

# **Putnam Valley Central School District Professional Development Plan 2023-2024**



**A vision for professional learning: Continuing to grow and applying what you know!**

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### **Introduction**

While the essential purpose of the Putnam Valley Central School District professional development plan is to design an ongoing path to improved student learning outcomes, the plan itself is shaped by the theory and practice related to adult learning and the structure and delivery of effective professional development. Adult learning theory has generated new perspectives and approaches to the way teachers develop and mature as professionals with needs that vary in relation to their levels of experience. The needs of teachers in their early years in the classroom vary considerably from the espoused needs of those who have served for many years.

By examining the research on adult learning, more sophisticated and creative models for delivering and shaping professional development have emerged to address the varying needs of teachers at different stages of their career with appreciation of the need for personal autonomy and finding ways to engage and motivate teachers as learners. These new approaches include virtual learning, sharing protocols, data analysis, team dialogue and curriculum mapping, teacher facilitated courses, engagement with higher education and BOCES consultants, and embedded professional development during the work-day, as examples of models that are currently in place.

Thus, the PVCSD Professional Learning Plan provides multiple avenues and opportunities for teachers to continue their growth and understanding of best practices in teaching and learning to ensure that our students are inspired to reach and exceed the highest educational standards.

## **Philosophy**

Guiding the structure of our district's professional development plan is the mission of the Putnam Valley schools, "Child First and Foremost: Building a Foundation for the Future." To that end, the plan is conceived as a living document that incorporates new knowledge and understanding of how children learn and grow. The focus on the child considers the full spectrum of the child's needs, academically, socially, and physically. Cognitive and social development are perceived as inextricably connected, and we recognize that the interactions with family and community are integral to our educational goals. In the same way, as we seek to inspire students by seeing them as whole individuals with unique perspectives and life struggles, we see our staff as engaged in their personal and professional struggles, aspirations and needs. Thus, the District

provides opportunities for the entire community of learners to deepen their understanding of self and the environment. From the work of the late researcher and Cornell Professor Urie Bronfenbrenner, whose studies were instrumental in designing the “Headstart” program in the seventies, we have learned that human development is grounded in the quality of our interactions as we move from home and family, community, school, and career. Bronfenbrenner along with Maslow developed a theory of human ecology that informs our current understanding of how relationships in our profession continue to inspire our growth and fulfillment as adults. The District’s work on “growth mindset” (Dweck, 2006), in concert with the community, demonstrates our commitment to find ways to dialogue and learn together to strengthen beliefs of self-efficacy and higher expectations for success throughout the educational community.

It is well known that we learn every day, and that our brain and emotions are continually changing. The well-known insight by the Greek philosopher Heraclitus that one never enters the river twice because “we are not the same person and the river is not the same river,” establishes a metaphor that could serve as a premise for our essential belief as educators, that all children can learn, and that we will continually search for best practices to support their learning and their development as dreamers, thinkers, and successful, actively engaged citizens.

## **Content of the Plan**

### **A. Ongoing Student and Teacher Needs Analysis**

In order to develop a comprehensive and substantial plan, Putnam Valley Central School District continues to work on a comprehensive needs analysis using a variety of student and teacher information:

- The use of classroom, school, and district benchmark analysis in order to continuously enhance and improve curriculum and instruction
- The use of student assessment data from state report cards, state assessments, Regents exams, IB assessments, and report cards to identify student strengths and weaknesses and identify program changes necessary to improve student performance

- The use of other student data including attendance records, School Safety and the Educational Climate reports, DASA reports, and disciplinary records
- The ongoing conversations about vertical alignment of the curriculum to the Next Generation/Common Core Learning Standards
- Survey and evaluations by professional staff to determine their needs in order to support their professional, school and district goals and therefore improve teaching and learning

