

**Putnam Valley Central School District
Professional Development Plan
2018-2019**



**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, 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.

In particular the work of Knowles (1990) has deepened our understanding of the individual differences among experienced professionals, and the emphasis on the preference for self-directed opportunities. More recent research (Leanna, 2011; Hargreaves and Fullan, 2013) has added the insight that “social capital” <https://www2.ed.gov/programs/slep/2011progdirtg/mislinkinrfm.pdf> is a key aspect of effective professional development and the application of new learning to the classroom. Teachers learn from each other when the school communities support sharing of ideas and the development of informal and formal connections that promote a “marketplace of ideas” and interaction around best practices.

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 e-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.

I. 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, 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, VADIR reports, DASA reports, and disciplinary records
- The ongoing conversations about vertical alignment of the curriculum to the 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: 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 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 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

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

C. 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 students 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

D. 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.

Objectives	Activities	Evaluation Standards
Advisory Period (MS)	<ul style="list-style-type: none"> ● One book one school ● Current events ● Daily check-in 	<ul style="list-style-type: none"> ● Achievement data ● Homework completion ● Discipline data
Continue implementation of the Growth Mindset model	<ul style="list-style-type: none"> ● Book Studies ● Workshops – culture building in classrooms and district ● Character Education Committee ● Great Expectations as ES 	<ul style="list-style-type: none"> ● Achievement data ● Attendance data ● Student choice of rigorous coursework
Build Professional Learning Communities	<ul style="list-style-type: none"> ● Authentic Assessments ● Analysis of student work ● Common meeting time 	<ul style="list-style-type: none"> ● Reflection ● Student achievement data
Implementation of Yale RULER program to support emotional wellness of students and staff	<ul style="list-style-type: none"> ● Mood Meter ● Meta Moments 	<ul style="list-style-type: none"> ● Discipline data ● Reflection ● Survey data
Continue to build a sense of community and culture that welcomes and supports all students	<ul style="list-style-type: none"> ● Extracurricular Clubs/Sports ● Community Events ● School Wide Events ● Student Recognitions 	<ul style="list-style-type: none"> ● Discipline data ● Student survey data ● Out of district referrals

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

Objectives	Activities	Evaluation Standards
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"> ● Superintendent's Conference Days ● Staff Development Days ● Faculty Meetings ● Grade Level Collaborative Meetings 	<ul style="list-style-type: none"> ● Teacher interest/needs surveys aligned to professional development opportunities ● Analysis of test data

	<ul style="list-style-type: none"> ● Curriculum Meetings K-12 ● Mentoring Program ● Independent professional development (including online and Teacher Center courses) ● Technology as learning tool ● Student engagement ● Lesson Scaffolding ● Book Studies 	
Provide teachers with high quality professional development that supports the creation of student centered learning environments and the creation of engaging and rigorous curriculum.	<ul style="list-style-type: none"> ● Superintendent's Conference Days ● Faculty Meeting ● Innovative Classroom Academy ● Grade Level Collaborative Meetings ● Classroom Visitations ● Mentoring Program ● IDE Training 	<ul style="list-style-type: none"> ● Revision of curriculum maps ● Creation a student centered unit plans ● Student achievement data ● Alignment of curriculum across grades and buildings
Student assessment and benchmark data will be used to inform curricular revisions	<ul style="list-style-type: none"> ● Grade Level Data Meetings ● RTI Committee Meetings ● Student Support Meetings ● i-Ready Data Review ● Summer Curriculum Development 	<ul style="list-style-type: none"> ● Growth in areas identified during data review process ● Revision of curriculum maps and unit plans
Build capacity to design and implement inquiry based lessons	In-service courses Reflection on practice Peer feedback Share lessons at faculty meeting	Sharing lessons through PLC experiences, including review of student work

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

Objectives	Activities	Evaluation Standards
Continue to refine our AIS/RTI program to ensure that all students are provided the proper supports and	<ul style="list-style-type: none"> ● Identify and utilize benchmark assessment and diagnostic data to identify 	<ul style="list-style-type: none"> ● Student achievement data ● Benchmark and diagnostic assessment data ● Referral rates

