To: Robert J. Nole, Superintendent

From: Allen E. Hyde, Assistant Superintendent

Date: December 10, 2014

Re: Recommendation to Approve the Updated New Hartford Central School Professional Development Plan 2014

Beginning in September 2000, school districts in New York State were required by the NYS Education Department to annually adopt a Professional Development Plan (PDP). The New Hartford Central School District Board of Education has approved a plan each year. The goal of the plan is to improve student learning through professional development for teachers and ancillary staff.

The Staffing and Curriculum Committee as well as the Teacher Center Policy Board have reviewed the updated plan. I recommend the updated New Hartford Professional Development Plan be approved.

Professional development opportunities outlined in the New Hartford Central School District plan reflect best pedagogical practices. Teachers and support staff engage in learning that hones their skills in the area of teaching and learning, which can lead to increased student achievement for all students. The focus of the plan is to ensure all educators have the knowledge and skills to instruct our students.

Finally, the plan is designed to meet the professional needs of our teachers by providing a wide range of collaborative opportunities through the New Hartford Teacher Center.
New Hartford Central School

Professional Development Plan

2014

Contact:
Allen E. Hyde
Assistant Superintendent
For Curriculum & Instruction
33 Oxford Rd.
New Hartford NY 13413
Phone: 315-624-1274
Table of Contents

Mission Statement 4

Vision Statement 5

New Hartford Central School Professional Learning Community 6

Our Commitment 6

Our Curriculum Priorities 6

Commitment to an Effective Teacher in Each Class 7

Commitment to Ensure Leadership 8

Professional Learning Community Commitments 9

New Hartford Central School Professional Development Team 10

New York State Professional Development Standards 11

NYS APPR Regulations 12

Comprehensive Professional Development Initiatives/Priorities 21

Teacher Leaders For Systemic Support 22
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Teacher Induction Program</td>
<td>24</td>
</tr>
<tr>
<td>Quotes from Professional Literature</td>
<td>27</td>
</tr>
<tr>
<td>Professional Growth Plan Template</td>
<td>30</td>
</tr>
<tr>
<td>The Validated Instructional Professional</td>
<td>32</td>
</tr>
</tbody>
</table>
Mission Statement

The New Hartford Central School Community will ensure a stimulating educational environment where everyone can learn, and succeed and is valued.

We will enable all students to acquire the knowledge, skills and attitudes needed to be lifelong learners and productive members of a changing society. We are committed to:

• a student-focused program
• an empowered, motivated and caring school community
• continuous innovation
• integrity
• sensitivity to all

We will continually strive for excellence
Vision Statement

Our vision is to graduate students who are well prepared to succeed in a rapidly changing world and a global economy. New Hartford graduates must understand and be able to apply the essential skills and concepts they have learned in their content area courses. Equally important, they must develop and demonstrate the attitudes and abilities necessary for life-long learning -- the ability to think, communicate, collaborate with others and direct their own learning.

Simply stated, students must know how to use their minds well. We will achieve these goals by ensuring that all students earn a Regents Diploma and by requiring all students to demonstrate proficiency in the district's performance standards.

As a school district, we understand that academic preparedness, by itself, will not be sufficient to ensure the success of our graduates. They must also learn to be responsible citizens, accepting of all people. They need to understand the importance of working hard and contributing to their communities while maintaining a high level of personal wellness. Additionally, they need to develop creative talents and unique interests characteristic of well-rounded, educated individuals. We can ensure these goals by increasing student involvement in service activities, health and fitness programs and the arts.

The world of the future promises to be very challenging and dynamic. Our graduates will do well because they will have the skills necessary to succeed both in learning and in life.
New Hartford Central School
Professional Learning Community

Our Commitment

An Effective Teacher in Every Classroom

Our Curriculum Priorities

A Guaranteed and Viable Curriculum Teach for Understanding

Using a Common Language of Instruction

High Expectations and Support of All Learners Literacy for
Shared Responsibility for Literacy

Use Results to Inform Instruction
New Hartford Central School District

Our Formula to Ensure an Effective Teacher in Every Classroom
Through Focus and Clarity on Priorities:

Recruit and retain top quality teachers and administrators

Support our newest teachers through induction and mentoring

Provide high quality, on going- and job-embedded professional development

Provide resources for success
New Hartford Central School District

Commitment to Ensure Effective Leadership
Marzano 2013 Rubric

A Data-Driven Focus on Student Achievement

Continuous Improvement of Instruction

A Guaranteed and Viable Curriculum

Cooperation and Collaboration

School Climate
Professional Learning Community Commitments

We will collaborate.

We will teach communication skills.

We will foster a culture of continuous learning and improvement.

We will pursue “Best Practices.”

We will focus on results.
New Hartford Central School Professional Development Team

The New Hartford Teacher Center Policy Board will serve as the Professional Development Team for the district. The Board is responsible for coordinating professional development activities and for publishing announcements throughout the school year.

The Board includes teachers from each building, parent, higher education, business, and administrators.
NYS 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.

2. **Content Knowledge and Quality Teaching**: Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

3. **Research-based Professional Learning**: Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research.

4. **Collaboration**: Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.

5. **Diverse Learning**: Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.

6. **Student Learning Environments**: Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.

7. **Parent, Family and Community Engagement**: Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children’s education.

8. **Data-driven Professional Practice**: Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.

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

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

The New York State Board of Regents has committed to the transformation of the preparation, support, and evaluation of all teachers and school leaders in New York State. Chapter 21 of the Laws of 2012 amended Education Law §3012-c to fundamentally change the way teachers and principals are evaluated. The purpose of the evaluation system is to ensure that there is an effective teacher in every classroom and an effective leader in every school. The evaluation system will also foster a culture of continuous professional growth for educators to grow and improve their instructional practices.

Under the new law, New York State will differentiate teacher and principal effectiveness using four rating categories – Highly Effective, Effective, Developing, and Ineffective. Education Law §3012-c(2)(a) requires annual professional performance reviews (APPRs) to result in a single composite teacher or principal effectiveness score that incorporates multiple measures of effectiveness. The results of the evaluations shall be a significant factor in employment decisions, including but not limited to promotion, retention, tenure determination, termination, and supplemental compensation, as well as teacher and principal professional development (including coaching, induction support, and differentiated professional development).

The law specifies that student achievement will comprise 40% of teacher and principal evaluations, as follows:

For the 2011-2012 school year and thereafter, for teachers and principals in subjects and grades where there is no “value-added” model approved by the Board of Regents for such subject and grade: 20% on student growth on State assessments or comparable measures, and 20% on other locally-selected measures that are rigorous and comparable across classrooms in accordance with standards prescribed by the Commissioner.

