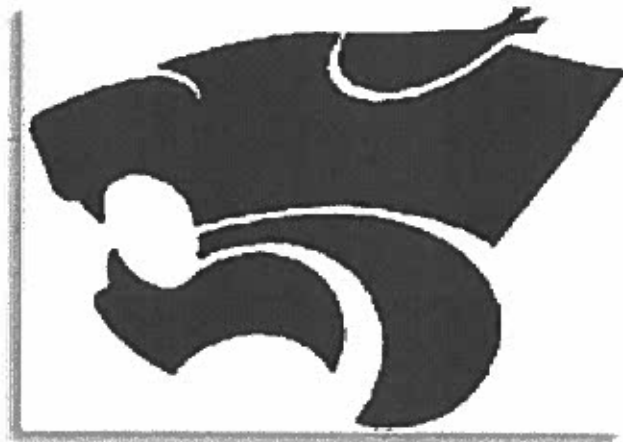


JASPER-TROUPSBURG CSD
PROFESSIONAL DEVELOPMENT PLAN
2015-2020



ADOPTED BY THE JTCSO BOE March 7, 2018

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Mission:

Jasper-Troupsburg Central School District is a community partnership dedicated to providing a challenging educational environment which prepares every individual for a fulfilling, productive life in an ever changing society.

Purpose:

To create a collaborative environment across the entire district, involving all stakeholders, which appropriately supports the needs of all students, both in general education and special education alike, via, but not limited to, the following initiatives and curricula: STEM/STEAM, Data Driven Instruction, Common Core Instruction and Assessment Alignment, Response to Intervention, Academic Intervention Services, writing and understanding 504 and IEP Plans, Co-Teaching, Thinking Maps, Mentoring programs, NWEA Map Assessments, AIMSweb, Understanding by Design, Differentiated Instruction, Multiple Intelligences, and other research based learning strategies and techniques. Such training and ongoing professional development opportunities will be afforded during scheduled Superintendent Conference Days, faculty and staff meetings, workshops offered through GST and other BOCES, and ongoing professional development workshops that are offered throughout the year by various agencies. It is anticipated, that through the combination of opportunities, a minimum of 20 CTLE hours of district provided/facilitated professional development will be available to all instructional and support staff (when available and applicable).

New York State Education 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 (100 CTLE professional development hours every five (5) years) defined by The Board of Regents in Subpart 806 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. Educators employed by JTCSD should anticipate, on average, opportunities to gain at least 20 CTLE sponsor-approved hours per year. Jasper-Troupsburg CSD, and/or other agencies, will provide Professional Certificate holders with documentation acknowledging completion of workshops, trainings, and professional development opportunities qualifying for CTLE hours. Such documentation will include, at a minimum: the participant's name, date of the workshop, number of clock hours obtained, the topic, and type of activity or program engaged.

Professional Development Committee Membership:

- Michael A. Mead, Superintendent of Schools
- Christopher D. Parker, Secondary Principal
- LeeAnne C. Herold, Elementary Principal
- Kim Heckman, Elementary Teacher
- Scott Helgeland, Secondary Teacher
- Lisa Mills, Elementary Teacher
- Penny Newcomb, Secondary Teacher
- Amy Stephens, Secondary Teacher

Jasper-Troupsburg Central School District

Vision: All Students Will Be Properly and Appropriately Prepared for College, the Military, and Immediate Entrance into the Workforce with the Skills and Abilities for the 21st Century

Beliefs:

- Learning is a lifetime process for students and educators alike.
- All decisions should be based upon the best available data and information; all stakeholders should have access to such data and information upon request but, not less than once per academic school year.
- Goals should be aligned and developed collaboratively resulting in improved student achievement.
- We should have high expectations for ourselves and others; high expectations drive success.
- The allocation of resources should be thoughtful and purposeful to support and obtain the realization of the learning standards and the maximization of student achievement.
- All students can learn.
- Students are critical thinkers who can problem solve difficult and challenging problems and issues.
- All learners' intellectual and social needs should be fulfilled through the curricular and co-curricular processes and offerings.

Guiding Principles to Use to Make All Things Possible:

- Collaboration and collegiality
- Innovation
- Data-Driven Practices
- School District and Community Pride
- Integrity
- Resourcefulness
- Curricula and Lessons are Student-Centered with Their Learning Needs and Preferred Learning Styles first and Foremost

Embedded Practices:

- Thinking Maps
- STEM/STEAM
- Common Assessments; Departmental/Grade Level Interim Mirror Assessments, AIMSweb, NWEA Map Testing, NYS Exams for Grades 3-8, Regents Exams
- Common Core Learning Standards and Focused Implementation within All Curricula, Units, and Lessons

