



Professional Development Plan  
2016-2017

# Professional Development Plan 2016/17

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Harrison Central School District Board of Education

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### ***I. Vision and Mission Statement***

The Harrison Central School District is dedicated to the belief that the most important endeavor in any community is the cooperative effort of parents, community members, and educators to ensure the best possible education of its children. The faculty and staff are committed to a mission of equity, access, rigor and adaptability for *all* of its students. These core values inform every aspect of our school district's work.

Our philosophy supports students self-selecting enrollment in the most challenging classes and expects every member of the learning community to continually adapt to meet the evolving needs of our students. In support of these commitments, the district provides students a rich array of opportunities to cultivate talents and realize success. Our teachers embrace high performance standards and are supported with comprehensive professional development. The entire school system is focused on continuous improvement on behalf of the students we serve.

### ***II. Needs Analysis***

As part of the ongoing professional development planning, Harrison Central School District analyzes multiple data sources aligned to NYS Learning Standards. The following data are disaggregated and analyzed annually to inform the focus and content of the professional development plan:

#### **Student Achievement Data**

NYS 3-8 ELA and mathematics exam scores

NYS Regents exam scores

NYS Science exams in grades 4 & 8

District Benchmark Assessments

NWEA Measures of Academic Progress (MAP) ELA and math scores

International Baccalaureate and Advanced Placement results

Student Report Cards

Academic Intervention Services and RtI Records

Fountas and Pinnell Elementary Benchmark Reading Assessments

#### **Surveys**

Professional Development Evaluation/Feedback Surveys

#### **Additional Data Sources**

TriState Consortium Benchmarking Reports

Annual Professional Performance Reviews and Observations/Evaluations

Ongoing Feedback from Instructional Cabinets, Faculty Professional Development Sessions and

Parent Teacher Association Meetings

Audits Performed by External Consultants

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### *III. Goals & Strategies*

Goals	Strategies
Develop and implement a guaranteed and viable curriculum aligned to standards. Ensure alignment between written, taught and assessed curriculum.	<ul style="list-style-type: none"> <li>• Employ multiple measures of learning to regularly monitor progress (valid &amp; reliable common assessments and performance assessments.)</li> </ul>
Ensure high quality instruction in every classroom.	<ul style="list-style-type: none"> <li>• Utilize direct instruction in knowledge application and metacognitive skills.</li> <li>• Differentiate instruction based on student need and teacher readiness, interest and learning style that is both responsive and data-informed.</li> </ul>
Strengthen digital literacy by supporting and empowering the 21 <sup>st</sup> Century educator through the use of technological resources.	<ul style="list-style-type: none"> <li>• Understand and apply available technological resources for planning, instruction, and assessment purposes.</li> <li>• Approach unit and lesson planning with a digital mindset to increase collaboration, access to information, and 21st century skills.</li> </ul>
Promote disciplinary literacy across the continuum.	<ul style="list-style-type: none"> <li>• Ensure curriculum is experiential, grounded in inquiry and problem solving - illuminating the processes of student learning and development.</li> <li>• Create a comprehensive vocabulary program.</li> <li>• Support students through the use of modeling, coaching and providing targeted, specific feedback.</li> </ul>
Develop a framework for K-12 social-emotional learning.	<ul style="list-style-type: none"> <li>• Establish design team(s) to study the research and make program implementation recommendations.</li> </ul>
Build leadership capacity throughout the organization.	<ul style="list-style-type: none"> <li>• Continue to cultivate a pipeline for recruiting formal administrators in the district.</li> <li>• Refine leadership training and professional development expectations and structures.</li> <li>• Develop teacher leadership through facilitation of study groups, in-service courses, data teams and instructional rounds.</li> </ul>

### *IV. Professional Development Standards*

Harrison Central School District's Professional Development Plan aligns with the blueprint provided by New York State. The ten standards for high quality professional development are as follows:

1. **Designing Professional Development:** Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
2. **Content Knowledge and Quality Teaching:** Professional development expands educators' content knowledge and the skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
3. **Research-based Professional Learning:** Professional development is research-based and provides educators with opportunities to examine, apply and engage in research.
4. **Collaboration:** Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.
5. **Diverse Learning:** Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
6. **Student Learning Environments:** Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
7. **Parent, Family and Community Engagement:** Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.
8. **Data-driven Professional Practice:** Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
9. **Technology:** Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
10. **Evaluation:** Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

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### ***V. Professional Development Activities***

Harrison Central School District employs a wide array of research-based strategies and structures to support professional learning for all teachers. Professional development includes pedagogical training, instructional design, curriculum articulation, assessment development and data analysis.