For the 2014-2015 school year and thereafter, for teachers and principals in subjects and grades where there is an approved “value-added” model by the Board of Regents for such subject and grade: 25% on student growth on State assessments or comparable measures, and 15% on other locally-selected measures that are rigorous and comparable across classrooms, in accordance with standards prescribed by the Commissioner.

The remaining 60% of teacher and principal evaluations shall be based on multiple measures of teacher/principal effectiveness consistent with standards prescribed by the Commissioner in regulation. This will include the extent to which the educator demonstrates proficiency in meeting New York State’s teaching or leadership standards.

If a teacher or principal is rated “Developing” or “Ineffective,” the school district or BOCES is required to develop and implement a teacher or principal improvement plan (TIP or 6PIP). Tenured teachers and principals with a pattern of ineffective teaching or performance – defined by law as two consecutive annual “Ineffective” ratings – may be charged with incompetence and considered for termination through an expedited hearing process.

The law provides further that all evaluators must be appropriately trained consistent with standards prescribed by the Commissioner and that appeals procedures must be locally-developed in each school district and BOCES.

The regulations are organized as follows:
Commissioner’s regulations) remain in effect for teachers and principals who are not subject to the provisions of Education Law §3012-c. For “teachers” and “building principals” subject to this law, school districts and BOCES must comply with the requirements in Subpart 30-2 of the Rules of the Board of Regents. It also reiterates the language from the statute that says the regulations do not override conflicting provisions of any collective bargaining agreement in effect on July 1, 2010 until the agreement expires and a successor agreement is entered into; at that point, however, the new evaluation regulations apply. This section also clarifies that nothing in the regulations shall be construed to affect the statutory right of a school district or BOCES to terminate a probationary teacher or principal for statutorily and constitutionally permissible reasons other than the performance of the teacher or principal in the classroom or school, including but not limited to misconduct.

Section 30-2.2 defines the terms used throughout the regulations.

Section 30-2.3 lists the information that every district or BOCES must include in its APPR plan (also see Summary of Regulations below).

Section 30-2.4 provides that, for the 2011-2012 school year, only classroom teachers in the common branch subjects who teach English language arts and/or mathematics to students in grades 4 through 8 and building principals employed in schools where such teachers are employed shall be subject to the requirements of the law. This section lays out the requirements for such teachers and principals. It provides that 20 points of the evaluation will be based on student growth on State assessments and 20 points will be based on locally-selected measures; explains what types of locally-selected measures of student achievement may be used (first for teachers, then for principals); and describes what types of other measures of effectiveness may be used for the remaining 60 points (first for teachers, then for principals).

Section 30-2.5 lays out the requirements for evaluating all classroom teachers and building principals for the 2012-13 school year and thereafter (first for classroom teachers, then for principals in each subcomponent). This section explains the requirements for the State Growth or Other Comparable Measures subcomponent, the Locally-Selected Measures subcomponent, and describes what types of other measures of teacher or principal effectiveness may be used for the remaining 60 points.

Section 30-2.6 explains how evaluations must be scored and rated.

Sections 30-2.7 and 30-2.8 outline the processes by which the Department will review and approve teacher and principal practice rubrics and student assessments, respectively, for use in districts’ and BOCES’ teacher and principal evaluation systems.

Section 30-2.9 describes the requirements for evaluator training. Section 30-2.10 covers teacher and principal improvement plans, and Section 30-2.11 covers appeals procedures.

Section 30-2.12 provides that the Department will annually monitor and analyze trends and patterns in teacher and principal evaluation results and data to identify districts, BOCES and/or schools where evidence suggests that a more rigorous evaluation system is needed. This section describes how the data will be analyzed and the consequences for non-compliance.

New York State Teacher and Principal Evaluation 2012-13 and beyond
Summary of regulations adopted by Board of Regents on March 30, 2012 to implement Education Law 3012-c, as amended by Chapter 21 of the Laws of 2012 (S.6732/A.9554)
<table>
<thead>
<tr>
<th>Growth on State Assessments</th>
<th>ELA/Math 4-8</th>
<th>All Other Classroom Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 points</td>
<td>State-provided student scores comparing student growth to those with similar past test scores and which may include consideration of poverty, ELL, SWD status. Value-Added measure with additional controls when approved, which can be no earlier than 2012-2013. Policies on Teacher of Record and linked students.</td>
<td>Additional grades/subjects covered by growth/Value-Added scores, as measures become available, based on existing and new (if resources are available) State assessments: ○ All Math Regents ○ PARCC as available ○ If approved: 6-8 science, social studies, 9-10 ELA and related Regents ○ If approved: progress monitoring in K-3 English Language Arts, Math</td>
</tr>
<tr>
<td>25 points with approved Value-Added measure)</td>
<td>N/A</td>
<td>For all applicable grades/subjects: State-determined district-wide student growth goal-setting process (Student Learning Objectives) used with:</td>
</tr>
<tr>
<td>Growth Using Comparable Measure</td>
<td></td>
<td>For core subjects: 6-8 Science and Social Studies, high school English Language Arts, Math, Science and Social Studies courses associated in 2010-11 with Regents exams or, in the future, with other State assessments: State assessment if one exists (or Regents exam or Regent equivalents) If no State assessment or Regents exam exists: District-determined assessment from list of State-approved 3rd party assessments; or District, regional, or BOCES-developed assessments provided that the District or BOCES verifies comparability and rigor</td>
</tr>
<tr>
<td>20 points</td>
<td></td>
<td>For other grades/subjects: District-determined assessments from options below: State assessment List of State-approved 3rd party assessments District, regional, or BOCES-developed assessments provided that the District or BOCES verifies comparability and rigor School- or BOCES-wide, group or team results based on State assessments</td>
</tr>
</tbody>
</table>
Locally comparable means:
The same locally-selected measures of student achievement or growth across all classrooms in
same grade/subject in District or BOCES.

Districts may use more than one type of locally-selected measure for different groups of
teachers within a grade/subject if districts/BOCES prove comparability based on standards of
Educational and Psychological Testing.

Growth or achievement measure(s) from these options.
Locally-selected and points assigned to teachers in manner determined locally, through
collective bargaining, using regulatory standards and scoring bands.

Measures based on:
- State assessments, Regents examination and/or Regent-equivalent assessments provided that
  they are different than the measure used for the State Growth or Other Comparable
  Measures subcomponent above. These include:
  - Teacher-specific change in percentage of students who achieve a specified level of
    performance on State assessments (e.g., 3% point increase in number of students
    earning the proficient level 3 or better on the 7th grade State Math test compared to
    those same students' performance on the 6th grade State Math test)
  - Teacher-specific growth computed by the State based on percentage of students
    who achieve a State-determined level of growth (e.g., percentage of students whose
    growth is at least average for similar students)
  - Other teacher-specific growth or achievement measure using State assessments,
    Regents examinations and/or department approved alternative examinations
    computed in a manner determined locally
- State-approved list of 3rd party assessments
- District, regional or BOCES-developed assessments provided that the District or BOCES
  verifies comparability and rigor vs. Testing Standards to the extent practicable.