- Data-Driven Instruction (DDI); Incorporation of Disaggregated Data Analysis Strategies and Techniques
- 6+1 Writing Traits
- New Science Learning Standards
- New Social Studies Learning Standards
- ELA Modules
- Increased Literacy via Thematic Units, Reading in the Content Areas, and the Four Critical Literacy Standards and Strands that are Interwoven in All of the Common Core Learning Standards
- Character Development
- K-12 Student Career Planning via the Counseling Office
- Understanding by Design (UbD)
- Response to Intervention (RtI); Multi-Tiered Systems of Support
- English Language Learners (ELL) supports and assistive services
- Differentiated Instruction
- Academic Intervention Services
- Curricula, Unit, and Lesson “Real World” Applications and Relevancy
- Special Education Continuum, including Least Restrictive Environment Requirements emphasizing the Growing and Expanded Use of the Co-Teaching Models
- Writing and implementing quality 504 and IEP Plans for students who struggle
- Instructional Best Practices (Specific Learning Targets, Questioning, Student Engagement and Participation)
- On-going Professional Development for all Staff

The Professional Development Plan:

The Professional Development Plan represents a “road map” or “blue print” for the future of our district. The Plan contains clear targets that stakeholders can use to make better informed decisions related to programmatic development, facilities planning, and spending. Our Plan pronounces a vision for the future that has been developed, providing anchors to articulate future district, building and department/grade-level actions. This Plan is strategic in nature and requires more detailed, tactical planning for it to become operational on a yearly basis. SMART (specific, measurable, attainable, relevant, and time-bound) goals will be developed annually at each level to drive priorities, initiatives and spending, based upon our mission, vision, and student achievement targets. These goals will provide the actionable steps to achieving our strategic objectives, the measures of success, the individuals responsible and the deadlines for completion. Integrating an annual process is intended to make this a living document with the ability to monitor and adjust with shifting elements.

Student Achievement Needs:

The district will strive to ensure that all students are the recipients of a guaranteed and viable curriculum that ensures both college and career readiness. All students should graduate with the skills necessary to be active and contributing members of society.

Local students, that are socio-economically disadvantaged and/or students who have special needs, continue to struggle at higher rates than their peers. Studies, and our own data, demonstrate that these populations are not as successful as other demographic groups that have neither socio-economically disadvantaged and/or students with special needs (ie, 504 and IEP classification).

By implementing and incorporating quality, research-based instructional and assessment modalities, student intervention strategies and techniques, data-driven decision making, and by setting and striving for aspirational student achievement benchmarks which increase academic rigor and appropriately challenge all students, as well as all faculty and staff members as life-long learners, the district desires to obtain the greatest potentials for all parties involved.

Professional Development Opportunities:

Professional development opportunities will be provided to all faculty, staff, and school administrators by in-house, turn-key trainers, BOCES professional development workshops and conferences, and outside educational consultants to develop and enhance each professional's abilities to positively impact every student's learning and successful.

Employees will utilize the in-service hours request forms for any workshops or conferences that are not provided per district implementation and plans. Employees will also provide summaries of what was learned during such trainings, including examples of when and how such trainings will be incorporated into curricular/assessment planning, student intervention, data analysis, etc.

Jasper-Troupsburg CSD, and/or other agencies, will provide Professional Certificate holders with documentation acknowledging completion of workshops, trainings, and professional development opportunities qualifying for CTLE hours. Such documentation will include, at a minimum: the participant's name, date of the workshop, number of clock hours obtained, the topic, and type of activity or program engaged. Such documentation will facilitate the annual tracking of CTLE hours.

New York State Professional Development Standards and Indicators

The Ten Standards for High Quality Professional Development

- 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.

Indicators:

- Professional development design begins with a needs assessment that is grounded in the analysis of multiple sources of disaggregated teaching and learning data.
 - Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity.
 - Professional development design is grounded in the Common Core Learning Standards and district student learning goals.
 - The intended beneficiaries of professional development are substantively involved in all aspects of professional development design.
 - Professional development design addresses the continuum of an educator's experience and level of expertise, and is based on an analysis of individual educator needs; current knowledge and skills; and district, building, and educator learning goals.
 - Professional development formats include, but are not limited to, lesson study, demonstrations, observations, analysis of student work and assessment data, collegial circles, feedback, action research, reflection, and opportunities for collaboration and problem solving.
 - The format of professional development incorporates technologies to provide more extensive and diverse content, expand access and participation, and create virtual professional development communities.
 - Professional development is sustained over time and provides continued support such as follow-up, demonstrations, feedback on mastery of new knowledge and skills, peer coaching and mentoring, and continued opportunities for additional study.
- 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.

Indicators:

- Professional development includes learning experiences and resources to ensure that educators understand how the subjects they teach address the Common Core Learning Standards and the relationships between the subjects they teach and the other subjects in the curriculum.

