# PROFESSIONAL DEVELOPMENT PLAN

# 2017 – 2019

**Valley Stream UFSD Thirteen**
**Valley Stream, New York**

*"Where Children Come First"*

# VALLEY STREAM UNION FREE SCHOOL DISTRICT THIRTEEN


**DISTRICT NAME:**            **VALLEY STREAM UFSD THIRTEEN**

**BEDS CODE:**                **280213-02-0000**

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**YEAR(S) PLAN EFFECTIVE:**   **2017 – 2019**

# *Valley Stream UFSD Thirteen*
# *Professional Development Plan*

**INTRODUCTION**

The Valley Stream UFSD Thirteen Professional Development Plan will empower every teacher, administrator and staff member to develop the knowledge, skills and behaviors required to create learning settings that enable all students to demonstrate high levels of achievement. The plan will engage each educator in a collegial and collaborative dialogue with other professionals to enhance student learning toward the mastery of the New York State Common Core Learning Standards and create a supportive and effective learning environment.

In accordance with State regulations and guidelines, this plan offers a framework for improving the quality of teaching and learning by providing opportunities for teachers to participate in substantial, sustained and ongoing professional development. The Valley Stream UFSD Thirteen Professional Development Plan balances the alignment of identified instructional, curriculum and assessment needs and resources and supports the district's mission statement as follows:

> *Through the efforts of home, school and community, the schools of Valley Stream UFSD Thirteen strive to enable students to become independent, responsible, self-confident and motivated towards lifelong learning. To this end, the school district offers its entire community of learners a varied and challenging curriculum in a nurturing environment that is conducive to teaching and learning. We expect our children to consider important ideas, to master basic skills, to develop keen problem-solving skills, to develop social responsibility and to set high personal goals. We expect our children to become literate in the traditional sense, as well as in the areas of technology, science and mathematics.*

The Valley Stream UFSD Thirteen has developed a Professional Development Plan that reflects the regulations set forth by the Commissioner of the New York State Education Department.  In addition, the Professional Development Plan is aligned with The New York State Professional Development Standards, created by the Professional Standards and Practices Board (PSPB), which identifies professional development that promotes and sustains continuous teacher development and growth. These standards are outlined below.

<u>**New York State Professional Development Standards**</u>

**Standard 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.

**Standard 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.

**Standard 3: Research-Based Professional Learning**

Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research.

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

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

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

**Standard 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.

**Standard 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.

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

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

**DEVELOPMENT OF THE PLAN**

The Valley Stream UFSD Thirteen Professional Development Committee (team) meets throughout the year as a committee of the whole and also creates subcommittees, which meet periodically to perform specific tasks. The Valley Stream UFSD Thirteen Professional Development Committee will articulate its Professional Development Plan throughout the year, across grade levels and subject areas to ensure that the goals and objectives are effectively met. The team will encourage faculty input and evaluation in order to modify, revise and update the plan.  The team will be involved in goal setting, needs analysis, setting objectives, identifying strategies and activities, and evaluating professional development.

<u>**Composition of Professional Development Team**</u>

\# administrators/staff ___2___                     curriculum specialist ___3___

\# teachers___11____

\# others___2___(specify roles below)

       1 Parent representative of Interschool PTA
       1 Higher Education Institution representative

Teachers expected participation will be 35 hours or more of professional development each year. The expectation is that the district will offer teachers the opportunity to participate in at least 35 hours of relevant professional development each year. Newly hired teachers who have not completed a previous mentoring experience will be provided a mentor according to NYS Commissioners Regulations and which is within VSTA contractual guidelines. Probationary teachers will be provided with an additional 15 hours per year of professional development as required in the VSTA contract. The PDP Team is expected to have an additional 3 hours devoted to evaluation and modification of the plan each year.

**NEEDS ANALYSIS**

The Professional Development Committee conducts an ongoing "Needs Assessment Survey." The district-wide Needs Assessment Survey reflects the district's needs, as well as each individual school's preferences.