School-wide growth or achievement results based on:
- State-provided school-wide growth score for all students in a school taking the State
  ELA or Math assessment in grades 4-8.
- Locally-computed measure based on State assessment, State approved 3rd party
  assessment or a District, regional or BOCES-developed assessment for which the
district or BOCES verifies comparability and rigor.

Student Learning Objectives (if teachers do not have State-provided growth or Value-Added
measures for Growth subcomponent):
- Used with any State, State-approved 3rd party, or District, regional, or BOCES-
developed assessment, provided that the District or BOCES verifies comparability
  and rigor.
- These measures must be different than the measures used with Student Learning
  Objectives as a Comparable Growth measure in the Growth Subcomponent.
<table>
<thead>
<tr>
<th>Growth on State Assessments</th>
<th>Elementary/Middle</th>
<th>High Schools</th>
</tr>
</thead>
</table>
| 20 points                   | Result of student growth/Value-Added measure as applied to State assessments in 4-8, ELA/Math  
Add grades and/or subjects as growth/Value-Added measure applies | Result of principal student growth percentile/Value-Added measure as applied to State assessments and/or graduation rates  
Add subjects as growth/Value-Added measure applies |
| (25 points with approved Value-Added measure) | State-determined district-wide student growth goal setting process (Student Learning Objectives) with one of the following assessment options:  
- State assessment  
  - List of State-approved 3rd party assessments  
  - District, regional, or BOCES-developed assessments provided that the District or BOCES verifies comparability and rigor | |
| Other Comparable Measures | Comparable means the same locally-selected measures used for all principals in same or similar programs or grade configuration across District or BOCES. | |
| If principal is not covered by a State-provided growth or Value-Added measure | Locally-selected and points assigned to principals in manner determined locally, through collective bargaining, using regulatory standards and scoring bands. | |
| Locally-Selected Measures of Student Achievement | Growth or achievement measures from these options (must be different than measures used for Growth subcomponent):  
Achievement levels on State tests (% proficient or advanced) in ELA and math grades 4 to 8  
Growth or achievement for student subgroups (SWD, ELL) on State Assessments in ELA and math grades 4 to 8  
Growth or achievement of students in ELA and math grades 4 to 8 at each specific performance level (e.g. level 1, level 2) on State or other assessments  
Student learning objectives (if principals do not have State-provided growth or Value-Added measures for Growth subcomponent) used with any State assessment or an approved student assessment or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms  
Student performance on any District-wide locally-selected assessments approved for use in teacher evaluations | Growth or achievement measures from these options (must be different than measures used for Growth subcomponent):  
Percent of cohort achieving specified scores on Regents exams or other Regents-equivalents  
Graduation rates (4, 5, 6 years) and/or drop-out rates  
Graduation % with Advanced designation and/or honors  
Credit accumulation (e.g. 9th and 10th grade) or other strong predictor of progress toward graduation  
Student learning objectives (if principals do not have State-provided growth or Value-Added measures for Growth subcomponent) used with any State assessment or an approved student assessment or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms  
Student performance on any District-wide locally-selected assessments approved for use in teacher evaluations |
<p>| OTHER 60 POINTS | OTHER 60 POINTS |</p>
<table>
<thead>
<tr>
<th>T E A C H E R</th>
<th>P R I N C I P A L (BOTH 2012-13)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards</td>
<td>NYS Teaching Standards</td>
</tr>
<tr>
<td>Choice of Rubrics (through collective bargaining)</td>
<td>Menu of State-approved rubrics to assess performance based on standards.</td>
</tr>
</tbody>
</table>

**Requirements and options based on practice rubric:** Options selected locally, and points assigned based on standards in regulation in a manner determined locally, through collective bargaining.

**Requirements:**

Multiple measures

At least a majority (31) of the 60 points shall be based on multiple (at least 2) classroom observations by principal, or other trained administrator, at least one of which must be unannounced:

- Observations may be conducted in-person or using video

Any remaining points shall be allocated to one or more of the following:

- One or more observation(s) by trained evaluators independent of school
- Observations by trained in-school peer teachers
- Feedback from students and/or parents using State-approved survey tools
- Structured review of lesson plans, student portfolios and/or other teacher artifacts

Any remaining teaching standards not addressed in classroom observation must be assessed at least once a year.

**Requirements:**

Multiple measures

At least a majority (31) of the 60 points shall be based on broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator:

- Must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced

Any remaining points shall be assigned based on: results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents as follows:

At least one goal must address the principal's contribution to improving teacher effectiveness, based on one or more of the following:

- Improved retention of high performing teachers;
- Correlation of student growth scores to teachers granted vs. denied tenure; or
- Improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric

Any other goals shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance)

Goals shall include at least two other sources of evidence from the following options:

- Structured feedback from teachers, students, and/or families using a State-approved tool (each constituency is one source);
- School visits by other trained evaluators
- Review of school documents, records, and/or State accountability processes. (all documents are one source)

Any remaining leadership standards not addressed in the assessment of the principal's leadership and management actions must be assessed at least once a year.
Teacher and Principal: Subcomponent and Composite Scoring and Ratings

**What is State-determined:**

- Scoring bands for Growth and Local subcomponents, and for Composite Score to determine an educator’s rating category of Highly Effective, Effective, Developing and Ineffective (HEDI).
- Process for assigning points to educators for the State Growth or Other Comparable Measures subcomponent. (Districts will determine the points assigned to educators with Student Learning Objectives in this subcomponent, following State guidance).

**What is locally-established through negotiations:**

- Scoring bands for the “Other Measures of Effectiveness” (60 point) subcomponent
- The process for assigning points in the Locally-selected Measures and the “Other Measures of Effectiveness” subcomponents.

The process by which points are assigned in subcomponents and the scoring ranges for the subcomponents must be transparent and available to those being rated before the beginning of each school year.

The assignment of points in each subcomponent must ensure it is possible for an educator to obtain any of the available points (including 0) in the subcomponents.

Districts and collective bargaining units, where one exists, must certify that the process for assigning points will use the narrative descriptions below to effectively differentiate educators’ performance in ways that improve student learning and instruction.