- b. Professional development provides opportunities for educators to examine, observe, practice, and receive feedback on their use of research-based instructional strategies to improve their students' learning by utilizing methods such as peer review, coaching, mentoring, and modeling.
 - c. Professional development provides ongoing opportunities for educators to examine a variety of classroom assessments, practice using them in their classrooms, and analyze the results to 1) understand and report on student achievement based on Common Core Learning Standards, 2) identify gaps in student learning, and 3) immediately adjust instructional practices accordingly.
 - d. Professional development ensures that educators have the knowledge and skills needed to develop and foster the critical thinking, problem solving, literacy, and technological skills that students need to be successful in the 21st century.
 - e. Professional development provides the knowledge, skill, and opportunity for educators to make relevant connections between the subjects they teach and the applications of those subjects.
- 3. Research-based Professional Learning:** Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research.

Indicators:

- a. Professional development is based on current research in teaching, learning, and leadership.
 - b. Effective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making.
 - 1. Professional development includes ongoing opportunities for educators to read and reflect on current research on topics that are of interest to them and that are consistent with state and local school improvement priorities.
 - 2. Professional development involves discussion of research design, data collection, and analysis to assist teachers in understanding how to interpret research findings, particularly in areas where there may be competing perspectives and conclusions.
 - 3. Professional development provides opportunities for educators to collaborate with higher education and other partners in action research to test their own hypotheses and to report the results about the impact of professional development programs or the effectiveness of particular instructional strategies and programs for educators and students.
- 4. Collaboration:** Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.

Indicators:

- a. Professional development provides skills that educators need to communicate effectively, to listen to the ideas of others, to exchange and discuss ideas, to work in diverse teams, and to share responsibility for work toward a common goal.

- b. Professional development provides ongoing opportunities for educators to work with colleagues including teachers, principals, teaching assistants, teacher aides, librarians, counselors, social workers, psychologists, higher education faculty, and others critical to student progress; it is imperative that all stakeholders strive to utilize all available time, during preparation periods, before and after school, etc. to collaborate with each other in our efforts to maximize student achievement via “first time instruction”. This is especially true for teachers/aids supporting the Co-Teaching models.
 - c. Professional development maximizes the use of the technology to broaden the scope of collaboration.
5. **Diverse Learning:** Professional development ensure that educators have the knowledge and skill to meet the diverse learning needs of all students.

Indicators:

- a. Professional development focuses on developing educators’ knowledge of the learning styles, needs, and abilities of their students, as well as the diverse cultural, linguistic, and experiential resources that their students bring to the classroom.
 - b. Professional development provide opportunities for educators to develop knowledge and skills necessary to design and implement differentiated instructional and assessment strategies that utilize diverse student, family, and community resources, and that meet diverse student learning needs.
 - c. Professional development provides opportunities for educators to examine their practice in setting and maintaining high expectations for all students to enable them to attain high levels of achievement.
6. **Student Learning Environments:** Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.

Indicators:

- a. Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement.
- b. Professional development provides opportunities for educators to collaborate with school psychologists and social workers to develop effective strategies for student behavior and classroom management, and to seek creative solutions to conflicts.
- c. Professional development provides opportunities for educators to analyze and use data about student behavior (such as discipline referrals, suspension information, school climate surveys, and socio-economic data) to refine educational practices and promote optimal learning environments.

- 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 children’s education.

Indicators:

- a. Professional development provides opportunities for educators to develop communication and collaboration skills that enable them to build partnerships with parents, guardians, and the community.
- b. Professional development enhances educators’ knowledge of varying cultural backgrounds of students, families, and the community, and of how the diversity of these cultural backgrounds can serve as foundations and resources for student learning and success.
- c. Professional development includes opportunities for educators to develop skills and strategies use technology to strengthen partnerships with parents, families, and the community.

- 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.

Indicators:

- a. Professional development ensures ongoing opportunities for all educators to learn how to analyze and collect multiple sources of student data throughout the year, to monitor student progress, and adjust instructional practices.
- b. Professional development provides educators with the opportunity to examine all relevant student data, including Individual Educational Plans (IEPs), at the beginning and throughout the academic school year, in order to design effective instruction.
- c. Professional development provides educators with current, high quality data analysis presented in a clear, understandable format, to promote optimal student learning.
- d. Professional development provides opportunities for educators to use results from local, state, and national assessments; student work samples and portfolios; school climate, parent, and teacher input; and student behavior data to guide their instruction.
- e. Professional development provides ongoing opportunities for educators to use disaggregated student data by race, gender, English language learning, special needs, eligibility for free or reduced price meals, and other factors in order to improve student learning.

- 9. Technology:** Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.