1. Members of the Valley Stream UFSD Thirteen Professional Development Committee review the comprehensive needs assessment instrument and identify the knowledge and skills teachers must have to meet the learning needs of students.

   Student needs, as delineated by the New York State Common Core Learning Standards are determined by data gathered from building and district data analysis of student achievement and performance.

   The survey is completed by the district's teachers. The survey affords the staff opportunities to evaluate and reflect on the content and effectiveness of current courses, workshops and other professional development experiences as they directly relate to teacher understanding of content, pedagogy and district initiatives. The instrument provides a forum for teachers to indicate preferences for future staff development opportunities.

2. The Professional Development Team utilized disaggregated data-analysis of student performance on standardized district assessments (NWEA); universal screening assessments, and New York State Assessments (ELA, Math, Science 4) (3-6) to articulate district professional goals and priorities. Data gathered from the universal screener (DIBELS), District Literacy Assessments and Math Assessments is analyzed.

   As participants in Instructional Data Warehouse (IDW), Valley Stream UFSD Thirteen utilizes a database which houses the results of NYS Assessments.

   A major purpose of the data analyses has been to evaluate strengths and deficiencies of the curriculum. Results have been disaggregated in multiple ways on the basis of performance on the New York State English Language Arts and Mathematics assessments, separating results of students who performed above and below the New York State standard. In analyzing which strands of the tests cause the greatest difficulties, teachers have been able to adjust instructional practices to address these difficulties. In administering performance tests and engaging in progress monitoring at an early date, the district is able to identify students in need of academic intervention well before they are administered high stakes state assessment tests.

   The inquiry data driven process serves to maintain focus on both the professional development initiatives and the effectiveness of instructional strategies on student achievement. The primary

goal of the plan is to maximize student performance by empowering teachers to implement current research-based practices and enable all students to meet or exceed their potential. The Valley Stream UFSD Thirteen Professional Development Plan is dynamic. Continued evaluation of programs and coursework from multiple sources of data will guide district decision-making in order to continually address the professional needs on an annual basis. The plan will continue to reflect congruence between student and teacher needs, as well as district goals and objectives.

**GOALS**

The goals of the Valley Stream UFSD Thirteen Professional Development Plan are:
- to monitor and review the Professional Development Plan;
- to provide Valley Stream UFSD Thirteen staff professional development opportunities from a variety of providers;
- to provide the professional staff with opportunities for substantial and ongoing professional development;
- to offer a menu of professional development activities to meet the needs of Valley Stream UFSD Thirteen teachers;
- to provide a variety of formats that reflect current educational practice;
- to review the plan annually; and
- to provide mentoring and transitional support for teachers.

**OBJECTIVES**

After identifying the needs of the Valley Stream UFSD Thirteen teaching staff through a survey and reviewing the Valley Stream UFSD Thirteen School Report Card and other testing data and receiving input from district administrators, the Professional Development Committee decided upon the following objectives for the Valley Stream UFSD Thirteen Professional Development Plan. These will be in alignment with the district's goals and New York State Department of Education Professional Standards for Teachers and New York State Learning Standards. The Committee recommends the following objectives:

- To provide professional development opportunities to enable each child to be prepared to meet the challenges of today and tomorrow, by recognizing the individuality and intrinsic worth of each child; helping each child to learn the necessary academic skills; encouraging each child to take risks in order to maximize his/her potential.

- To provide professional development opportunities to enable each child to develop positive social and emotional skills, to become contributing members of society and providing an environment that nurtures self-esteem.

- To provide professional development opportunities that reflects a constructivist approach to student learning and development and encourages students to interact with curriculum in personally meaningful ways in order to become lifelong learners.

- To provide professional development opportunities for all teachers to develop a repertoire of effective instructional skills needed to align curriculum with New York State Common Core Learning Standards.

- To provide professional development opportunities to develop the knowledge and skills needed to use various types of assessment, rubrics and data analysis to meet the differentiated needs of individual students in order for effective instructional planning.