<table>
<thead>
<tr>
<th>Standards for Rating Categories</th>
<th>Growth or Other Comparable Measures</th>
<th>Locally-Selected Measures of growth or achievement</th>
<th>Other Measures of Effectiveness (Teacher and Leader Standards)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective</td>
<td>Results are well-above State average for similar students (or District goals if no State test).</td>
<td>Results are well-above District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.</td>
<td>Overall performance and results exceed standards.</td>
</tr>
<tr>
<td>Effective</td>
<td>Results meet State average for similar students (or District goals if no State test).</td>
<td>Results meet District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.</td>
<td>Overall performance and results meet standards.</td>
</tr>
<tr>
<td>Developing</td>
<td>Results are below State average for similar students (or District goals if no State test).</td>
<td>Results are below District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.</td>
<td>Overall performance and results need improvement in order to meet standards.</td>
</tr>
<tr>
<td>Ineffective</td>
<td>Results are well-below State average for similar students (or District goals if no State test).</td>
<td>Results are well-below District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.</td>
<td>Overall performance and results do not meet standards.</td>
</tr>
</tbody>
</table>
The details of the evaluation system, including options selected for the locally selected measures of student achievement for each grade and subject.

Decisions about teacher and principal practice rubrics; survey tools, if any, to be used in the “other measures” category. How many observations or school visits will be conducted by whom, how many unannounced, and what other procedures have been agreed to for the “Other Measures of Effectiveness” subcomponent.

Descriptions of the process used in the district for assigning points based on results to educators for each subcomponent (including Student Learning Objectives where applicable in the Growth subcomponent, the Locally-Selected Measures subcomponent, and the “Other Measures of Effectiveness” subcomponent). This process must be based on the Commissioner’s standards for the HEDI rating criteria and must ensure that it is possible for an educator to earn each point, including 0, in the subcomponent scoring range, and that it is possible for an educator to earn any of the four rating categories (HEDI) for a subcomponent. This section must include the locally negotiated HEDI scoring bands for the “Other Measures of Effectiveness” subcomponent.

How educators will receive timely and constructive feedback as part of the evaluation process.

Description of the Teacher or Principal Improvement Plan and process for developing and monitoring an individual educator’s TIP or PIP, which must be in place for educators with a D or I rating within 10 school days from the opening of classes in the school year following the performance year.

How appeals of annual performance evaluations will be handled in a timely, expeditious way.

How the district or BOCES will ensure that all evaluators are properly trained and that lead evaluators, who complete an individual’s performance review, will be “certified” to conduct evaluations, consistent with regulations. Evaluator training must address specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

How the district or BOCES will ensure that lead evaluators maintain inter-rater reliability over time, and how they will periodically recertify lead evaluators.

**Other Requirements in Regulations**

Annual professional performance reviews for each educator must be completed and results provided to the educator by September 1 of the school year following the evaluation year. The rating on the “Other Measures of Effectiveness” subcomponent and any of the other two subcomponents for which the evaluation rating is available shall be computed and provided to the educator before the end of the school year for which the performance is being measured.

NYSED will conduct ongoing monitoring and may require corrective action around evaluation implementation including requiring additional professional development or in-service training, and/or utilizing independent trained evaluators to review the efficacy of the evaluation system.

Nothing in the statute or regulations shall be construed to affect the statutory right of a school district or BOCES to terminate a probationary teacher or principal for statutorily and constitutionally permissible reasons other than the performance of the teacher or principal in the classroom or school, including but not limited to misconduct.

Nothing in the statute or regulations shall be construed to alter or diminish the authority of the governing body of a school district or BOCES to grant or deny tenure to or terminate probationary teachers or probationary building principals during the pendency of an appeal pursuant to this section for statutorily and constitutionally permissible reasons other than the teacher’s or principal’s performance that is the subject of the appeal.
Comprehensive Professional Development Program Components

Regional/BOCES Professional Development Opportunities

- Opening Day Speaker Series
- Common Core Ambassadors
- Networking opportunities
- Professional Development Council
- Leadership Academy
- Leadership Academies

District Wide Professional Development Opportunities

- Teacher Center
- GALE Digital Professional Library
- Validated Instructional Professional
- Superintendent’s Conference Days
- On-line course Curriculum Matters
- New Teacher Induction Program
- Curriculum Alignment Process (CAP)- Using data from state assessments, local benchmark assessments, etc.
- Curriculum Committees
- Curriculum Cycle Process

School Wide Professional Development Opportunities

- Faculty meetings
- School Improvement Process (SIP)
- Professional Learning Communities

Team Level Professional Development Opportunities

- Grade level workshops
- Department meetings

Individual

- Professional Growth Plan (APPR)
- Professional development tracking (MyLearningPlan), TEACH 175 hours
District Professional Development
Initiatives/Priorities for 2014-15

Enhance the New Teacher Induction Program to include workshops for second year teachers

All teachers receiving training on Setting High Academic Expectations Using Techniques from *Teach Like a Champion*

Additional selected techniques from *Teach Like a Champion* with behavior and culture techniques

Support for continued implementation of Journeys core reading in Grades 3-5 including training on how to utilize flexible guided reading groups

Support for implementing of state modules in ...

- Grade 7 & 8 Math
- Integrated Algebra
- Secondary English

Increased focus on data analysis through the Professional Learning Teams (PLT) and building data meetings

Validated Instructional Professional in ...

- Guided Math
- New Hartford Framework for Teaching, 2\textsuperscript{nd} Edition
- Flipped Instruction - Blended Learning

Continue to offer on-line and Teacher Center workshops in Mindset
Teacher Leaders For Systemic Support

When new programs, systems, and approaches are adopted, it is paramount that they are consistently and correctly applied. This requires follow-up support and assistance to the professionals attempting to implement changes. Without knowledgeable, systematic support during the Implementation Phase, much of the money spent on curriculum and professional development is essentially wasted.

In all school systems, there are knowledgeable, energetic teachers who would like the opportunity to self-actualize beyond their classrooms. These teacher leaders may not want to become administrators, but they would like to provide leadership in such areas as curriculum development, instructional support and professional development.

“Although the traditional teacher leader is still important in a school, other leader- ship positions can have as much influence in ensuring student achievement. These roles offer teachers a greater voice in shaping programs, supporting the mission, and guiding a team toward its goal, which will ultimately help the students and school achieve.” How to Thrive as a Teacher Leader, John G. Gabriel, ASCD, 2005, Alexandria, VA, p. 3

In New Hartford, there are many opportunities for teachers to take the role of a teacher leader. Current teacher leader positions include department chairs, committee members, mentors, Infinite Campus coaches, Teacher Center Director, Technology Integration Specialist, Instructional Support Specialist, SIP Team member, and IST member, to name some of the present roles. A pivotal part of our Professional Development Plan is to nurture and promote teachers as leaders, in order to support all teachers as they implement district programs, systems, and approaches.