Indicators:

- a. Professional development ensures ongoing educator and student technological literacy.
- b. Professional development provides ongoing opportunities for educators to learn about new and emerging technologies useful in professional teaching practice.
- c. Professional development facilitates the ability of educators to apply technologies to create optimal and equitable learning environments.
- d. Professional development promotes technology as a tool to design learning opportunities, to evaluate the effectiveness of instruction, and to monitor student learning.
- e. Professional development encourages educators to engage with students in using available technology as it relates to curricular activities, and to assist students in using technology in innovative ways.
- f. Professional development provides educators with opportunities to learn and use technology for communication and collaboration.
- g. Professional development addresses the legal and ethical issues of technology.

- 10. Evaluation:** Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Indicators:

- a. Resources are provided to plan and conduct ongoing to evaluation of professional development.
- b. Professional development evaluation uses multiple measures to assess effectiveness of the knowledge and skill acquired in improving professional practice and student learning (such as the use of new learning in instructional planning, the use of student data for the development and adaptation of teaching strategies, or the enhanced student performance following the application of the input gathering sessions).
- c. Professional development evaluation includes the use of multiple methods and techniques that provide information to ensure ongoing improvements in the quality of the professional development experience (such as participant reactions, surveys, focus groups, interviews, reflective journals, portfolios, or information about student behavior or performance).
- d. Professional development evaluation results are reported to key stakeholder groups in a manner that promotes effective use of the evaluation data for improving both individual educator practice and building, and district-wide professional development plans.

Annual Professional Development Needs:

- Annual Trainings: Right to Know, Blood Borne Pathogens, Mandating Reporting, Title IX and Sexual Harassment in the Workplace, and DASA
- Therapeutic Crisis Intervention and Refreshers
- Lead Evaluator Trainings
- APPR requirements, Marshall Rubric usage and calibration for all classroom observation requirements
- Teaching to the Common Core and Analysis of the Common Core Learning Standards and Indicators
- Thinking Maps usage for incorporation into classroom lessons
- AIMSweb usage
- NWEA Diagnostic Assessments; implementation and use
- Response to Intervention/AIS Strategies and Techniques
- Co-Teaching Models
- STEM/STEAM initiatives
- Social Studies Frameworks and new Social Studies Standards
- NYS Science Learning Standards (NYSSLS)
- English Language Arts and implementation/incorporation of the Modules
- Data Analysis Strategies to support Data Driven Instruction and such decision making
- Trainings for writing appropriate and quality 504 and IEPs
- Incorporating rigor into unit and lesson plans that properly align to the Common Core Learning Standards
- Various trainings that are offered throughout the year by turn-key trainers, GST BOCES, other BOCES, and other agencies

New Teacher Mentor Program:

The Jasper-Troupsburg Central School District provides a mentoring program to support new educators in the adjustment to district culture, professional expectations, and logistical training to ensure each new hires' readiness and success. The goal of this program is to ease the transition from teacher preparation into actual practice, thereby increasing the likelihood of retention of each teacher and simultaneously increasing their skills to further maximize each student's achievement.

Mentors will be limited to no more than two mentees in a given school year, unless unique and unusual circumstances warrant such.

Teacher-Mentor's Responsibility and Role is to provide guidance and support to new teachers, as well as veteran teachers if required, through:

- Scheduled visit/meetings (both planned and unannounced) to address mentee needs. These visits/meetings will occur after school and/or during release time and/or planning periods. These needs may include:
 - Developing a confidential mentor/mentee relationship
 - Modeling instructional practices, strategies, and techniques

- Providing informal instructional/craft feedback
- Assisting with short and long range planning
- Peer coaching
- Co-teaching
- Orienting the mentee to the district culture and core values and beliefs
- Supporting immediate needs onsite
- Assist in the growth of mentee reflection and self-evaluation
- Participate in new teacher workshops designed to address instructional/assessment/professional components as necessary
- Participate in support groups to provide assistance with curriculum, instruction, assessment, and data analysis
- Complete a mentor program evaluation and mentor reflection form
- Complete mentor log sheets for each meeting to be submitted as evidence of mentoring completion as per NYSED regulation and requirements for professional certifications
- Support district, building, department, and grade level goals and core beliefs (increased instructional effectiveness, increased student achievements, reflection, lifelong learning, literacy, and collaboration)
- Others as requested and/or required

Mentee's Responsibilities:

- Participate in Orientation/Induction and all required workshops and/or trainings
- Actively engage in the confidential mentor/mentee process
- Maintain a journal or log containing your discussions with your mentor, as well as your reflections (this will not be collected but, it will be of use for future reference and will assist in completing the required mentor/mentee documentation form that must be submitted at the end of the mentoring cycle)
- Complete a mentor/mentee program evaluation form designed to provide feedback to the district to assist in further improving this process for future mentees
- Support district, building, department, and grade level goals (increased instructional effectiveness, increased student achievements, reflection, life-long learning, literacy, and collaboration)
- Actively participate in other professional growth opportunities as required for life-long learning and continued maintenance of required 100 professional development hours every five years per NYSED regulations

