentee.

Procedure for Selecting Mentors: Mentors will be selected through a fair and open process based upon the following criteria:

- Experienced current, former and retired administrators who have demonstrated success as instructional leaders will be selected to serve as mentors.
- Mentor qualities include strong ethical character and interpersonal skills
- Tenured at Monroe 1 BOCES or a minimum of 3 years for civil service administrators
- Employee in "good standing" not on an improvement plan
- Completion of Cognitive Coaching is highly recommended

Every effort to pair mentors before the start of the school year will be made. Informal acclimation of new instructional staff to departmental programs and policies should start before the school year begins. In addition, a sub-committee of the PDP committee will organize and facilitate a New Instructional Staff Orientation prior to the start of every school year.



monroe one
EDUCATIONAL SERVICES

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