Teacher leaders are those teachers who possess superior knowledge about the program, system, or approach. These teachers have expressed an interest in a specific area and display “Best Practices” in order to implement a district initiative. These teachers work with the building principals and others to support and assist teachers in the implementation of district programs, systems, or approaches. Some of the responsibilities of these teacher leaders include:

• reviewing and recommending revisions to district adopted curriculum/programs, planning and presenting professional development opportunities in support of district curriculum/programs
• conferring with teachers to determine their needs and concerns regarding curriculum/program implementation.
• serving as a resource for teachers and administrators.
• providing in-class and after school support to teachers as they implement new curriculum/programs (i.e., coaching, mentoring, problem-solving, demonstration teaching, video-taped teaching, etc.).
• assisting with the development of School Improvement Plans.
• reviewing and disseminating professional development information to staff, maintaining a high level of expertise in content or program-specific best practices.
• bringing program implementation problems to the attention of the administration and district curriculum or program teams.

Teacher leadership roles will change, shift, and evolve over time. In any role, however, the district
realizes that teacher leaders devote time, energy and resources above and beyond their "normal" demands of teaching. In recognition of this, compensation that is commensurate with the level of support provided may include:

- summer curriculum work days
- in-service credit
- release time from class
- priority status for conference attendance

"According to SERVE, an education organization that focuses on leadership and educator quality, teacher leaders can 'affect student learning; contribute to school improvement; inspire excellence in practice; and empower stakeholders to participate in educational improvement' (as cited in Childs-Bowen, Moller, & Scrivner, 2000, p.28)." How to Thrive as a Teacher Leader, John G. Gabriel, ASCD, 2005, Alexandria, VA, p. 156

Ongoing Professional Development:
Curriculum Development and Alignment Process (CAP) training
School Improvement Team (SIP) training
New Teacher Induction:
- New Teacher Orientation
- Effective Teacher Training
- The Art and Science of Teaching

Leadership Academies – Regional BOCES
Technology Integration
Guided Reading
Guided Math
New Teacher Induction Program

Program Overview

All teachers who are new to our district participate in the induction program for a period of two to three years. The goals of the New Teacher Induction program are:

- To ensure the personal and professional well-being of beginning teachers;
- To increase instructional effectiveness through sound classroom management and guided by student results;
- To practice the process of self-reflection;
- To promote continual professional growth;
- To assist teachers in satisfying district and state requirements;
- To transmit the culture of the system.

The induction program has several components. Each new teacher is paired with an experienced teacher who serves as a mentor for the new teacher’s first year. In addition to the mentor, other members of the school community serve as support providers. The Technology Director, the Instructional Support Specialist, the Professional Development Specialist, and the Induction Coordinator are all support providers. These colleagues work directly with new teachers in their classrooms, applying effective instructional practices related to the District’s Professional Teaching Standards and district adopted programs and systems. Through observation, conferencing, and collaboration, support providers give constructive feedback, assistance, and guidance to new teachers.

An additional component of the induction program is a sequence of professional development opportunities. New teachers participate in training throughout their induction period.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation program</td>
<td>The New Hartford Framework for Teaching 1.0:</td>
<td>The New Hartford Framework</td>
</tr>
<tr>
<td></td>
<td>Introduction and Overview</td>
<td>for Teaching 3.0: Honing Your</td>
</tr>
<tr>
<td>Program Specific Training</td>
<td></td>
<td>Craft</td>
</tr>
<tr>
<td>Home-School Collaboration</td>
<td>Program Specific Training</td>
<td></td>
</tr>
</tbody>
</table>

Selection of Mentors

The process used to create a list of teachers eligible to serve as mentors is based on the following criteria:

- A teacher who is permanently certified in the same area or certificate title as the intern, or permanently licensed in the same license area as the intern.
- A teacher who has demonstrated his or her mastery of pedagogical and subject matter skills.
- A teacher who has given evidence of superior teaching abilities and interpersonal relationship qualities.
- A teacher who has indicated willingness to participate in the mentor teacher component of the New Teacher Induction Program.
- A teacher who has been employed two or more continuous years in New Hartford and has been granted tenure from New Hartford.

Mentors will be selected from the pool of eligible and willing teachers by principals and department chairs, in consultation with the Induction Coordinator. Final approval for the selection will be the responsibility of the Superintendent.

Every effort will be made to match mentors and interns according to grade level, subject matter, and building assignment.
Mentors will be notified of their selection by building principals, the Induction Coordinator, or the Assistant Superintendent for Curriculum and Instruction.

The assignment of a mentor will be for a new teacher’s first year only, unless otherwise determined by the Superintendent, Assistant Superintendent, building principal, or department chairperson.

Selection as a mentor for a given year does not assure selection as a mentor for subsequent years.

**Mentor Training and Preparation**

The training that will be available to mentors is varied and flexible. It may include, but is not limited to the following professional development opportunities:

- Peer coaching techniques
- Effective teacher training
- The New Hartford Framework for Teaching
- The role of the mentor
- New Teacher Orientation

**Expectations of Mentor Teachers**

The mentor teacher will

- participate in required mentor training activities.
- allow the intern to develop his or her own teaching style.
- review the intern’s management plan and inform the intern of school and district policies.
- arrange for introductions to other staff members, administrators, and school personnel.
- maintain confidentiality.
- encourage the intern to implement a variety of curricular, instructional, and assessment strategies.
- model instruction that is differentiated for students with varying needs.
- create a schedule that ensures communication with the intern on a daily basis.
- model effective interpersonal communication skills (in parent conferences, with administration and other faculty, and with students).
- provide the intern with information on state requirements and mandates, and describe processes in place for meeting these expectations in the classroom.
- review lesson plans, unit plans, grading procedures, and curriculum maps.
- offer suggestions in areas requested by the intern.
- share curricular materials.
- confer with the Induction Coordinator as needed.

Mentors will be required to maintain a log of mentoring hours and topics reviewed for time spent working with the intern.

**Time Allocation for Mentoring**

Mentors of new teachers will be given two summer days to work with interns. During the school year, release time may be provided for mentors and interns to meet. Mentors will be compensated via inservice hours, earning up to 45 inservice hours for time spent working with their intern beyond the regular school day.
Role of the Principal

The building principals will assist in facilitating faculty awareness and support of this program within the school community. Building principals will also participate in the selection of mentors.

Additionally, building principals will work with the Induction Coordinator to provide assistance to new teachers.

Interns

An intern is defined as a teacher who is in his or her initial year of service and/or is new to the New Hartford Central School District.