## B: Reflecting the needs of our community

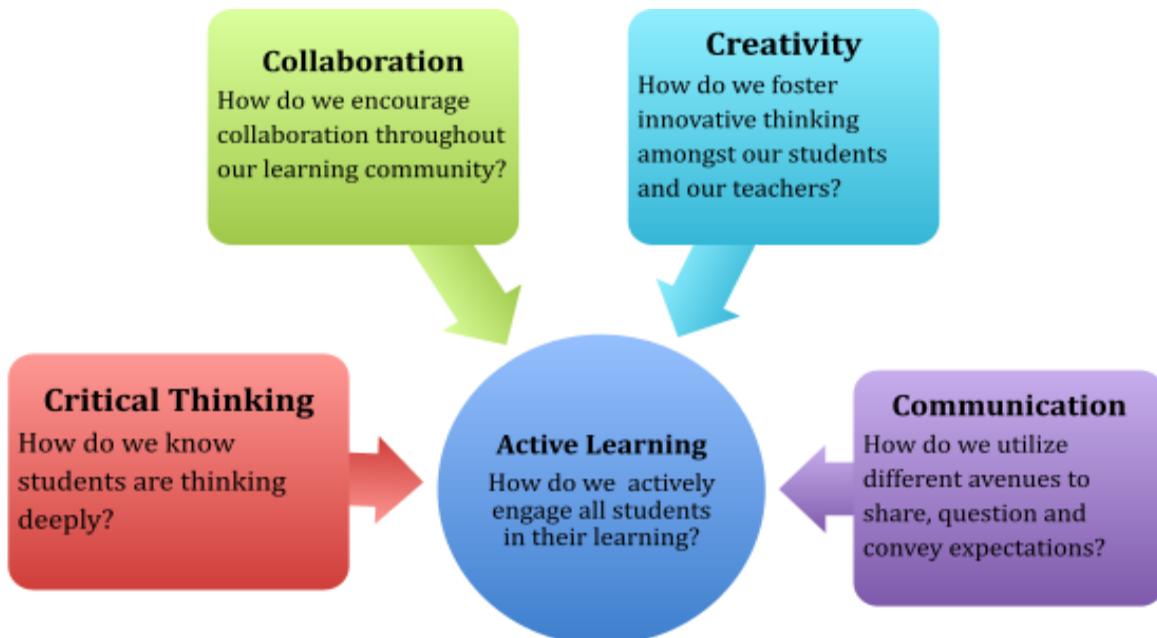
### Demographics

### Community Needs and Professional Learning

### Culturally Responsive Practices

### Connecting to the Need Analysis

## C: A Vision for Curriculum and Instruction



Professional development will be focused on preparing and supporting the faculty and staff to meet the dynamic challenges students face in the 21st

century. Our program is based on the four specific skills of critical thinking, communication, collaboration, and creativity that were developed by the NEA (National Education Association) and recognized as essential to succeeding in the 21st Century global community.

Using the Four C's to engage students is imperative. As educators prepare students for this new global society, teaching the core content - English, math, social studies, science, languages other than English, the arts - must be enhanced by incorporating critical thinking, communication, collaboration, and creativity. We need new tools to support classroom teachers and education that supports professionals in their profession, even as they implement new strategies in their classrooms.

~John Stocks, NEA Executive Director

**Critical Thinking** - How do we empower students to:

- Reason Effectively
- Analyze the Individual's Role in Society
- Make Judgements and Decisions
- Solve Problems
- Reflect on their learning and the process of learning

**Communication** - How do we empower students to:

- Articulate thoughts and ideas
- Listen and decipher
- Communicate in a variety of ways
- Use and evaluate social media
- Communicate in diverse environments (multilingual and multicultural)

**Collaboration** - How do we empower students to:

- Work respectfully with diverse teams
- Demonstrate flexibility and compromise to accomplish goals
- Share responsibility and value input from others

**Creativity** - How do we empower students to:

- Think creatively
- Work creatively with others
- Implement innovation

\*Referenced from Preparing 21st Students for a Global Community. An Educator's Guide to the 4 C's. NEA

## **D. Putnam Valley Curriculum and Instructional Mission and Goals**

In order to ensure that all students in the Putnam Valley School District are receiving the best instruction possible, we are committed to the concept of “active learning,” commonly recognized as a process that encourages learners of all levels to continually evaluate, analyze, and reflect on their own learning. We are also committed to ensuring that we are viewing evidence of active learning within our classrooms through project-based learning and authentic tasks.