Required and/or potentially useful new teacher/employee trainings and workshops:

- Orientation and Induction
- Teaching focused on utilizing the Common Core Learning Standards
- Close Reading strategies and techniques
- Increased literacy implementation strategies and techniques
- Co-Teaching Models
- Promoting Higher Order Thinking and Critical Thinking Skills
- Understanding by Design and Backwards by Design concepts

- Curricula Alignment (both horizontally and vertically)
- Understanding Data and Proper Data Analysis
- Data Driven Instruction and Data Driven Decision Making
- Thinking Maps
- NWEA Map Assessments
- AIMSweb
- STEM/STEAM implementation
- Technology implementation
- Strategies for Engaging All Learners
- Inquiry Based Learning
- Response to Intervention and other Student Intervention Methodologies
- Classroom Behavior Management
- Interdisciplinary/Thematic Units that connect and increase relevance of Essential Learnings and Understandings across course, content, and departmental boundaries
- New Social Studies Learning Standards
- NYS Science Learning Standards (NYSSLS)
- English Language Arts Modules
- 6+1 Writing Traits
- Common Vocabulary initiatives
- Reading in the Content Area strategies and techniques

Jasper-Troupsburg CSD Long Range Planning and Goals

Focus Area 1: Academic Environment

Students will be well-rounded and well-prepared for college, military service, or immediate entry into the workforce upon graduation.

- **Commitment to District Achievement Targets**
 - 100% of the students will pass all required Regents exams administered each year.
 - The district will strive to obtain an overall 90% passing rate of 75 and above on all Regents exams administered each year.
 - The district will strive to obtain a minimum of 35% mastery achievement rates on all Regents exams administered each year.
 - The district will strive to obtain a minimum of 75% of all students achieving a “level 3” or higher on all NYS Benchmark exams in grades 3-8.
 - The district will strive to outperform all GST BOCES component school districts in the areas of “students with disabilities”, “low socio-economic status”, “gender”, and “ELL” demographic data indicators for achievement.
 - The district will strive to eliminate all “level 1” scores on all NYS Benchmark exams in grades 3-8.
 - The district will strive to obtain a minimum of a 90% graduation success rate each academic year.
 - The district will strive to obtain a minimum of 90% passing rate on the Common Core English Language Arts and the Common Core Algebra Regents Exam each year.
 - Each student will demonstrate “one year’s worth of growth” every academic year as proof of the effectiveness of instruction, assessments, interventions, curricula and lesson/unit adjustments based upon each student’s needs, and fidelity in the implementation of initiatives.
 - We will never become complacent or satisfied with our student achievement accomplishments.
- **Update Curricula, Instructional, and Assessment Strategies and Techniques**
 - Align Common Learning Standards and Performance Indicators for all disciplines both horizontally and vertically K-12 with all curriculum maps; including all scope and sequence requirements.
 - Create departmental and grade level meeting schedules to discuss curricular alignment and effectiveness, departmental data and student achievement analysis and performance indicator gap analysis, co-teaching strategies and techniques, increased “sharing of best practices”, interdisciplinary/thematic approaches, common planning opportunities, professional discussions and dialogues designed to improve first time instructional opportunities, thus alleviating increased needs for student intervention programs and/or 504/special education classification needs, ie – “walk to intervention” discussions, Response to Intervention (RtI) processes and practices, etc.
 - Systematize and align Response to Intervention (RtI), Academic Intervention Services (AIS), and other student intervention initiatives K-12 to eliminate Tier III needs and to reduce Tier II needs, as well as address Credit Recovery efforts to better ensure that all students meet all appropriate graduation requirements.
 - We will annually review and revise our curricula, plans, and protocols as necessary and appropriately, utilizing analyzed and disaggregated formative and summative student progress, achievement results, and outcomes to immediately further advance and improve instructional and assessment effectiveness at all levels, including, but not limited to: curricular mapping, curricular scope and sequencing, unit planning, lesson planning, activity planning, assessment planning, etc., each element of the entire process should be scrutinized, reflected upon, edited and revised, and in a constant state of ongoing improvement.
 - We will never become complacent or satisfied with our student achievement accomplishments.
- **Utilize Formative and Summative Student Achievement Data to further and better Inform Instructional Decision Making**
 - Create and implement a formalized data gathering and data analysis system and process.