The duties, responsibilities and anticipated activities of interns include, but are not limited to
• participation in a multi-day orientation session to be held in August, prior to the intern’s initial teaching assignment.
• meeting directly with mentors on a regular basis during the intern’s first year.
• participation in classroom visits and post-visit conferences conducted by the Induction Coordinator.
• participation in designated professional development opportunities as outlined in the New Teacher Induction Continuum.
• establishing a working relationship with the mentor.
• communicating with the mentor and Induction Coordinator frequently.

Role of the Induction Coordinator

The duties, responsibilities and anticipated activities of the Induction Coordinator include, but are not limited to
• meeting periodically with interns.
• providing support, encouragement, and coaching to first-year teachers and mentors.
• assisting in curriculum, assessment, and instructional planning.
• demonstrating effective teaching practices.
• providing guidance and strategies for student behavior management.
• collaborating with first-year teachers to promote self-reflection.
• providing oral and written feedback toward goals.
• offering support and suggestions for parent communication.
• acting as a resource for understanding district policies, procedures, and requirements.
• arranging for first-year teachers to observe master teachers.
• acting as a contact/liaison for resource personnel and support providers, including principals and department chairpersons.
• publicizing program activities and accomplishments.
• maintaining necessary records.

Program Evaluation

Interns, mentors, department chairs, and principals will be surveyed once a year as a means of evaluating how well the New Teacher Induction Program is achieving its goals.
<table>
<thead>
<tr>
<th>Quote</th>
<th>NH</th>
</tr>
</thead>
<tbody>
<tr>
<td>“We are what we repeatedly do, excellence then is not an act but a habit.” <em>Aristotle</em></td>
<td></td>
</tr>
<tr>
<td>“Those who dare to teach must never cease to learn.”</td>
<td>Teacher Center workshops, Curriculum Committees, NTIP, RTI, CAP</td>
</tr>
<tr>
<td>“If the organization is to become more effective in helping all students learn, the adults in the organization must also be continually learning.” <em>DuFour, Learning by Doing</em>, 2006</td>
<td>Teacher Center workshops, Curriculum Cycle</td>
</tr>
<tr>
<td>“In a PLC, collaboration represents a systematic process in which teachers work together interdependently in order to impact their classroom practice in ways that will lead to better results for their students, for their team, and for their school.”</td>
<td>Grade level workshops, CAP, Curriculum Committees, Teacher Center workshops, RTI</td>
</tr>
<tr>
<td>“Working together to build shared knowledge on the best way to achieve goals and meet the needs of clients is exactly what professionals in any field are expected to do, whether it is curing the patient, winning the lawsuit, or helping all students learn. Members of a professional learning community are expected to work and learn together.” <em>DuFour, Learning by Doing</em>, 2006</td>
<td></td>
</tr>
<tr>
<td>Teachers must be very skilled, very knowledgeable, and exquisitely well-trained, because neither the teacher nor the surgeon can say: “Everybody sit still until I figure out what in the heck we’re going to do next.” <em>Madeline Hunter</em></td>
<td>Teacher Center workshops, NTIP, Curriculum Cycle, CAP, RTI</td>
</tr>
<tr>
<td>What keeps good teachers are structured, sustained, intensive professional development programs that allow new teachers to observe others, to be observed by others, and to be part of networks or study groups where all teachers share together, grow together, and learn to respect each other’s work.</td>
<td>NTIP, RTI, Teacher Center workshops, CAP, Curriculum Committees</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>“To remain enthusiastic and committed in their work, teachers need environments that promote meaningful learning.” p. 8</td>
<td>NTIP, RTI, Teacher Center workshops, CAP, Curriculum Committees, Curriculum Cycle</td>
</tr>
<tr>
<td>“Probably the most significant action school districts can take in changing the nature of professional development is to provide meaningful and engaging programs that respect the intelligence and good will of teachers and help them grow in terms of knowledge, awareness, and practice. Such professional development is characterized by teachers’ ability to select the topics they want to learn more about and the opportunity to work collaboratively with colleagues.” p. 10</td>
<td></td>
</tr>
<tr>
<td>Sonia Nieto, “From Surviving to Thriving,” <em>Educational Leadership, ASCD, February 2009, Vol. 66 No. 5, p.8</em></td>
<td></td>
</tr>
</tbody>
</table>
"The most useful professional development emphasizes active teaching, assessment, observation, and reflection rather than abstract discussions. (Darling-Hammond & McLaughlin, 1995) Professional development that focuses on student learning and helps teachers develop the pedagogical skills to teach specific kinds of content has strong positive effects on practice (Balld, de las Alas, & Smith, 2007; Wenglinsky, 2000)." p. 47

"Professional development is more effective when schools approach it not in isolation (as in the traditional one-shot workshop) but rather as a coherent part of a school reform effort. To avoid disparities between what teachers learn in professional development work and what they can actually implement in their classrooms, schools should seamlessly link curriculum, assessment, standards, and professional learning opportunities." p. 48

"Research on professional development also highlights the importance of collaborative and collegial learning environments that help develop communities of practice able to promote school change beyond individual classrooms. (Darling-Hammond & McLoughlin, 1995; Hord, 1997, Knapp, 2003; Louis, Marks, & Kruse, 1996; Perez et al., 2007)." p. 48

### Professional Growth Plan

**User Information**
- **Name:** Joeyanne Sherman
- **Building:** Hughes Elementary School
- **Grades:** 3rd, Grades K-6
- **Assigned Administrator:** Canney, Kathy
- **Saved By:** N/A
- **Acknowledged By:** N/A
- **Finalized By:** N/A
- **Title:** Teacher
- **Department:** Elementary
- **Evaluation Type:** Teacher Tenured
- **Evaluation Cycle:** 10/15/2014 - 06/15/2015
- **Date Submitted:** Incomplete
- **Date Acknowledged:** Unacknowledged
- **Date Finalized:** Unfinalized

## Plan Date
- **Start Date:**
- **End Date:**

### Step 1: Self Reflection

Based on self-reflection, your focus for professional growth will be (check one or both):
- [ ] Curriculum
- [x] Instruction

### Step 2: Choose Your Focus

Instructions: Once you have chosen curriculum and/or instruction, check the specific areas you will focus on within each section.

#### Curriculum

- [ ] Guided Math
- [ ] Envision Math
- [ ] State Modules
- [ ] Common Core Other

#### Other Curriculum Areas
- [ ] AP Curriculum Update
- [ ] New course development
- [ ] Course revision

#### Other Curriculum (non-common core)

#### Instruction

Check up to five priorities for this school year.
### Professional Growth Plan

**Learning Environment**
- What is the teacher doing to create a safe, supportive learning environment, and establish and maintain classroom rules and procedures?

**Constructing Meaning of Content**
- What is the teacher doing to help students effectively construct meaning and interact with new knowledge?
- What is the teacher doing to help students practice and deepen their understanding of new knowledge?
- What is the teacher doing to help students generate and test hypotheses about new knowledge (e.g., research, projects, meaningful use tasks)?