- To provide professional development opportunities to increase the proficiency of instructional staff to implement various strategies needed to address reading and writing in the content areas.

- To provide professional development opportunities to increase the proficiency of instructional staff in the uses of instructional technology and its integration into curriculum.

- To ensure that classroom aides, teaching assistants and long-term substitute teachers participate in professional development activities.

- To provide staff with at least two hours of training in school violence prevention and intervention in accordance with Project Save.

- To provide professional development to all professional and supplementary school staff who work with students with disabilities.

- To provide professional development opportunities for the staff to become familiar with DASA (Dignity for All Students Act) and the NYSED guidelines for Social Emotional Development of Learning.

- To align curriculum to the New York State Common Core Learning Standards.

- To implement the Annual Professional Performance Review Plan.

- To implement the Dignity for All Students Act.

- To implement the Response to Intervention Plan.

**STRATEGIES**

Professional development is a continuous process of training and learning opportunities. Training and learning opportunities in a variety of formats are the times set aside for the participants to come together and learn the professional development content they have selected to address student achievement needs. Teachers need multiple opportunities to plan collaboratively, develop materials, engage in peer coaching and observe each other in order to transfer new learning into the classroom.

Valley Stream UFSD Thirteen Professional Development Plan provides a variety of strategies and formats for sustained and substantial professional development. The following menu of strategies includes volitional opportunities at multiple entry points for professional growth:

- The district will provide a minimum of two Superintendent's Conference Days for Professional Development.
- The district will encourage teachers to take college and in-service coursework (SCOPE, BOCES, Valley Stream Teachers' Center, etc.) within contractual guidelines and district practice to increase their effectiveness, including on-line courses.
- The district will provide for district-wide and school-based grade level and faculty meetings.
- The district will encourage attendance at professional conferences, seminars and workshops (regional and local) within contractual guidelines.
- The district will encourage teachers to share their expertise with their colleagues through workshops, collegial circles, peer coaching and learning walks.
- The district will provide a mentoring program to support new teachers, as negotiated between Valley Stream Teachers' Association and Valley Stream School Districts.
- The district will provide leadership opportunities for teachers to participate on professional committees having as their goal to increase the effectiveness of instruction.
- The district will contract outside consultants from a variety of institutions through outside consultants and district staff.
- The district will provide New Teacher Orientation training for probationary teachers within contractual guidelines.
- The district will expand its use of its website to communicate and share district-developed resources.
- The district will encourage teachers to plan collaboratively in order to evaluate the effectiveness of instruction and determine additional training initiatives.
- The district will implement an Annual Professional Performance Review Plan according to New
- York State law and regulations.


**ACTIVITIES**

The Valley Stream UFSD Thirteen encourages its professional staff to participate in learning activities that foster professional learning and professional growth. The purpose of professional development is for staff to engage in meaningful and ongoing activities in a collaborative learning community with the goal of improving instruction and student achievement.

Research supports professional development that:

- Deepens teachers' knowledge of content and how to teach it to students
- Helps teachers understand how students learn specific content
- Provides opportunities for active, hands-on learning
- Enables teachers to acquire new knowledge, apply it to practice and reflect on the results with colleagues
- Is part of a school reform effort that links curriculum, assessment and standards to professional learning
- Is collaborative and collegial
- Is intensive and sustained over time

After thorough research and discussion, the committee compiled a list of professional development opportunities. The following activities support self-directed learning, the development of pedagogical skills and content knowledge, collegiality and self-reflection:

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### Professional Development Activities

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- Collaborative Planning
- Cross District Articulation by Grade Level
- Curriculum Writing
- District/School-Based Committees
- Department Meetings
- District Grade-Level Meetings
- Graduate Courses
- IST Meetings
- In-Service Courses (in-district or out-of-district)
- Mentoring and Transitional Support
- Learning Walks
- Valley Stream Teacher Center Courses
- Outside Conferences