- Review grading policies and procedures – focus upon problems and issues uncovered within existing grading practices, increased homework completion rates (truncating assignments, focusing on what is necessary to demonstrated proficiency and understanding, and “Flipped Classroom” Strategies and Techniques).
- Effectiveness of BASIC lists and other struggling student monitoring processes.
- Seek out research based initiatives and programs via on-line professional development, BOCES workshops, peer assistance and turn-key training, professional library sources (located at BOCES, local libraries, and/or procurement via district purchasing, etc.).
- We will never become complacent or satisfied with our student achievement accomplishments.
- **Enhance/systematize Response to Intervention (RtI) and other student intervention techniques and strategies district wide to support all students but, especially students who struggle and students with special needs**
 - Solidify and systematize Elementary RtI initiatives and programs.
 - Create and implement Secondary RtI initiatives and programs.
 - Create and publish a “Response to Intervention and Interventions Services” handbook for all district employees to ensure consistency and effective implementation.
 - Seek out increased strategies and techniques that advocate for various instructional and assessment modalities which maximize concepts such as “teaching in the methods in which every student learns best” as opposed to instructing in methods in which educators are most comfortable but, may not be most effective for student learning.
 - We will never become complacent or satisfied with our student achievement accomplishments.
- **Leverage Technology to Enhance and Support all Learning**
 - Continue to refine the district Technology Plan to address opportunities and various learning needs, as well as increase instructional and assessment effectiveness, which in turn, maximizes student achievement and student learning.
 - Continue to procure essential and necessary technology and software in support of quality instruction and learning opportunities.
 - Continue to provide and/or procure training and professional development in necessary areas of technology software and devices.
 - Ensure adequate technology availability and accessibility to all students and educators/staff members.
 - We will never become complacent or satisfied with our student achievement accomplishments.
- **Promote various avenues allowable for all types of appropriate and NYS approved graduation requirements culminating in a NYS Regents high school diploma**
 - Continue to seek out and implement appropriate and necessary curricula and courses that are required per Commissioner’s Regulations but, also allow for rigorous and challenging electives, college credits, and areas of student interest designed to best prepare all students for their futures in college, the military, and/or immediate entry into the workforce.
 - We will never become complacent or satisfied with our student achievement accomplishments.

Focus Area 2: Healthy and Productive Districtwide Culture

Faculty, staff, and students are most productive in a safe, supportive, nurturing, and healthy instructional and learning environment.

- **Build Faculty, Staff, and School Administration Collegiality Districtwide**
 - Support and expand formal and informal opportunities for staff to develop positive, trusting, and collaborative relationships.
 - Create opportunities for common planning and/or meeting times for staff to discuss curricula, common assessments, data gather and data analysis, “sharing of best practices”, various instructional strategies and techniques utilizing various student focused and student learning modalities, vertically, horizontally, grade level, department, building, and districtwide.

- Create an environment where faculty, staff, and school administrators can have honest conversations without passing judgement upon anyone, remaining focused on common purposes, areas in need of improvement, and the maximization of student learning and achievement culminating in every student's obtainment of a Regents high school diploma per NYS graduation requirements.
- To ensure that this goal is obtained, we must be trusting of one another, we must be willing to have honest conversations about our collective current realities, acknowledging what may not be working, regardless of the effectiveness of such routines in a previous time, and what should be investigated for implementation based upon what is expected to most effective and promising in the present and for the future; we need to be able to take risks and attempt instructional and assessment strategies and techniques that may not have been attempted before.....knowing that we may not be successful in our attempts but, also being willing to try with the knowledge that there will be no reprisals or rebukes for honest, well-intentioned attempts to boost student achievement and the best possible first time instruction.....we have to work together, support one another, pick each other up when we are not initially successful in our attempts, and we need to always be willing to be open to possibilities while learning new initiatives, strategies, and techniques designed to push every student further in his or her potential.
- Continue to provide the materials, supplies, technology/equipment, textbooks, and professional learning opportunities, while promoting life-long learning expectations designed to always increase and improve every opportunity for our students.....we expect of our doctors, lawyers, and even our mechanics, to maintain their cutting edge in current doctrine, knowledge, skills and abilities, requirements, professional advances, etc. We should expect the same of ourselves as educational professionals.
- We will never become complacent or satisfied with our student achievement accomplishments.
- **Recruit, hire, retain, and support High-Quality Professional Personnel**
 - Rigorous and challenging hiring and vetting procedures will continue to be adhered in seeking the best possible candidates for all vacancies.
 - The new teacher mentoring program will continue, and it will be subject to re-evaluation, revisions, and improvements per stakeholder suggestions and input, required mandates, and per changes and/or adjustments in districtwide cultural needs, beliefs, and values.
 - New hire orientation plans and procedures will be created and implemented to uphold this goal across all departments and services, regardless of membership in professional or support staff areas.
 - Create a program to facilitate and indoctrinate new hires into the desired districtwide culture, beliefs, values, and expectations for professionalism.
 - We will never become complacent or satisfied with our student achievement accomplishments.
- **Appropriately Maintain all District Buildings, Facilities, Vehicles, Assets, and Grounds to ensure the best possible environment for learning, working, safety, and mission effectiveness**
 - Continue to participate in the 5 year long term planning requirements per the Buildings Conditions Survey practices.
 - Appropriately plan for long term needs for all required, necessary, and costly repairs, upgrades, replacements, and educational, as well as safety needs per code enforcement stipulations, and local, state, and national mandates to alleviate excessive burdens on district property owners and taxpayers; thus ensuring a quality learning atmosphere for all student learning per personnel necessities to appropriately and reasonable complete their assignments and tasks.
 - As part of the long term planning, proper and necessary consideration should be prioritized in each and every district fiscal budget proposal and adoption for more immediate and less costly repairs, upgrades, and replacements, with capital project consideration given to each Buildings Conditions Survey cycle every five years per legislation and regulations.
 - We will never become complacent or satisfied with our student achievement accomplishments.