**Cognitive Engagement**
- What is the teacher doing to engage all students?
- What is the teacher doing to engage students using effective questioning techniques?

**Attention to Individuals**
- What is the teacher doing to establish and maintain effective relationships with students?
- What is the teacher doing to communicate high expectations for all students?
- What is the teacher doing to monitor progress and use results to inform instruction?

**Teach Like a Champion Techniques**

<table>
<thead>
<tr>
<th>Setting High Academic Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ No Opt Out</td>
</tr>
<tr>
<td>☐ Stretch It</td>
</tr>
<tr>
<td>☐ Right is Right</td>
</tr>
<tr>
<td>☐ Format Matters</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structuring and Delivering Your Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Exit Ticket</td>
</tr>
<tr>
<td>☐ Check for Understanding</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Engaging Students in Your Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Cold Call</td>
</tr>
<tr>
<td>☐ Call and Response</td>
</tr>
<tr>
<td>☐ Everybody Writes</td>
</tr>
</tbody>
</table>

### Step 3: Plan Narrative

**Write a plan to help meet your goal. Your plan may include professional development opportunities, collaboration with colleagues, and/or other ways to improve performance.**

---

31
The Validated Instructional Professional

Overview
Imagine the district allowing you to choose how to develop professionally and then rewards you for improving your skills. The Validated Instructional Expert is a systematic approach to professional development that motivates individuals to continuously learn and apply best practices. This is accomplished by making professional development convenient and job-embedded. The system encourages learning professionals to study, examine, practice and master instructional practices. The system rewards teachers financially for mastering best practices.

Philosophy and Research
Effective teacher make a significant difference in the lives of children. More can be done to improve education by improving teacher effectiveness than by any other single factor. Successful teachers = successful students. Focus on instruction.

Design Questions
How do you increase the morale of teachers so they embrace new initiatives without overwhelming teachers and administrators with new responsibilities?
How do you encourage teachers to help one another develop professionally without jeopardizing personal relations?
How do you involve teachers in meaningful leadership opportunities?

Level 1 - The Doorway to the Validated Instructional Expert
Demonstrated understanding of the New Hartford Common Language of instruction. Teachers may choose from collaborative book study or on-line self-study. Teachers entering New Hartford will receive training through the New Teacher Induction Program. Teachers will be awarded Certificates of Completion.

Level 2 - Action Research, Practice and Deepening Understanding
From a menu of options, teachers will work collaboratively with a colleague to develop demonstrated skill and understanding of an aspect of the Professional Practice Standards.

Step 1 - Select and area of interest

Step 2 - Select a colleague to collaborate

Step 3 - Study and construct meaning of area of interest. Demonstrate understanding by completing a written reflection.

Step 4 - Deepen understanding through practice and observation.

Level 3 - Validation - The Validated Instructional Professional

Level 4 - Options for Validated Instructional Professionals
Once validated in a specified area, Validated Instructional Experts may elect to allow others to observe their practice. Each time a teacher observes a master teacher, the master teacher will be compensated monetarily. Validated Instructional Experts may choose to be video taped demonstrating an area of expertise. Teachers will be compensated monetarily.
TO: Bob Nole
FROM: Jennifer Spring
RE: Recommendation for Administrative Internship: Rebecca Pepperine
DATE: December 11, 2014

I am pleased to recommend Rebecca Pepperine for an administrative internship in the New Hartford Central School District. I have been acting as an unofficial mentor to Rebecca for the past year and a half as she has pursued a CAS in Educational Administration from SUNY Stony Brook.

Rebecca has a wealth of knowledge and experience in the field of school counseling. She successfully served the Anne Arundel County Public Schools in Maryland as a school counselor for over seven years. She recently returned to the Utica area to take care of a sick family member.

Rebecca has impressed me with her optimism, strong work ethic, and knowledge of best practices in schools. She is a dedicated professional who is looking to advance to a position of leadership as a school principal. Rebecca is personable and has good decision-making skills. She has a genuine passion for helping to improve the educational outcomes of students.

Her education includes a B.A. in Psychology from SUNY Poly, a Master of Science Degree in School Counseling from SUNY Oneonta, and a Certificate of Advanced Study with a concentration in School Counseling from Loyola College in Maryland. She is permanently certified in School Counseling in both New York State and Maryland.

I would be happy to assist Rebecca in providing her with a valuable internship experience at the Senior High School. It would be a pleasure to serve as her mentor. Thank you for your consideration.

(315) 624-1214
33 OXFORD ROAD
NEW HARTFORD, NEW YORK 13413
newhartfordschools.org
December 11, 2014

Stony Brook University
205 Harriman Hall
Stony Brook, NY 11794-3760

Dear Dr. Scheidet,

I am pleased to be able to recommend Rebecca Pepperine for an administrative internship. I have been a building principal and am currently the Assistant Superintendent for Curriculum and Instruction with the New Hartford Central School District. I hold a School District Administrative certification in New York State.

As an administrative intern in our district, Rebecca Pepperine will be provided with the title of Administrative Intern. Dr. Spring will review and discuss the required tasks and assignments of the internship and will guide Ms. Pepperine toward these opportunities and responsibilities.

The hours for the internship within the building have been designated and will vary by day. It is understood that Ms. Pepperine will spend additional time at the job assigned to administrative tasks, shadowing administrators, when appropriate, at after-school meetings, committees, and other events requiring administrative attendance and supervision.

A resolution will be placed on the December 16, 2014 Board of Education meeting agenda, consistent with our practice to have Board approval for this internship. If required, we will provide a copy of the resolution.

Sincerely

Mr. Allen Hyde
Assistant Superintendent
For Curriculum and Instruction

Cc: Robert Nole
    Jennifer Spring
To: Robert J. Nole, Superintendent

From: Allen E. Hyde, Assistant Superintendent

Re: Superintendent's Conference Day - March 2015

Date: December 9, 2014

As we prepare for our Superintendent's Conference Day in March 2015, I recommend we revise the district calendar and move the conference day to Friday, March 13, 2015. This date will coincide with a presentation by Dr. Bill Daggett from the International Center for Leadership in Education. The presentation will be offered through Oneida-Herkimer-Madison BOCES and aligns with our current district initiatives and goals.

Dr. Daggett will be presenting information on preparing students to meet their full potential with the use of 21st century teaching strategies. Additionally, he will discuss the development of school improvement initiatives with a focus on preparing students for our technological, information-based society.