- New Teacher Orientation
- Professional Conferences
- Professional Development – additional hours (as per contract)
- Tenure Portfolio
- Teaching an In-Service Course
- Self-Evaluation/Self-Reflection
- Superintendent's Conference Day
- Health and Wellness Training
- Action Research
- Classroom observation by Teacher Leaders/Peers
- BOCES Workshops
- NYS Assessment Scoring

**EVALUATION STANDARDS**

In addition to the administrators review of the specific performance measures of each objective, a mid-year evaluation needs assessment survey will be distributed to all teachers. In addition, individual workshop evaluation and feedback forms are filled out at the conclusion of each staff development activity through MyLearningPlan. The survey is reviewed by the PDP committee and district administration in order to recommend staff development plans for the following year.

Performance Measure/Data Source:

The PDP committee will evaluate the effectiveness of the implementation of the plan and will make any recommendations for changes to the Board of Education for review and approval in July/August.

Evaluation:

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

Indicators:
- Resources are provided to plan and conduct ongoing evaluation of professional development.

- 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 a different teaching strategy).

- 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).

- 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.

**PROFESSIONAL DEVELOPMENT REQUIREMENTS**

The Professional Development Committee recognizes that effective 2016-2017 and thereafter all CTLE holders (holders of professional certificates in the classroom teaching service, educational leadership service and level III teaching assistant certificate holders) must participate in 100 hours of professional development during the registration period. In addition:

(i) a CTLE certificate holder who holds a professional certificate in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension under section 80-4.3 of this Part, shall be required to complete a minimum of 50 percent of the required CTLE clock hours in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners; and
(ii) for all other CTLE certificate holders a minimum of 15 percent of the required CTLE clock hours shall be dedicated to language acquisition addressing the needs of English language learners, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for such English language learners; and
(iii) for a CTLE certificate holder who holds a level III teaching assistant certificate, a minimum of 15 percent of the required CTLE clock hours shall be dedicated to language acquisition addressing the

needs of English language learners and integrating language and content instruction for such English language learners.

This plan provides multiple opportunities for ongoing and substantial professional development in order to meet the CTLE requirements and maintain certification.

**MENTORING**

This Professional Development Plan includes a provision for mentoring. All teachers in classroom service will be provided with an experience that meets the requirement for professional certification as prescribed in section 80-3.4 of the Commissioner's Regulations. The mentoring program is implemented consistent with collective bargaining as follows:

Each District's PDP will reflect, upon the recommendation of that District's PDC and upon the approval of the respective Board of Education, (a) eligibility criteria and (b) mentor duties/responsibilities utilizing appropriate Board of Regents regulations regarding mentoring. Each District shall post mentor eligibility criteria and mentor duties/responsibilities as determined by the PDC described above. The initial posting that commences the mentor interview process will normally be made by April 1 of each year. Additional postings may be made after April 1 to address unanticipated vacancies and/or circumstances.

Each District shall have a committee comprised of a majority of teachers that will interview all mentor applicants, who must be tenured and meet the eligibility criteria. The Committee will normally recommend mentor candidates to the Superintendent of Schools by not later than May 1, although subsequent recommendations may be made if requested by the Superintendent due to unanticipated vacancies and/or circumstances. These mentor candidates shall be eligible to participate in the Mentor Training Program.

The Superintendent of Schools shall determine the number of mentor candidates who shall receive mentor training based upon the needs of the District, and shall select those individuals from the Committee's list. These appointments shall normally be made on or before August 31 preceding the school year during which the appointment is to take effect, except where subsequent events require that one or more selections be made at a later date. This number shall include other individuals from the list who are designated by the Superintendent as appropriate to serve as a pool of potential additional mentor candidates. These appointments shall be made on an annual (July 1 – June 30) basis from among those who have successfully completed the Mentor Training Program. Those appointed after July 1 will be appointed through June 30.

Each Superintendent of Schools shall determine the number of hours that shall constitute that District's Mentor Training Program. The mentor training shall not exceed 15 hours in an academic year.