With active learning at the core of our curriculum and instructional mission, the Professional Development Team is focused on providing opportunities for professional development that:

- build an educational community to foster social/emotional health with development of a growth mindset and commitment to academic achievement
- work toward a coherent articulated curriculum K-12
- strengthen collaboration and use of consistent strategies to ensure the implementation of best practices and fostering teacher leaders
- incorporate meaningful implementation of technology to foster innovation and creativity
- develop multidisciplinary approaches through project-based learning and inquiry models of teaching

## **E. Professional Development Goals:**

Goal 1: Build an educational learning community to foster social/emotional health with development of a growth mindset and commitment to academic achievement.

<b>Objectives</b>	<b>Activities</b>	<b>Evaluation Standards</b>
Implement Middle Years Programme	<ul style="list-style-type: none"><li>● Write and teach Content Units and Interdisciplinary Units</li><li>● Introduce and revisit Learner Profile</li></ul>	<ul style="list-style-type: none"><li>● All content areas in grades 6 - 8 will have one unit by December 2023</li><li>● Parent Evening Survey Responses</li></ul>

	<ul style="list-style-type: none"> <li>• Incorporate Approaches to Learning in all content areas</li> <li>• Family Engagement Nights</li> <li>• Training and workshops (CTLE activity) - statement of inquiry, inquiry based learning, student driven instruction</li> </ul>	<ul style="list-style-type: none"> <li>• MYP Summer Institute Survey Responses</li> <li>• MYP Student Survey Responses</li> </ul>
Implement Scholastic Literacy Program	<ul style="list-style-type: none"> <li>• Book Studies</li> <li>• Workshops – guided reading, guided writing</li> <li>• Ongoing embedded Scholastic curriculum training</li> </ul>	<ul style="list-style-type: none"> <li>• Units will be revised with supplemental materials for writing component</li> <li>• NYS Test results</li> <li>• NSGRA Results</li> </ul>
Build Professional Learning Communities	<ul style="list-style-type: none"> <li>• Authentic Assessments</li> <li>• Analysis of student work</li> <li>• Common meeting time</li> <li>• Intern program through Manhattanville College, teacher participation in CITE TESOL courses through St Rose</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Reflection</li> <li>• Student achievement data</li> <li>• Focus Group</li> </ul>
Continue to build a sense of community and culture that welcomes and supports all students	<ul style="list-style-type: none"> <li>• Extracurricular Clubs/Sports</li> <li>• Community Events</li> <li>• School Wide Events</li> <li>• Student Recognitions</li> <li>• MS Career Fair</li> </ul>	<ul style="list-style-type: none"> <li>• Discipline data</li> <li>• Student survey data</li> <li>• Out of district referrals</li> </ul>

Goal 2: Improve student academic growth, content alignment, and engaging instructional strategies across content areas and buildings.

Objectives	Activities	Evaluation Standards
Implement Scholastic Literacy Program K- 4	<ul style="list-style-type: none"> <li>• Book Studies(CTLE)</li> </ul>	NSGRA NYS Tests

	<ul style="list-style-type: none"> <li>● Workshops – guided reading, guided writing(CTLE)</li> <li>● Job embedded professional learning - Scholastic Trainers/consultants</li> </ul>	Teacher Reflections
Provide opportunities for teachers to work with their colleagues to align curriculum, share instructional best practices, and solve problems.	<ul style="list-style-type: none"> <li>● Superintendent’s Conference Days</li> <li>● Staff Development Days</li> <li>● Faculty Meetings</li> <li>● Afterschool Professional Learning Hours</li> <li>● Grade Level /Department Collaborative Meetings</li> <li>● Curriculum Meetings K-12</li> <li>● Mentoring Program</li> <li>● Independent professional learning (including online and Teacher Center courses)</li> <li>● Technology (as learning tool)</li> <li>● Student engagement</li> <li>● Lesson scaffolding</li> <li>● Book Studies</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher interest/needs surveys aligned to professional development opportunities</li> <li>● Analysis of test data</li> </ul>
Provide teachers with high quality professional learning that supports the creation of student centered learning environments, culturally responsive curriculum and engaging and rigorous curriculum.	<ul style="list-style-type: none"> <li>● Superintendent’s Conference Days</li> <li>● Faculty Meeting</li> <li>● Grade Level Collaborative Meetings</li> <li>● Classroom Visitations</li> <li>● Mentoring Program</li> <li>● Building Steering Committees</li> <li>● Parent Learning Opportunities</li> </ul>	<ul style="list-style-type: none"> <li>● Revision of curriculum maps</li> <li>● Creation of a student centered unit plans</li> <li>● Student achievement data</li> <li>● Alignment of curriculum across grades and buildings</li> </ul>
Student assessment and benchmark data will be used to inform curricular revisions	<ul style="list-style-type: none"> <li>● Grade Level Data Meetings</li> <li>● MTSS Committee Meetings</li> <li>● Student Support Meetings</li> <li>● i-Ready Data Review</li> </ul>	<ul style="list-style-type: none"> <li>● Growth in areas identified during data review process</li> <li>● Revision of curriculum maps and unit plans</li> </ul>