There are three major types of professional development activities in Harrison's plan for teachers: contractual, salary advancement and supplemental.

#### ***Contractual Professional Development***

The district negotiated a comprehensive structure of contractually mandated professional development activities. Annually, teachers' contractual obligation consists of a minimum of 54 hours of professional development (59 hours for secondary teachers).

#### **Superintendent Conference Days (4)**

Differentiated workshops led by teachers, district leaders or consultants (24 hours).

#### **Monthly Professional Development Sessions (10)**

Discipline-based or grade level work sessions led by curriculum directors, teachers or consultants (20 hours).

#### **Faculty Meetings (10)**

Building level meetings led by school principals (10 hours).

#### **Department Meetings (5)**

Discipline-based work sessions led by curriculum directors only for teachers in grades 6-12 (5 hours).

#### ***Salary Advancement Professional Development***

The district negotiated a differentiated structure to support individual goals for professional learning tied to salary advancement. Teachers accrue graduate and in-service credits in 15 hour increments toward salary advancement. The district designs, develops and coordinates a comprehensive in-service program for all teachers that includes summer institutes, workshops and study groups that facilitate traditional, online and job-embedded learning opportunities.

#### **Summer Institutes and Workshops**

District designed and facilitated workshops provide opportunities for teachers to participate in research based professional development (15 hours per course).

#### **Teacher Facilitated Study Groups**

Teacher inquiry teams examine a problem of practice for application in the classroom. Study groups offer teachers the opportunity to design and develop professional learning (15 hours per course).

#### **New Teacher Institute**

A four-day conference, for first and second year teachers, comprised of a series of targeted workshops led by members of the district leadership team (24 hours each year).

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### ***Supplemental Professional Development***

The district supports teachers' professional development through supplemental activities. These activities extend professional learning opportunities for teachers beyond the contractual school day and/or school year. They also provide training and learning opportunities for highly specialized disciplines and/or content areas.

### **Curriculum Writing Projects**

Curriculum writing projects are designed and developed to align with content standards. Teachers work in collaborative teams under direction of curriculum directors and principals to develop course maps, common and/or benchmark assessments and enhance units of study to ensure alignment between the written, taught and assessed curriculum.

### **International Baccalaureate (IB) and Advanced Placement (AP) Training**

The district sponsors teachers to participate in multi-level IB and AP training at sites throughout the country.

### **National, Regional and State Conferences**

Teachers attend national, regional and New York State conferences in their respective discipline to remain current on research, educational trends and share practice with colleagues.

### **Consultant Experts**

Harrison engages experts in their field to provide professional development to teachers and consult on curriculum and pedagogical initiatives in our schools.

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### ***VI. Mentoring Program***

The purpose of the Mentor Teacher Program is to provide collegial support to teachers who are new to the profession or new to the district. This assignment requires teachers to participate in district-wide mentor/mentee meetings, to meet on a regular basis with their assigned mentee, and to visit the mentee's classroom to provide ongoing feedback and support.

Mentors are also required to participate in a mandatory, Learner-Focused Mentoring training program designed to explore the important relationship between mentor teachers and their mentees. As an outcome of this two day workshop, mentor teachers will learn how to skillfully guide and support their colleagues through their first year in Harrison.

#### **Roles & Responsibilities of Mentors**

1. Attend district-wide Mentor/Mentee meetings (8 hours)
2. Orient the new teacher to the District's core values of equity, access, adaptability, and rigor
3. Clarify building policies and procedures
4. Identify and/or share appropriate resources
5. Act as a sounding board and assist in finding flexible and effective solutions for issues, concerns and problems as they occur
6. Model best teaching practices
7. Visit the new teacher's class (minimum of 3 visits)
8. Foster interpersonal relationships among the new teachers and the faculty, staff and parents in the learning community
9. Encourage and model self-reflection and self-analysis
10. Assist the new teacher with the use of technology and help the mentee design standards-based lessons and assessment tasks
11. Assist the mentee in analyzing data on student performance from classroom and state assessments

#### **Qualifications of Mentors**

- Knowledge of content, pedagogy and research
- Commitment to professionalism and professional growth
- Effective communication skills and ability to provide constructive feedback
- Commitment to the district mission and the success of all students

#### **Mentor Selection Process**

Teachers interested in becoming mentors go through a rigorous application and interview process. Applications are reviewed by the Mentor Advisory Council and approved by the Superintendent of Schools.