Participation in the mentor program is voluntary and appointments will be made from the qualified pool of candidates recommended by the PDC. If the Superintendent determines that, in order to ensure District compliance with the Commissioner's Regulations, the need exists for a mentor who is not in the pool of qualified candidates, then the Superintendent may solicit and appoint a candidate prior to the candidate's participation in and/or completion of the Mentor Training Program. Candidates shall retain the right to refuse the appointment.

The Superintendent of Schools shall determine the number of hours that each mentor shall work and the number of mentoring hours that each protégé shall receive. Except in unusual circumstances. each mentor is expected to work, and each protégé is expected to receive, a minimum of 30 and a maximum of 60 mentoring hours per school year inclusive of required training. The total number of hours may be

prorated on a monthly basis should the need arise for an appointment of less than a full academic year. Total required hours should be included in the posting of the position. Mentors may be assigned more than one protégé.

The Superintendent retains the discretion to end the services of an appointed mentor. A teacher who has been a mentor for three school years shall receive, in writing, at least 30 days' notice of termination or recommendation of non-appointment as a mentor from the Superintendent of Schools. This writing shall set forth the reasons for the termination or recommendation for non-appointment and shall not become a part of the teacher's permanent personnel record. The Superintendent, at the request of the mentor, shall meet with the mentor to discuss the reason for termination or non-reappointment.

Additionally, the District will arrange mentor training annually to be delivered by the Valley Stream Teacher Center based on needs of new teachers. The training may include topics such as:
- A review of education research
- Exploring the benefits of mentoring
- Essential questions
- Classroom responsibilities
- Classroom visit protocol
- Mentoring conference
- Reflection Techniques: Self-Assessment Instrument
- Ongoing use of student performance data

Expectations of the mentor may include:

- Familiarizing the mentee with the district and building resources, guidelines, and expectations;
- Guiding the mentee in areas of classroom management and design, discipline, scheduling, planning, organization, and assessment;
- Sharing ideas, teaching strategies, and information about the instructional process;
- Providing formal and informal feedback on teaching skills during the instructional day;
- Visiting the mentee's classroom and offering the mentee opportunities to visit the mentor's classroom, or making arrangements for the mentee to visit an appropriate colleague's classroom;
- Promoting self-reflection and self-analysis by the mentee;
- Assisting the mentee in setting goals;
- Maintaining confidentiality and professionalism;
- Completing the Mentoring Activity Sheet at the end of each month, to comply with mandated State record keeping for mentee's certification hours; and
- Meeting at the end of the year with the Director of Curriculum and Instruction to review the Mentoring Program and to share ideas, concerns, and suggestions. This meeting should take place prior to the PDP meeting at which the Mentoring Program will be reviewed.

**CONCLUSION: LOOKING AHEAD**

As much as Valley Stream UFSD Thirteen's professional development is a summary of past curriculum goals and practices, it is also a plan for the future. The Professional Development Planning Committee recommends the following areas for professional development to be explored, refined and/or studied. The district will:

- Continue to provide professional development that ensures a deep understanding of the Common Core Learning Standards and the development of local standards of excellence and achievement.

- Continue to provide ongoing professional development on data-driven instruction of a comprehensive curriculum review cycle which would identify one or two curriculum areas each year for evaluation and improvement.

- Continue the ongoing review and development of a subject integrated and grade articulated instructional technology curriculum.

- Continue to incorporate current educational research data into the district's staff development activities with a special emphasis on classroom instruction, RtI, differentiated instruction and progress monitoring.

- Continue to support and recommend 21st Century Skills in our curriculum and pedagogy.

- Provide training in Social and Emotional Learning and Learning Walks.