<p>challenged to achieve academic growth</p>	<p>areas of individual student need</p> <ul style="list-style-type: none"> ● Cater AIS services to meet the specific needs of each student ● Work with classroom teachers to establish instructional practices that will support students in the classroom 	<ul style="list-style-type: none"> ● Percentage of students leaving AIS services
<p>Create Math and ELA challenge opportunities for all students</p>	<ul style="list-style-type: none"> ● Use of ability based grouping during current i-Block time ● Design engaging and challenging learning opportunities that require student to apply content knowledge and not ask them to learn new content ● Develop multidisciplinary projects 	<ul style="list-style-type: none"> ● Student achievement data ● Student feedback
<p>Implementation of IB at High School</p>	<ul style="list-style-type: none"> ● Development and alignment of curriculum to IB standards ● Creation of an IB course scope and sequence ● Train appropriate high school faculty on the creation and implementation of IB curriculum and other program components ● Creations of appropriate policies and procedures to guide the implementation of IB program ● Complete application and authorization phase of IB implementation 	<ul style="list-style-type: none"> ● Successful authorization ● First cohort of IB students ● Number of students who pursue IB diploma ● Number of students who complete an IB course ● College acceptances
<p>Increase course offerings to allow students to study in areas of personal interest</p>	<ul style="list-style-type: none"> ● Design and implementation courses aligned with student interests ● Provide learning opportunities that help 	<ul style="list-style-type: none"> ● Course enrollment ● Course completion ● Student feedback

	students develop “industry ready” skills.	
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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"> ● Superintendent’s Conference Days ● Faculty Meetings ● Mentoring Program ● Grade Level Collaborative Meetings ● Curriculum Meetings K-12 ● Independent professional development (including online and Teacher Center courses) 	<ul style="list-style-type: none"> ● Teacher interest/needs surveys ● Analysis of test data
Use of school and district data to locate gaps in instruction and curriculum, and close them.	<ul style="list-style-type: none"> ● Opportunities to share data at building and district sessions, including student work 	<ul style="list-style-type: none"> ● State and local assessment results analyzed
Understand and use technology (Data Warehouse, Power School, etc.) to inform instruction	<ul style="list-style-type: none"> ● Expanded training in use of data available 	<ul style="list-style-type: none"> ● Presentations and lesson development based on data analysis
Sharing of “best practices” Grades K-12 as it relates to technology integration within all appropriate subject areas	<ul style="list-style-type: none"> ● Faculty and district meetings to share integration of technology 	<ul style="list-style-type: none"> ● Modeling of best practices in classrooms
Use of technology and social media to improve communication at all levels	<ul style="list-style-type: none"> ● Product-specific training ● Social media program 	<ul style="list-style-type: none"> ● Feedback from constituents and student response and engagement
Use web design and electronic mail to improve communication between all stakeholders: administration, teachers, parents & students.	<ul style="list-style-type: none"> ● Training and learning opportunities to build capacity 	<ul style="list-style-type: none"> ● Review of web communication and email communication, including surveys to maximize outreach

E. 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 and the Putnam Valley Federation of Teachers negotiated contract encourages teachers to engage in eighteen hours of professional development annually. In addition, the district provides for two full Superintendent's Conference Days 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 continuing 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.

F. Provision for the training of employees in school violence prevention and intervention.

1. All new hires are required to complete a mandatory two-hour violence prevention courses. The district maintains a database of all teachers who have completed the training.

G. Mentoring Plan: The district has a comprehensive mentoring plan in place that ensure that all new teachers are provided with a tenured mentor teacher during their first year. 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 their progress. Classroom visitations, participation in formal and informal observations, and informal meetings are all part of the mentoring plan.

Mission Statement:

The purpose of mentoring is to provide support and guidance to new teachers to the district. A mentoring program affords an opportunity for the Putnam Valley School District recognize and reward many of the outstanding teachers within the district, while easing a new teacher's entry into our school system. An effective mentor program needs trust, confidentiality, non-judgmental interactions, and mutual respect. Mentoring can lead to more effective teaching, a collegial atmosphere that encourages professional growth, a celebration of success and a comfortable transition for new teachers into the culture of the Putnam Valley Central School District.

Goals:

1. To enhance teacher knowledge of and strategies in order to facilitate student achievement.
2. To model exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching.
3. To acclimate new teachers to the school and profession.
4. To guide professional growth.
5. To ensure the understanding of both state and local standards/goals.