	<ul style="list-style-type: none"> <li>• Summer Curriculum Development</li> </ul>	
Build capacity to design and implement inquiry based lessons that are culturally responsive.	In-service courses Reflection on practice Peer feedback Share lessons at faculty meeting	<ul style="list-style-type: none"> <li>• Sharing lessons through PLC experiences, including review of student work</li> </ul>

Goal 3: Provide learning opportunities that promote academic challenge and growth for all students.

Objectives	Activities	Evaluation Standards
Continue to refine our MTSS program to ensure that all students are provided the proper supports and challenged to achieve academic growth	<ul style="list-style-type: none"> <li>• Identify and utilize benchmark assessment and diagnostic data to identify areas of individual student need</li> <li>• Cater AIS services to meet the specific needs of each student</li> <li>• Work with classroom teachers to establish instructional practices that will support students in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Student achievement data</li> <li>• Benchmark and diagnostic assessment data</li> <li>• Referral rates</li> <li>• Percentage of students leaving AIS services</li> </ul>
Implementation of IB Middle Years Programme at the Middle School	<ul style="list-style-type: none"> <li>• Development and alignment of curriculum to IB standards</li> <li>• Train middle school faculty on the creation and implementation of IB curriculum and other program components</li> <li>• Creations of appropriate policies and procedures to guide the implementation of IB program</li> <li>• Complete application and authorization phase of IB implementation</li> </ul>	<ul style="list-style-type: none"> <li>• One unit completed in each subject area</li> <li>• One interdisciplinary unit developed per grade level</li> <li>• Structures in place for Community Project to begin in Year 2</li> </ul>
Implementation of IB at High School	<ul style="list-style-type: none"> <li>• Expand program by creation of IB course in Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Assembly of all necessary components for evaluation</li> </ul>

	<ul style="list-style-type: none"> <li>• Train new high school faculty on IB curriculum and explore MYP for 9 -10</li> <li>• Refine policies and procedures to guide the implementation of IB program</li> <li>• Prepare for evaluation phase of implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Number of students who pursue IB diploma</li> <li>• Number of students who continue Language and Literature Year 2 after 11th grade</li> <li>• IB External Assessment scores</li> <li>• College acceptances</li> <li>• Application prepared for HS MYP</li> </ul>
Increase course offerings to allow students to study in areas of personal interest	<ul style="list-style-type: none"> <li>• Design and implementation courses aligned with student interests</li> <li>• Provide learning opportunities that help students develop “industry ready” skills.</li> <li>• Explore CP or CTE programming to expand vocational opportunities to all students</li> </ul>	<ul style="list-style-type: none"> <li>• Course enrollment</li> <li>• Course completion</li> <li>• Student feedback</li> <li>• Develop feasibility team to explore CTE options</li> </ul>

Goal 4: Use and incorporate data analysis and technology to deliver appropriate instruction and improve communication.

Objectives	Activities	Evaluation Standards
Use of student/school/district data to determine appropriate instruction.	<ul style="list-style-type: none"> <li>• Superintendent’s Conference Days</li> <li>• Faculty Meetings</li> <li>• Mentoring Program</li> <li>• Grade Level Collaborative Meetings</li> <li>• Curriculum Meetings K-12</li> <li>• Independent professional learning (including online and Teacher Center courses)</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher interest/needs surveys</li> <li>• Analysis of test data</li> </ul>
Use of school and district data to locate gaps in instruction and curriculum, and close them.	<ul style="list-style-type: none"> <li>• Opportunities to share data at building and district sessions, including student work</li> </ul>	<ul style="list-style-type: none"> <li>• State and local assessment results analyzed</li> </ul>