**Appendix**

| NAME | ATTACHMENT |
|------|------------|
| Needs Assessment:  English Language Arts | Attachment #1 |
| Needs Assessment:  Mathematics | Attachment #2 |
| Needs Assessment:  Science | Attachment #3 |
| Needs Assessment:  Social Studies | Attachment #4 |
| Needs Assessment:  Technology | Attachment #5 |
| Needs Assessment:  Special Education | Attachment #6 |
| CTLE Providers | Attachment #7 |
| New York State Professional Development Standards | Attachment #8 |

**Needs Assessment Prioritizing**    Area of Need:  English Language Arts                    Attachment #1

| Student Performance | Teacher Content/Practice | District Goal |
|---|---|---|
| • Improve the performance of students in their use of skills and strategies to read, write, speak and listen for critical analysis and evaluation using a variety of materials<br>• Demonstrate literacy as a life skill<br>• Increase ability to find and read materials that are appropriate to their interests and abilities and read 25 books independently each year<br>• Use time for regular/daily uninterrupted periods to read<br>• Improve students' ability in reading and writing in the genre of non-fiction<br>• Improve close reading skills | • Develop strategies which integrate lessons across the curriculum<br>• Develop strategies to use appropriate performance based assessment techniques<br>• Develop strategies to prepare students to perform successfully on state assessments<br>• Provide PD in strategies to teach reading and writing with non-fiction text | • Teachers model and facilitate learning by implementing a program of language arts instruction which focuses on having students learn strategies and skills necessary to read and listen critically and speak and write within the context of meaningful literate experiences |

Implementation Plan

| Strategies | Activities | Who | Time Frame | Performance Measure/Data Source |
|---|---|---|---|---|
| • Provide PD to support the current curriculum and facilitate implementation of CCLS<br>• Provide PD to support various components of the balanced literacy reading program<br>• Have grade level discussions of text/literature at each level<br>• Writing PD<br>• Support for English Language Arts programs:  Superkids and Reading Wonders<br>• Support for Independent Reading, including conferencing | • Workshops, modeling, push in, and visitations<br>• In-service/on-line courses<br>• Grade level meetings | Administrators, Teachers, Consultants, Literacy Coach | Superintendent Conference Days, Staff Development, Faculty meetings, Summer | • State, District, and classroom assessments, including consideration of available information concerning achievement vs. anticipated outcomes<br>• NWEA and K-6 ELA assessments |

Area of Need:  Mathematics                Attachment #2

| Student Performance | Teacher Content/Practice | District Goal |
|---|---|---|
| • Increase student's ability to understand mathematics and become better critical thinkers and problem solvers<br>• Increase student's confidence in one's own ability to use mathematics and make sense of problems and persevere in solving them<br>• Develop a student's connection from the abstract/theoretical concepts of mathematics to real life experiences<br>• Make use of and practice the eight Standards for Mathematical Practice that are part of the CCLS | • Develop  strategies and skills to meet CCLS using a variety of resources, manipulative, hands-on and real life examples | • Continue to implement the district's math curriculum in order to ensure instruction alignment with the CCLS, especially the major clusters of focus |

Implementation Plan

| Strategies | Activities | Who | Time Frame | Performance Measure/Data Source |
|---|---|---|---|---|
| • Provide PD to support the current curriculum and facilitate implementation of CCLS<br>• Fully utilize text and resources to support math instruction (Math in Focus)<br>• Promote mathematical literacy by providing experiences and/or activities that apply mathematics to real world settings<br>• Use manipulatives and provide instruction using writing and reasoning to solve problems<br>• Utilize ST Math | • Workshops, modeling, push in, and visitations<br>• In-service/on-line courses<br>• Grade level meetings and discussions to support Math in Focus | Administrators, Teachers, Consultants, Math Coach | Superintendent Conference Days, Staff Development, Faculty meetings, Summer | • State, District, and classroom assessments, including consideration of available information concerning achievement vs. anticipated outcomes<br>• NWEA and ST Math reports |