Focus Area 3: Fiscal Stewardship

Every stakeholder, including faculty, staff, school administration, Board of Education members, and district community members, is responsible for making sound fiscal and financial decisions using factual data and projections based upon what is known and/or can be deduced with great certainty for the necessary and important annual and future planning desires based upon the district mission, district goals, district culture, district beliefs, and district values grounded in what is ultimately best for each and every student coupled in what is best for the entire school district's success and well-being, regardless of personal and/or minority group agenda.

- **Responsibly Budget and Allocate Scarce Resources using Sound Data and Long-term Planning Techniques in Making all Financial and Investing Decisions**
 - Utilize data and input from all district stakeholders for supporting what is valued in terms of curricular, co-curricular, capital, administrative, programmatic, special needs, and fiscal reserves to ensure only the best possible educational opportunities for every student while remaining aware of what the school district community has the ability and willingness to support via the annual required local share for financing education.
 - Share services with BOCES, municipalities, and adjacent school districts whenever possible to accomplish common purposes and the common good without becoming complacent and/or accepting of sub-par services and products at the expense of the students we serve.
 - Annually revise and review long term and/or costly needs for repairs, upgrades, and/or replacements for such items as technology, fleet requirements, buildings, facilities, grounds, and necessary tools and equipment required to support such necessities based on priorities, greatest immediate need, and financing options, as well as maintaining a contingency plan and fiscal allocation for immediate and necessary, but unanticipated repairs, upgrades, and/or replacements to ensure ongoing operation of the physical plant, facilities, programs, technology, and district fleet.
 - We will never become complacent or satisfied with our student achievement accomplishments.
- **Manage and proactively plan for Appropriate Reserve Funds and Monetary Levels in such Funds**
 - As part of each year's budget planning, as well as long-term budget planning, appropriate and necessary consideration should be given for allocating and/or utilizing reserve funds as a source of revenue in annual budgets and in support of costly purchases; such as technology and/or fleet replacements, but also for future consideration of capital project needs; such as boiler replacements, electrical system/athletic field lighting upgrades, roof repair and/or replacements, paving needs, athletic facility repairs, upgrades, and/or replacements to name a few.
 - The importance for sound fiscal management of these reserves cannot be emphasized enough, especially given the district's recent history with programmatic and staffing reductions, corrective action plans per NYS Comptroller Audit determinations and being placed on the NYS Fiscally Stressed listing, and the ever changing needs of the students we serve in district, via BOCES, students with special needs requirements, and the need to support the local tax base in paying for the educational offerings the community and stakeholders have come to expect for all students.
 - Ensure compliance with all district policies, local, State, and Federal legislation and regulations regarding fiscal management and the financing of educational budgets.
 - We will never become complacent or satisfied with our student achievement accomplishments.

Focus Area 4: Community Outreach, Support, Involvement, and Engagement

It is the responsibility of every stakeholder member to inform, share, communicate, and update district constituents of current events, fiscal stewardship, curricular and co-curricular offerings, initiatives, and increased student achievement focused implementations as part of our regular and ongoing communication efforts to facilitate trust, transparency, and continued support of our educational and fiscal efforts.