Understand and use technology (Data Warehouse, PowerSchool, etc.) to inform instruction	<ul style="list-style-type: none"> <li>Expanded training in use of <a href="#">data available</a></li> </ul>	<ul style="list-style-type: none"> <li>Presentations and lesson development based on data analysis</li> </ul>
Sharing of “best practices” Grades K-12 as it relates to technology integration within all appropriate subject areas	<ul style="list-style-type: none"> <li>Faculty and district meetings to share integration of technology</li> </ul>	<ul style="list-style-type: none"> <li>Modeling of best practices in classrooms</li> </ul>
Use of technology and social media to improve communication at all levels	<ul style="list-style-type: none"> <li>Product-specific training</li> <li>Social media program</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from constituents and student response and engagement</li> </ul>
Use web design and electronic mail to improve communication between all stakeholders: administration, teachers, parents & students.	<ul style="list-style-type: none"> <li>Training and learning opportunities to build capacity</li> </ul>	<ul style="list-style-type: none"> <li>Review of web communication and email communication, including surveys to maximize outreach</li> <li>Successful completion of monthly newsletters</li> </ul>

## F. Implementation of Professional Development Plan

1. The professional development outline above provides a list of activities that are provided to ensure that teachers will meet their 100 hours of Continuing Teaching and Leadership Education (CTLE) hour requirements. Each year, a variety of courses are provided by the District or through the Teacher Center to enhance teacher development related to the current goals and initiatives of the District to promote student learning. Ongoing partnerships with local BOCES also serve as a venue for teachers to earn CTLE hours.
2. The Putnam Valley Central School District provides for two full Superintendent’s Conference Days, monthly Afterschool Professional Learning Hours for one hour and other opportunities to attend workshops which are predominantly dedicated to curriculum and instructional alignment via professional development collaboration among staff members. Incentives are built into the contract to compensate teachers to continue their professional learning; these learning opportunities can also be applied toward the required 100 hours of CTLE credit.

3. Professional development opportunities are aligned with NYS standards and assessments, student needs, including but not limited to linguistic, cultural diversity and special needs, and teacher capacities. Professional development during Superintendent's Conference Days as well as many of the other staff development opportunities is based on analysis of student needs as determined by NYS assessment as well as teacher feedback on professional learning offerings.
4. Professional development opportunities are created to provide time for articulation across grade levels. During all Superintendent's Conference Days, teachers in grades Kindergarten through twelve in all content areas will have opportunities to meet together. During these days K-12 teachers will engage in curriculum and instruction discourse. A variety of strategies are employed to offer both heterogenous and homogenous groupings of teachers to ensure that teachers are forming relationships and sharing best practices outside of their individual building or content area. Additionally, during collaborative periods at all three of our buildings, teachers across grade levels will meet to discuss curriculum and instructional issues on a regular basis.
5. Putnam Valley makes every effort to ensure that professional development is continuous and sustained and the methods and approaches for delivering professional development reflect best practices in adult learning. Teachers play an active role in both the design and implementation of our professional learning opportunities. This allows us to design and align our professional development opportunities to meet the needs of our teachers while empowering our staff to share best practices while offering a practical lens to what is being shared. We accomplish this work through the following methods of professional development, we will ensure that it is continuous and sustained:
  - Book Studies
  - Superintendent's Conference Days
  - Staff Development Days
  - Faculty Meetings
  - Mentoring Program
  - Teacher Center Courses
  - Professional Courses
  - Workshops

- Online Courses
  - Grade Level Collaborative Meetings
  - Curriculum Meetings K-12
6. We will continuously analyze the impact of our professional development through the use of aggregated and disaggregated NYSED assessment data as well as classroom assessments to determine the effectiveness of professional development on student achievement and teachers' practices. Additionally, our administrators utilize consistent criteria to observe and support our teachers, which is based on the five core propositions from the National Board of Teaching Certification. The data from these observations will be consistently analyzed to determine its effectiveness on teachers' practices and student achievement.