Area of Need:  Social Studies　　　　　Attachment #3

| Student Performance | Teacher Content/Practice | District Goal |
|---|---|---|
| Increase ability to use a variety of documents to gather information and critically analyze in order to synthesize/construct to specific questions | Develop strategies to meet CCLS using a variety of resources e.g., develop classroom activities to enhance critical analysis of primary source data. | Enable teachers to understand strategies and use materials designed to promote document based inquiry |
| Increase ability to meet NYS SS Framework standards for learning | Develop competencies in new frameworks as they relate to SS instruction | Enable teachers to understand new learning standards for Social Studies |

Implementation Plan

| Strategies | Activities | Who | Time Frame | Performance Measure/Data Source |
|---|---|---|---|---|
| Provide grade level appropriate staff development in a timely fashion<br>• To enable instruction to meet CCLS<br>• To enable teachers to utilize any new texts adopted or resources<br>• To develop the use of integrate primary and secondary sources into the curriculum<br>• To develop teachers in the creation and use of document based questions and constructed response questions<br>• Develop formative non-fiction reading and writing prompts<br>• Support for NYS Framework and Inquiries | • Workshops and modeling In-service and on-line opportunities<br>• Putnam Northern Westchester Resource | Teachers, administrators, high school district consultants, consultants and agencies | Superintendent Conference Days, workshop and staff development during the school year, in-service and summer classes | Will include district assessments and various assessment tools used in each classroom |

Area of Need:  Science                Attachment #4

| Student Performance | Teacher Content/Practice | District Goal |
|---|---|---|
| Increase students ability to apply the scientific process to real world applications and increase their critical thinking skills | Develop strategies to meet the integration of science into CCLS for ELA and Math | Enable teachers to understand strategies and materials designed to promote understanding of the scientific process and how to incorporate science into ELA and Math instruction |

Implementation Plan

| Strategies | Activities | Who | Time Frame | Performance Measure/Data Source |
|---|---|---|---|---|
| Provide PD to support:<br>• Understanding of the scientific process<br>• Introduction to the Next Generation science standards<br>• Integration of science into ELA and math instruction<br>• Support for STEAM Initiatives | • Workshops,<br>• In-service/on-line courses<br>• Grade level discussions on the Next Generation science standards | Administrators, Teachers, Consultants | Superintendent Conference Days, Staff Development, Faculty meetings, Summer | • District assessments<br>• Student performance data<br>• NYS Grade 4 Science Assessment |

Area of Need:  Technology                        Attachment #5

| Student Performance | Teacher Content/Practice | District Goal |
|---|---|---|
| • Students will use the Chromebooks as creative tools and not just content providers<br>• Students will learn a basic coding language<br>• Students in upper grades will work on a "Genius Hour" project<br>• Students in lower grades will learn how to use Google Slides and create a presentation on a self-guided topic | • Upper grade teachers allow either a set amount of time daily or weekly to allow students to pursue an inquiry based "passion" project (Project Based Learning)<br>• Lower grade teachers learn about Google Slides and Storyboard That to help students present learning in a non-traditional format across content areas | • Enable teachers to receive ongoing support in specific applications that enable students to program their Chromebooks instead of just receive information on their Chromebooks |

Implementation Plan

| Strategies | Activities | Who | Time Frame | Performance Measure/Data Source |
|---|---|---|---|---|
| • Use faculty meetings to get training on a weekly or bi-monthly basis<br>• Sustained on-topic professional development to gain the necessary skills to bring it to the classroom<br>• Introduction and planning using SAMR model | • Classroom modeling by professional and/or consultant<br>• Workshops<br>• Conference Attendance<br>• In-service courses<br>• Turn-key training by technology personnel<br>• School visitations | Give: Outside Experts or Technology Teacher<br><br>Receive: Classroom Teachers, Special Education Teachers and Administrators | • On - going/two years | • Student Work to be presented at a "Genius Fair."<br>• Students present to peers in classroom environment |

Area of Need:  Special Education          Attachment #6

| Student Performance | Teacher Content/Practice | District Goal |
|---|---|---|
| • Student growth and achievement | • Facilitating differentiated teacher models including but not limited to parallel teaching, station teaching and centers.<br>• Writing and tracking IEP goals | Integrated Co-Teaching |