If you have any questions or need additional information, please contact me.
# NEW HARTFORD CENTRAL SCHOOL DISTRICT
## School Calendar 2014 – 2015

<table>
<thead>
<tr>
<th>SEPTEMBER 2014</th>
<th>OCTOBER 2014</th>
<th>SEPTEMBER 2014</th>
<th>OCTOBER 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7</td>
<td>5 6 7 8 9 10 11</td>
<td>12 13 14 15 16 17 18</td>
<td>19 20 21 22 23 24 25</td>
</tr>
<tr>
<td>7 8 9 10 11 12 13</td>
<td>13 14 15 16 17 18 19</td>
<td>26 27 28 29 30 31 32</td>
<td>26 27 28 29 30 31</td>
</tr>
<tr>
<td>14 15 16 17 18 19 20</td>
<td>21 22 23 24 25 26 27</td>
<td>28 29 30 31 32 33 34</td>
<td>28 29 30 31 32 33 34</td>
</tr>
<tr>
<td>21 22 23 24 25 26 27</td>
<td>31 32 33 34 35 36 37</td>
<td>35 36 37 38 39 40 41</td>
<td>38 39 40 41 42 43 44</td>
</tr>
<tr>
<td>28 29 30</td>
<td>41 42 43 44 45 46 47</td>
<td>45 46 47 48 49 50 51</td>
<td>48 49 50 51 52 53 54</td>
</tr>
</tbody>
</table>

### NOVEMBER 2014

<table>
<thead>
<tr>
<th>S M T W T F S</th>
<th>1 2 3 4 5 6 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7</td>
<td>8 9 10 11 12 13</td>
</tr>
<tr>
<td>2 3 4 5 6 7 8</td>
<td>14 15 16 17 18 19 20</td>
</tr>
<tr>
<td>9 10 11 12 13 14 15</td>
<td>21 22 23 24 25 26 27</td>
</tr>
<tr>
<td>16 17 18 19 20 21 22</td>
<td>28 29 30 31</td>
</tr>
<tr>
<td>23 24 25 26 27 28 29</td>
<td>30</td>
</tr>
</tbody>
</table>

### DECEMBER 2014

<table>
<thead>
<tr>
<th>S M T W T F S</th>
<th>1 2 3 4 5 6 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7</td>
<td>8 9 10 11 12 13</td>
</tr>
<tr>
<td>2 3 4 5 6 7 8</td>
<td>14 15 16 17 18 19 20</td>
</tr>
<tr>
<td>9 10 11 12 13 14 15</td>
<td>21 22 23 24 25 26 27</td>
</tr>
<tr>
<td>16 17 18 19 20 21 22</td>
<td>28 29 30 31</td>
</tr>
<tr>
<td>23 24 25 26 27 28 29</td>
<td>30</td>
</tr>
</tbody>
</table>

### JANUARY 2015

<table>
<thead>
<tr>
<th>S M T W T F S</th>
<th>1 2 3 4 5 6 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7</td>
<td>8 9 10 11 12 13</td>
</tr>
<tr>
<td>2 3 4 5 6 7 8</td>
<td>14 15 16 17 18 19 20</td>
</tr>
<tr>
<td>9 10 11 12 13 14 15</td>
<td>21 22 23 24 25 26 27</td>
</tr>
<tr>
<td>16 17 18 19 20 21 22</td>
<td>28 29 30 31</td>
</tr>
<tr>
<td>23 24 25 26 27 28 29</td>
<td>30</td>
</tr>
</tbody>
</table>

### FEBRUARY 2015

<table>
<thead>
<tr>
<th>S M T W T F S</th>
<th>1 2 3 4 5 6 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7</td>
<td>8 9 10 11 12 13</td>
</tr>
<tr>
<td>2 3 4 5 6 7 8</td>
<td>14 15 16 17 18 19 20</td>
</tr>
<tr>
<td>9 10 11 12 13 14 15</td>
<td>21 22 23 24 25 26 27</td>
</tr>
<tr>
<td>16 17 18 19 20 21 22</td>
<td>28 29 30 31</td>
</tr>
<tr>
<td>23 24 25 26 27 28 29</td>
<td>30</td>
</tr>
</tbody>
</table>

### MARCH 2015

<table>
<thead>
<tr>
<th>S M T W T F S</th>
<th>1 2 3 4 5 6 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7</td>
<td>8 9 10 11 12 13</td>
</tr>
<tr>
<td>2 3 4 5 6 7 8</td>
<td>14 15 16 17 18 19 20</td>
</tr>
<tr>
<td>9 10 11 12 13 14 15</td>
<td>21 22 23 24 25 26 27</td>
</tr>
<tr>
<td>16 17 18 19 20 21 22</td>
<td>28 29 30 31</td>
</tr>
<tr>
<td>23 24 25 26 27 28 29</td>
<td>30</td>
</tr>
</tbody>
</table>

### APRIL 2015

<table>
<thead>
<tr>
<th>S M T W T F S</th>
<th>1 2 3 4 5 6 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7</td>
<td>8 9 10 11 12 13</td>
</tr>
<tr>
<td>2 3 4 5 6 7 8</td>
<td>14 15 16 17 18 19 20</td>
</tr>
<tr>
<td>9 10 11 12 13 14 15</td>
<td>21 22 23 24 25 26 27</td>
</tr>
<tr>
<td>16 17 18 19 20 21 22</td>
<td>28 29 30 31</td>
</tr>
<tr>
<td>23 24 25 26 27 28 29</td>
<td>30</td>
</tr>
</tbody>
</table>

### MAY 2015

<table>
<thead>
<tr>
<th>S M T W T F S</th>
<th>1 2 3 4 5 6 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7</td>
<td>8 9 10 11 12 13</td>
</tr>
<tr>
<td>2 3 4 5 6 7 8</td>
<td>14 15 16 17 18 19 20</td>
</tr>
<tr>
<td>9 10 11 12 13 14 15</td>
<td>21 22 23 24 25 26 27</td>
</tr>
<tr>
<td>16 17 18 19 20 21 22</td>
<td>28 29 30 31</td>
</tr>
</tbody>
</table>

### JUNE 2015

<table>
<thead>
<tr>
<th>S M T W T F S</th>
<th>1 2 3 4 5 6 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7</td>
<td>8 9 10 11 12 13</td>
</tr>
<tr>
<td>2 3 4 5 6 7 8</td>
<td>14 15 16 17 18 19 20</td>
</tr>
<tr>
<td>9 10 11 12 13 14 15</td>
<td>21 22 23 24 25 26 27</td>
</tr>
<tr>
<td>16 17 18 19 20 21 22</td>
<td>28 29 30 31</td>
</tr>
</tbody>
</table>

### In case emergency days are exceeded before March 30, 2015, the following days would be used in this order: March 30, 31, April 1, 2 & 3, 2015.

(03/24/14)
(Revised 12/16/14)