6. To assist with district/building assessment procedures.
7. To help with instructional planning.
8. To assist with district observational procedures.
9. To maintain regular contact with mentee.
10. To foster a positive role for teachers in our local union.
11. To enhance classroom management and content delivery.
12. To introduce/socialize new teachers to the staff and community.
13. To make suggestions for professional development.
14. To provide positive support and self reflection.
15. To provide a good model of teaching.
16. To provide PVFT members leadership opportunities in the district.
17. To assist in developing a sense of professional identity

Governance:

In the spring of each year, the Superintendent/or designee sends a communication to all district teachers seeking to fill positions for **Head Building Mentors (HBM)**. There shall be one (1) HBM per building. A clear and fair application process for these three (3) positions will be followed. Each spring, the process will also begin to make mentor/mentee matches for the following school year. The goal is to have all mentors selected prior to the summer vacation. During the spring, the Superintendent/or designee and PVFT Mentor Coordinator will also review the organization of the mentor training process (including orientation) and mentee staff development offerings. Mentor-training is required of all **Head Building Mentors**. In-service training for all **New Teacher Mentors** can be in-house and administered by the mentoring committee. The PVFT/PVCSD contract will be followed as it relates to in-service/training.

Roles/Positions

1. Superintendent/or designee and PVFT Mentor Coordinator: The Mentor Program is governed by 1) the Superintendent/or designee, and 2) PVFT Mentor Coordinator. These individuals lead the mentoring committee and administer the policies and procedures of the program. The Superintendent/or designee/PVFT Mentor Coordinator shall inform all new building-level administrators on the details of the PVFT/PVCSD Mentoring Program. Each year, these individuals will review necessary data (including **Mentor Classroom Support** desk).

Formalized and regular training of all mentors will need to be provided three (3) times per year.

2. Building-level Administration: Work in collaboration with the Superintendent/or designee to:
 - a. plan New Teacher orientation.
 - b. plan New Teacher Informational Meetings/Training Sessions.
 - c. plan various New Teacher Mentor trainings.
 - d. oversee Head-Building Mentors in respective buildings.
 - e. assist in pairing new teachers with appropriate NTM's.

3. Head Building Mentors (HBM): There shall be one (1) HBM per building. They shall be responsible for:
 - a. designing building-level Informational Meetings/Training Sessions (4 per year).
 - b. collaborating with building administration to assign New Teacher Mentors (NTM) each year.
 - c. working with NTM's on various aspects of building-level initiatives and instructional/mentoring supports and trainings.
 - d. assist in pairing new teachers with appropriate NTM's.

4. New Teacher Mentors (NTM): There shall be one (1) NTM for every new teacher hired in the PVCSD. A new teacher shall be defined as any new PVFT member greater than .5 FTE. NOTE: This is a one year position unless extenuating circumstances dictate a second year. Extenuating circumstances can be identified by the administration/HBM and a request can be made to offer a second year of mentoring. A **developing** rating on the observational component of APPR would generate a second year of mentoring if it is mutually agreed upon by the governing body of the mentoring program.
 - a. establish supportive and trusting/confidential relationship with mentee.
 - b. model good teaching practices and encourage classroom visitations.

- c. acquaint each mentee with district and building culture i.e. policies, procedures and school-wide systems and structures
- d. meet regularly (at least once per week or as needed) with the mentee throughout the year.
- e. coordinate peer visitations among colleagues (at least 4 per year).
- f. attend NT Informational Meetings/Training Sessions (4 per year).
- g. provide curriculum and technology support, as well as support on areas that need improvement.
- h. model professional expectations and practices.
- i. assist with establishing effective classroom management practices.
- j. participate in joint lesson planning.
- k. encourage reflection and assist with goal setting.
- l. celebrate successes and help with strategies to meet challenges.
- m. collaborate with Head Building Mentor to best meet the needs of the mentee.
- n. encourage mentee to attend new teacher events, and union activities.

G. Professional Development for ENL/Bilingual

1. Professional development opportunities will be made available both in-district and through out of district professional organizations to ensure that all teachers with ESL and Bilingual certifications are provided with ample opportunities to earn their required 50 hours of language acquisition CTLE credits.
2. Professional development in language acquisition 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. PNWBOCES
2. SWBOCES
3. Model School (LHRIC)
4. Superintendent's Conference Days
5. District Sponsored In-Service Classes
6. Hudson Valley Teacher's Center Classes
7. Innovative Design for Education (IDE) Workshops
8. Children's Environmental Literacy Foundation (CELFF) Workshops
9. G&R Inclusive Classroom Training