Implementation Plan

| Strategies | Activities | Who | Time Frame | Performance Measure/Data Source |
|---|---|---|---|---|
| Provide PD<br>• Goal monitoring spreadsheets through Google<br>• Site visits which highlight different co-teaching models<br>• Sensory integration strategies (fidgets, movement breaks, adaptive tools)<br>• Writing SMART IEP goals<br>• Goal monitoring strategies for implementation and organization | • Workshops<br>• Conferences<br>• Site visits<br>• Collegial Circles<br>• In-Service/<br>• Online Courses | • Administrators, , Teachers, Related Service Providers, Outside Consultants | • Year Round<br><br>• Conference Days | • State and district assessments<br>• Evaluation of IEP goals at CSE meetings<br>• Goal progress monitoring data |

**CTLE Providers          Attachment #7**

| Provider | Description of Service |
|---|---|
| Nassau BOCES<br>Western Suffolk BOCES<br>Eastern Suffolk BOCES<br>Putnam NW BOCES | Varied teacher and administrative professional development |
| Houghton Mifflin Harcourt | ELA, Math, Science, Social Studies program professional development |
| McGraw Hill | ELA, Math, Science, Social Studies program professional development |
| Nancy Letts | Independent Consultant – Co-Teaching |
| Christopher Parker | Independent Consultant – Response to Intervention |
| Candi McKay | Independent Consultant- School Leader, APPR, Engagement |
| Brian Dowd | Independent Consultant – Social Studies |
| Douglas Llewellyn | Independent Consultant – Science |
| Superkids | ELA program professional development |
| Valley Stream Teacher Center | Varied teacher professional development |

**ATTACHMENT #8**

**NYS Professional Development Standards**

**Standard 1: Designing Professional Development**

**Standard:**
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:**
a. Professional development design begins with a needs assessment that is grounded in the analysis of multiple sources of disaggregated teaching and learning data.
b. Professional development designs 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.
c. Professional development design is grounded in the New York State Learning Standards and student learning goals.
d. The intended beneficiaries of professional development are substantively involved in all aspects of professional development design.
e. 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.
f. 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.
g. The format of professional development incorporates technologies to provide more extensive and diverse content, expand access and participation and create virtual professional learning communities.
h. 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.

**Standard 2: Content Knowledge and Quality Teaching**

**Standard:**
Professional development expands all educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

**Indicators:**
a. Professional development includes learning experiences and resources to ensure that educators understand how the subjects they teach address the New York State 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 New York State Learning Standards; 2) identify gaps in student learning; and 3) adjust instruction.
d. Professional development provides differentiated instructional strategies to meet the needs of diverse learners.
e. 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.
f. 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.

## Standard 3: Research-based Professional Learning

**Standard:**
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.

## Standard 4: Collaboration

**Standard:**
Professional development ensures that educators have the knowledge, skill and opportunity to collaborate to improve instruction and student achievement 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, librarians, counselors, social workers, psychologists, higher education faculty and others critical to student success.
c. Professional development maximizes the use of technology to broaden the scope of collaboration.

**Standard 5: Diverse Learning**

**Standard:**
Professional development ensures that educators have the knowledge and skill to meet the diverse 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 provides opportunities for educators to develop the 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.


**Standard 6: Student Learning Environments**

**Standard:**
Professional development ensures that educators have the knowledge and skill 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 social-emotional data) to refine educational practices and promote optimal learning environments.


**Standard 7: Parent, Family and Community Engagement**

**Standard:**
Professional development ensures that educators have the knowledge, skills 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 that use technology to strengthen partnerships with parents, families and the community.

**Standard 8: Data-driven Professional Practice**

**Standard:**
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 practice.

b. Professional development provides educators with the opportunity to examine all relevant student data, including Individual Education 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 surveys; 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.

**Standard 9: Technology**

**Standard:**
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 uses of technology.


**Standard 10: Evaluation**

**Standard:**
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 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 a different teaching strategy.)

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.