#### **Roles & Responsibilities of Mentees**

1. Attend district-wide Mentor/Mentee meetings (5 hours)
2. September – mentors and mentees will meet weekly before or after school
3. October & November – mentors and mentees will meet every other week before or after school, or more frequently as needed
4. December through June – mentors and mentees will meet at least once a month before or after school depending on individual issues of each team

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5. Meetings between a mentor and mentee will occur before or after school at a mutually agreeable time
6. Keep a mentee activity log through MyLearningPlan (*submit completed log in June*)
7. Attend 15 hours of meetings with principal/supervisor for in-service credit

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### ***VII. English Language Learners***

Harrison is committed to serving the learning needs of English Language Learners (ELL). ELLs receive services in English through an English as a New Language (ENL) program. Based on the student's level of linguistic proficiency, services are delivered either in a standalone or integrated instructional setting. Language instruction is delivered using the content of various disciplines as a vehicle for social and academic language development and is anchored in the Bilingual CCSS Language Progressions. ENL and content teachers collaborate to design and implement instruction and assessments that provide ELs to rigorous curricula. Scaffolds are provided throughout the instructional process through the use of the Sheltered Instruction Observation Protocol (SIOP).

Professional development in ENL is offered at multiple levels to teachers depending on their experience, expertise working with second language learners and population of students in their classroom. Harrison utilizes three structures (contractual, salary advancement and supplemental) affording teachers professional learning opportunities that meet and/or exceed the CTLE requirements (50% of professional development hours for ENL teachers and 15% of professional development hours for all teachers).

Teachers are participating in the following professional development activities during their contractual hours designed to meet the requirements:

#### ***Contractual***

- Implementing Bilingual Common Core Progressions
- Assessing ELLs: Bridges From Language Proficiency To Academic Achievement

#### ***Salary Advancement***

##### *Harrison In-Service Program*

- Working with Culturally and Linguistically Diverse Students (Level 1)
- Working with Culturally and Linguistically Diverse Students (Level 2)

##### *Harrison Partnership with the School of Education, SUNY New Paltz*

- Teaching English to Speakers of Other Languages: Clinically Rich, Intensive Teacher Institute Program  
(New York State Education Department (NYSED) grant funded program will provide initially/ professionally certified teachers the content, skills and clinically-rich preparation to meet the educational needs of K-12 students who are learning English as a new language).

#### ***Supplemental***

- New York State TESOL Conference 2016, Syracuse NY
- International TESOL Conference 2016, Baltimore, MD
- Regional Bilingual Education Resource Network

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### ***VIII. Program Evaluation***

Harrison's professional development program is designed to provide educators with knowledge and skills that impact classroom instruction and improve student achievement. Research indicates that evaluation is an essential component of an effective professional development program as it provides critical information guiding the investment of funding and other resources.

Harrison engages in both ongoing, formative evaluation of professional development as well as summative evaluation. A range of data is collected and analyzed to evaluate the quality and impact of programs on student learning. These data include perceptions of participating teachers, observations of classroom practice aligned to professional learning goals and student performance on standardized and locally developed assessments. Analysis is conducted examining the correlation between intended goals for professional practice and pedagogical changes in the classroom.

Additionally, internal audits are conducted that examine longitudinal enrollment data and participation rates. These data indicate that Harrison teachers participate in over 75 hours of professional learning annually. More than 50% of teachers participate in one or more supplemental professional development activities in addition to their contractual responsibilities. External benchmarking evaluations are conducted to determine the degree to which professional development influences teachers' attitudes, dispositions and behaviors.

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### ***IX. Sponsors***

The Harrison Central School District employs the following professional organizations and expert consultants to support program goals:

- Cognitive Behavioral Consultants
- Goldmansour & Rutherford
- Learner Centered Initiatives (LSI), Diane Cunningham
- Robert Mallin, Consultant
- Marzano Group
- Putnam Northern Westchester BOCES
- Refined Practices Consulting, Shelly DuBose
- Sawyer Educational Group, Lynn Sawyer
- Schoolwide, Inc., Pat Pollack
- Southern Westchester BOCES
- Tri-State Consortium

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### *X. Appendix*

Certification

Summer In-Service Offerings

Professional Development Calendar