## **E. School Violence Prevention and Intervention:**

The district provides a variety of training opportunities, both required and voluntary, to address school violence and student wellbeing. These activities include but are not limited to:

- Youth Mental Health First Aid training
- Therapeutic Crisis Intervention for Schools (TCIS) training for staff in all 3 buildings. TCIS curriculum focuses on how to recognize, prevent, and intervene in crisis situations.
  - initial training is 28 hours long, participants must pass 3 tests (written, physical, and Life Space Interview) in order to become certified
  - certified staff must complete refresher trainings every 6 months to keep their certification valid (and pass all 3 tests at each refresher).
  - Refresher trainings are offered during the school day and after school.
  - The district TCIS trainers must be recertified through Cornell every 2 years
- Child Abuse Recognition
  - Global Compliance Network Training required annually for all teachers
- Needs of Children with Autism

- Global Compliance Network Training required annually for all teachers
- Dignity for All Students Act:
  - Global Compliance Network Training required annually for all teachers
- SHELL Training
- Narcan Training
- Rapid fire Scenarios
- Stop the Bleed

## **F. Mentoring Plan:**

The district has a comprehensive mentoring plan in place that ensures that all new teachers are provided with a tenured mentor teacher during their first year. Each year, the Superintendent/or designee will send a communication to all tenured district teachers seeking to fill positions for *Head Building Mentors (HBM)*. There shall be one (1) HBM per building. The building principals and HBM will collaborate to make mentor/mentee matches. Annually, the Superintendent/or designee and PVFT Mentor Coordinator will review the Mentoring Plan, the organization of mentor training (including New Teacher Orientation), and mentee staff development offerings. Training will be offered to all *Head Building Mentors*. In-service training for all *mentors* can be in-house and administered by the Mentor Coordinator and HBMs.

All new teachers participate in a new teacher orientation program and have time to meet with their mentors. Meetings are regularly scheduled between building administrators and the mentor/mentee pairing to check in on and support their progress. Classroom visitations, participation in formal and informal observations, and scheduled and informal meetings are all part of the mentoring plan. This plan also supports probationary teachers and those new to a grade level, building, or subject area change.

## **Mission Statement:**

The Putnam Valley Federation of Teachers (PVFT) in partnership with the Putnam Valley Central School District (PVCSD), will provide support and

guidance to teachers new to the district, profession, building, and/or position. Mentoring can lead to more effective teaching, a culture of collegiality that encourages professional growth, and a strong network of collaborative educators to call upon. To be effective, this mentoring plan requires trust and mutual respect in order to address the questions, needs, and concerns of the teachers it supports. Through confidential, non-judgmental interactions, experienced mentors will meet regularly with mentees to nurture their growth, learning, and development. Each year, all plan participants shall read the Mentoring Plan to understand the roles and responsibilities detailed therein. The mentor/mentee relationship will not be used as an evaluative tool. As per the Mentoring Plan, mentees will be supported by district and building administrators, Head Building Mentors, New Teacher Mentors, and Team Leaders/Grade Level Coordinators/Department Chairs.

## **G. Professional Development for ENL/Bilingual (CTLE hours)**

1. Professional development opportunities will be made available both in-district and throughout district professional organizations to ensure that all teachers with professional certificate in the certificate title of English to speakers of other languages or bilingual extension are provided with ample opportunities to earn their required 50 hours of language acquisition aligned with core content taught, including focus on best practices, and integrating language and content.
2. A minimum of 15 percent of PL clock hours in language acquisition addressing the needs of English language learners will be made available to all teachers and level 3 teaching assistants through in-district and out of district course/workshop offerings.

## **H. Current Professional Development Opportunities**

1. In addition to Superintendent's Conference Days, after-school professional learning hours, faculty meetings, and staff development days, the district provides opportunities for teachers to participate in local, regional, and statewide professional learning opportunities that can be found on My Learning Plan through a variety of pre-approved catalogs, which include but are not limited to the following organizations:

1. PNWBOCES
2. SWBOCES/RBERN
3. Dutchess BOCES
4. Greater Capital Region Teacher Center
5. District Sponsored In-Service Classes
6. PVCSD District Catalog
7. Northern Westchester Putnam Teacher Center
8. Hudson River Teacher's Center Classes
9. Rockland Teacher Center
10. Edith Winthrop Teacher Center
11. International Baccalaureate Organization

The Putnam Valley CSD Professional Learning Team will assess needs and identify learning opportunities throughout the year to determine other professional learning that needs to be provided.