- **Maximize all Communication Opportunities via a Variety of Efforts and Vehicles Frequently**
 - Use all means of communication that are warranted and necessary to share information, data, upcoming events, educational efforts, and student-centered initiatives to further inform all community members of what their tax payer dollars support, further advancing and maximizing student learning experiences and student achievement as promoted by the district mission statement.
 - The district will continue to use the District Newsletter to communicate with families and households throughout the communities which make up the JT district but, teachers are encouraged to utilize the district website to create teacher/class specific website pages within the district website, to share news, assignments, classroom calendars, resources, parent/guardian tips for assisting the educational and learning processes within each home, contact information, etc.
 - All personnel will continue to use backpack stuffers, postal mail communiques, student planners and agendas, telephone, email, and face-to-face interactions designed to increase and inform communication efforts.
 - We will never become complacent or satisfied with our student achievement accomplishments.
- **Promote School District and Wildcat Pride as often as possible**
 - It is absolutely necessary and critical that all constituents and stakeholders, including faculty, staff, school administration, Board of Education members, community members, parents/guardians, and students, promote, advance, increase, and maximize Wildcat Pride whenever possible! We must do so in our actions, communications, discussions, academic and co-curricular programs, culture, beliefs, efforts, recruitment and hiring practices, and our commitment and support of our students and one another in our fulfillment of our common purposes and pledge to provide for every student to the best of our collective abilities and convictions based in morals, ethics, professionalism, and acts of sacrifice and selflessness for the greater good in which we have all dedicated our lives and careers.
 - We will never become complacent or satisfied with our student achievement accomplishments.
 - JTCSO cannot continue to prosper, grow, and be sustained unless everyone commits themselves to such.....it still takes a village to raise a child and no matter the effort and/or dedication, no individual or nominal group of individuals, can raise every child to reach his or her greatest potential unless each of us works together, collaboratively, appropriately respecting our differences and/or differences in opinion, until we can genuinely come together, forgiving issues and insults from the past, focused on the future and our present greatest resources and gifts.....our children and our students.....they deserve no less from the adults who surround them, nurture them, advocate for them, provide structure and discipline for them, and instill in them integrity knowing the differences between right and wrong, preparing each of them for what lies ahead in their futures.....let us literally and figuratively place our hands in each other's and join together in fighting the good fight for all of the right reasons because.....we are family and because.....

WE ARE.....JT!!

WE ARE.....JT!!

WE ARE.....JT!!

Jasper -Troupsburg CSD Mentoring Checklist

	Date								
Time Spent									
Policies and Procedures									
Association Matters									
Community									
Parent-Teacher relationships									
Teacher-Faculty relationships									
Teacher-Administor relationships									
Resources									
Teaching Strategies									
Classroom Management									
General Support (listening and sharing)									
Visit Mentor or other seasoned teacher									
Visit mentee									
Discuss visitation									
Goal setting									
Goal Evaluation									
Reflection									
Curriculum									
Standards									
Planning and implementation									
Reviewed monthly documentation									
Mentoring Workshop									
Mentee Workshop									
Other									

Month _____

Mentee _____
Signature

Mentor _____
Signature

JTCSD Professional Development Survey and Needs Assessment

Name: _____ Upcoming School Year: _____

Please complete and return this survey annually to the appropriate building principal prior to the last scheduled work day of each academic school year. This information will be used to plan for future Superintendent's Conference Days and other professional development opportunities. Please rank, in order of priority, from 1 to 10 any of the included professional development topics. There is space at the end of this survey for comments and additional professional development topics that are not listed on this survey.

Transitioning to the Common Core Learning Standards _____

Embedding the Common Core Literacy Standards for Science, Social Studies, and Technical Subjects in your current curricula _____

Teaching critical reading, writing, and thinking skills for 21st century _____

The Common Core and meeting the needs of high ability students _____

Developing academic vocabulary to support the Common Core State Standards _____

Embedding the Mathematical Practices standards in your math curriculum _____

Evaluation of your literacy program _____

Flipped Classrooms _____

Differentiated reading instruction and RtI practices _____

Effective reading instruction in a reading block of extended time _____

Assessment and Data-Driven Instruction _____

Understanding by Design _____

Designing and using Essential Questions _____

Classroom Management and Literacy Stations _____

Content area literacy K-6 _____

Content area literacy 7-12 _____

Making textbook and other informative text reading meaningful _____

Giving students effective feedback _____

Habits of Mind _____

How to use SMART boards, streaming video, podcasts, wikis, cell phones, and devices in the classroom as learning tools _____

Understanding the “digital natives” _____

Increasing curricular rigor without increasing homework _____

Total participation instructional techniques and strategies _____

Teaching students from poverty/lower socio-economic homes _____

Participating in a technology fair with other teachers showcasing how technology is being used in the classrooms across the district _____

Using Project-Based Learning to develop 21st Century Learning Skills _____

Teaching and Assessing 21st Century Skills _____

College and career readiness _____

Close reading fundamentals _____

NYS ELA and/or Learning Modules _____

NYS Math and/or Learning Modules _____

Teaching critical reading, writing, and thinking skills for the 21st Century _____

Brain-based learning techniques and strategies, including how the brain learns _____

How to Reach and Teach Children with Challenging Behavior _____

Co-teaching strategies, techniques, and implementation models _____

Helping struggling students _____

How to Reach and Teach Special Education Students through Balanced Literacy _____

Implementing Common Core Standards for Students with Special Needs _____

Helping students with anxiety and depression _____

Bullying/Cyberbullying _____

Helping adolescents develop positive skills and prevent aggression _____

Developing effective and useful formative assessments _____

Developing and refining summative assessments _____

Using formative assessment data to track student progress on class and targeted student learning objectives _____

Office 365 _____

Please list below any additional topics you would like the district/building/teams/grades to consider for professional development opportunities:

Comments: