

PELHAM PUBLIC SCHOOLS

Pelham, NY



Professional Development Plan

2019-24

Dr. Cheryl H. Champ, *Superintendent of Schools*

Dr. Steven M. Garcia, *Assistant Superintendent for Curriculum, Instruction & Personnel*

Members of the District *Professional Learning Advisory Council*

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Dr. Lauren Ribeiro, CPSE Chair, Supervisor of Elementary Special Education
Dr. Maria Thompson, Director of Humanities
Dr. Thomas Callahan, Director of Math & Science
Mr. Joseph Catania, Director of Technology
Mrs. Beth Finkelstein, K-5 Math Staff Developer, Mathematics
Mrs. Julie Liebersohn, K-5 Math Staff Developer, Literacy
Mrs. Devon Fallon, K-12 Art Coordinator
Mrs. Jeannette Connolly, Director of Bridge Academy, Mentor Coordinator
Mrs. Jennifer DeVico, 1st Grade teacher, Hutchinson
Mrs. Emlyn Taversas, K-5 Art teacher
Mrs. Sabrina Zavaglia, 7th Grade Science teacher

Adopted by the Board of Education on June 11, 2019

Pelham Public School is an approved Sponsor of Continuing Teacher and Leader Education (CTLE), pursuant to Section 80-6 of the Regulations of the Commissioner of Education, beginning July 1, 2016 and ending June 30, 2021. Our identification number for purposes of issuing the Certification of Completion form and electronic reporting is 270.

I. Strategic Planning Goal for Professional Learning

Build a professional culture of learning, effective feedback and growth for every employee, inspiring a standard of excellence for all.

The Pelham Public Schools can only meet its mission of inspiring a standard of

excellence for all students when all employees, as lifelong learners, are also inspired to a standard of excellence. Through its commitment to a high standard of professional learning opportunities for all employees, the district will plan for the best use of talent, time and content in order to maximize the capacity of all adults who serve our pupils.

Our professional learning plan supports the integration of our other three **Strategic Planning Goals**:

Systemically integrate the principles and content of 21st Century learning into academic and co-curricular programs to prepare all students to meet current and future challenges.

Provide well-articulated coordinated networks of support as well as targeted instruction for every K-12 learner.

Foster the social-emotional development of all students to promote wellness of the “whole child” and to support every learner’s growth and success.

The Strategic Plan represents “a systemic restructuring of how we think about teaching and learning.”

II. Alignment with the New York State Professional Development Standards

We use the *New York State Professional Development Standards* as a framework for the professional development plan. The “Ten Standards for High Quality Professional Development” include:

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

- facilitates the effective use of all appropriate technology.
10. **Evaluation:** Professional development is evaluated using multiple sources of information

III. Goals for Professional Learning

(<http://learningforward.org/who-we-are/professional-learning-definition#DefinitionResources>)

1. Provide a comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement
2. Foster collective responsibility improved student performance
3. Align with state and local standards and school improvement goals
4. Conduct among educators and facilitated by well-prepared school principals and/or school-based professional development coaches, mentors, master teachers, or other teacher leaders
5. Occurs throughout the school year among established teams of teachers, principals, and other instructional staff members where the teams of educators engage in a continuous cycle of improvement that
 - a. evaluates student, teacher, and school learning needs through a thorough review of data on teacher and student performance
 - b. defines a clear set of educator learning goals based on the rigorous analysis of the data
 - c. implements coherent, sustained, and evidenced-based learning strategies that improve instructional effectiveness and student achievement
 - d. defines a clear set of educator learning goals based on the rigorous analysis of the data
 - e. provides job-embedded coaching or other forms of assistance to support the transfer of new knowledge and skills to the classroom
 - f. regularly assesses the effectiveness of the professional development in achieving identified learning goals, improving teaching, and assisting all students in meeting challenging state academic achievement standards
 - g. informs ongoing improvements in teaching and student learning

IV. Needs Analysis and Planning Professional Learning

We examine a diverse range of sources to determine our professional learning needs, including, but not limited to:

1. New York State Report Card
2. APPR Student and Principal Performance Data
3. Professional Learning Surveys
4. Classroom Observations
5. Performance-based Assessments
6. Aimsweb, DRA-2, Fountas & Pinnell assessments

Planning for professional learning is similar to developing unit and lesson plans, requiring a backwards approach or design. According to Guskey (2014), there are four steps to professional learning planning:

1. **Desired Student Learning Outcomes.** Before thinking about the format and content of any professional learning experience, we must first consider the specific student learning outcomes we want to attain and what evidence will best reflect those outcomes.
2. **New Practices to Be Implemented.** The next step in planning professional learning is to decide what instructional practices and policies are most likely to produce the student learning outcomes we want. At this stage we need to ask questions such as, *how do we know these particular practices and policies will*

produce the results we hope to achieve? How good or reliable is that evidence? Was it gathered in contexts similar to ours? Is it the kind of evidence we consider most important?

3. **Needed Organizational Support.** Even the best professional learning experiences will be ineffective if teachers don't have the necessary support from school leaders, time, funding, instructional materials, or necessary technology to use their new knowledge and skills. Another essential but often-neglected aspect of organizational support is feedback to teachers on the results of their efforts.
4. **Educator Knowledge and Skills.** With the issues of organizational support addressed, professional learning planners must decide what specific knowledge and skills educators need in order to implement the prescribed practices and policies well. In other words, what must educators know and be able to do to successfully implement the new practices and bring about the sought-after improvements in student learning?

V. Strategic Planning for Professional Learning *Action Steps*

	<i>Action Steps</i>	<i>Supporting Information</i>	<i>Metrics/Evidence of Success</i>
1	<p>Define and align staff members' roles and responsibilities in order to strengthen K-12 coordination and collaboration</p> <p>a. Create current and relevant job descriptions for all employees charged with planning or delivering any professional learning opportunities</p>	(i.e., coaches, mentors, supervisors, coordinators, staff developers)	<p>Completion, Board adoption and clear communication to staff.</p> <p>Collaborative planning and effective delivery of professional learning opportunities for all employees.</p> <p>Annual survey feedback from staff.</p>
2	Form a Professional Learning Advisory Council (PLAC)	Responsible for direction, vision, design of framework and assessment of quality of professional learning	<p>Formation</p> <p>Agendas</p> <p>Staff surveys</p>
3	Adopt principles through which all professional learning in the district will be framed and evaluated; create learning framework for consistency and focus	Publication of principles; adoption of standards for a high quality professional learning system	Adopted, communicated throughout district, built into annual assessment

4	Create and implement feedback loops in order to strengthen quality of learning experiences, foster reflective practice and identify needs for next levels of learning.	Effective, high quality feedback is one of the major drivers of high levels of achievement	Surveys Reflective prompts in self-assessments Every employee with a written learning goal
5	Communicate long term plans (annual) for professional learning opportunities	Creates purpose, vision and Connected learning	Description for the full year Calendar set with details

6	Develop system for archiving and distributing best resources for all employees to reference/utilize a. Create searchable electronic banks of internal and external resources; b. Save models		Current Contributions/additions made by most staff members Frequency of use Incorporated in to orientation programs for new staff
7	Develop alternate and multiple forms of professional development models for employees' learning and growth, including flexible use of school calendar time and extended time	Match available time with appropriate models; Focus on learn, apply, learn apply cycle	Options published Choice Consistency of topics in order to provide depth of learning and effective application Employees' formal feedback
8	Customize/personalize job-embedded learning opportunities for professional learning communities and individuals when applicable ; choice and differentiation when possible	Needs and priorities must be tightly defined	Employees' formal feedback
9	Expand the use of technology: Pelham You, webinars, Google groups, on-line learning, tutorials, etc.	Maximize time and resources	Announcements of opportunities Frequency of use Employees' rating of technology based learning

VI. Structures to Support Professional Learning

The district provides several opportunities for all faculty (including long-term substitutes), staff (including teaching assistants), and administrators to collaborate in professional learning experiences. The middle school grade-level team structure enables professional to meet during the school day. As stated in the Pelham Teachers Association contract, “After-school meetings involving members of the teaching staff are regarded as a necessary and important aspect of the teachers’ responsibility.” This includes “regular curriculum study group meetings on Tuesdays; regular faculty meetings, department meetings, and Faculty Council meetings on Wednesdays; any other meetings involving professional staff will be scheduled on Thursdays.” There are also three Superintendent Conference Days scheduled during the school year for professional learning activities. We will provide staff with training in school violence prevention and intervention, as well as provide professional development to all professional and supplementary school staff that work with students with disabilities.

Holders of the Professional certificate must complete 175 hours of professional development and holders of the Level III Teaching Assistant certificate must complete 75 hours every 5 years in order to maintain certification.

Professional Learning Advisory Council (PLAC)

The Strategic Plans called for the formation of a Professional Learning Advisory Council of teachers and administrators to foster a “professional culture of learning, effective feedback and growth”. The group is divided into four sub-committees with specific charges:

- Roles & Responsibilities Review Sub-committee – publish and define curriculum coach, coordinator, and director positions in order to strengthen K-12 coordination
- Professional Development Plan Sub-committee – develop and publish a 3-5 year professional development plan
- Best Practice Archive Sub-committee – develop a system for archiving and distributing best practices and resources
- Principles of Professional/Adult Learning Sub-committee – survey faculty and publish principles of adult learning

Ultimately, we hope the PLAC will guide, develop and evaluate professional learning activities throughout the district.

Professional Learning Communities (PLCs)

Beginning in the 2014-15 school year, the district will provide at least four 2-hour professional learning community sessions at the start of the school day. Teachers will develop the scope of their learning community endeavors as it relates to the Strategic Plan. DuFour and Eaker (2002) identified six characteristics of professional learning communities:

1. Shared mission, vision, and values - Emphasis is on learning, not teaching, leading to a focus on achievement.
2. Collaborative teams - Teams work interdependently toward common goals, learning from each other, thus leading to continuous improvement.
3. Collective inquiry - Collective inquiry is conducted into both best practice, and data, and how they are linked.
4. Action orientation and experimentation - Experimentation is ongoing with a focus on results, both positive and negative, in order to improve teaching

- and learning.
5. Continuous improvement - This is evidenced by innovation, experimentation, and reflection leading to revised actions.
 6. Results orientation - This characteristic guides all the other activities through reflection on data, and assessment of effectiveness.

Pelham New Teacher Orientation Program

Recognizing the need for proper orientation to District philosophy, objectives, goals and purposes, teachers who are new to the District shall attend pre-school and regularly scheduled orientation programs prior to and following the opening of school in September. These sessions will include information regarding:

- Vision and Mission of the Pelham Public Schools
- Curriculum, instruction, and assessment, including address the needs of all learners through Differentiated Instruction
- Personnel procedures
- APPR
- Employee benefits and the Business Office
- BEPT and the Teachers Center
- Pupil Personnel Services and Students with Special needs
- First Day of School procedures
- Mentoring
- Home/school communications
- Professional conduct

New Teacher Mentoring Program

The Pelham Public Schools Teacher Mentor Program will provide a structure to support and meet the needs of new teachers in a non-supervisory and non-evaluative manner. Previous participants support the concept that a teacher mentor program is a beneficial process both for new and experienced teachers. For new teachers, it will promote a sense of belonging to the school community, as well as provide a vehicle for on-going support. For mentor teachers, it will offer an opportunity to be recognized for their skills as educators and to reflect upon their own teaching by sharing their knowledge with mentees. Our district supports this program with the hope that the mentor/mentee relationships, developed over time, will enhance the existing school culture by reducing teacher isolation and promoting a climate of collegiality.

The Teacher Center of Central Westchester <http://www.teachercentercw.org>

The Teacher Center of Central Westchester is an educational consortium serving the 10 school districts region. The Teachers Center has served thousands of teachers over the past 40 years. it continues to help teachers gain their 175 instructional contact hours, provide visitations to other schools, responds to curriculum and professional learning trends, additional certification opportunities, personalized coaching, and district request for teacher programming.

PNWBOCES <http://www.pnwboces.org>

The Curriculum Center works closely with districts to provide quality curriculum and professional development. It acts as a clearinghouse to communicate information about district and regional curriculum and instructional initiatives, and promotes sharing and networking among Curriculum Center members. In addition, the Curriculum Center assists districts in obtaining information about current issues and new practices in curriculum and instruction, researches and assists districts in their exploration of new

programs. The Curriculum Center also works as liaison with the New York State Education Department to provide districts with the latest information regarding curriculum and instruction and State Education Department initiatives.

The Center for Educational Leadership (CEL) provides high quality training programs and services that are economical and flexible utilizing national consultants as well as successful practitioners.

SWBOCES <http://www.swboces.org/>

Center for Professional Development and Curriculum Support offers a broad range of professional development programs and services for educators, including training for the implementation of New York State's learning standards and assessments. School districts can participate in: teacher and administrative staff development; curriculum support; technology planning and implementation; data leadership and data mentoring; Comprehensive Educational Planning; media resources; library automation; online databases; planning and program development; school quality review; environmental education; technical assistance for health and violence prevention programs and compliance requirements; and support for homeless students.

LHRIC <http://www.lhric.org>

The Lower Hudson Regional Information Center provides a comprehensive menu of services, including technical services and support, remote monitoring and support, Internet access, regional Internet filtering, test scoring, data warehousing, financial and student information systems, staff development, technology planning, project management, research and development, systems integration, distance education (video conferencing and online learning), video streaming, data report verification, electronic records management, unified communications via VoIP, and digital signage, to name a few, while continuing to remain on the cutting edge of trends and mandates that impact the technology needs of our member districts.

My Learning Plan

Pelham Public Schools uses the *My Learning Plan* web-based professional development platform to facilitate and streamline planning, managing, tracking, and evaluating the effectiveness of our professional learning opportunities.

Tarrytown Learning Center <https://www.bocesta.net/tarrytown-learning-center.html>

The Tarrytown Learning Center (TLC) is set up to conveniently provide teachers with seminars that will enhance work experience with the tools necessary to improve professional practice. The seminars are set up in conjunction with the NYSUT Education and Learning Trust (ELT). The ELT offers the latest and most relevant research-based strategies and resources, taught by your colleagues — fellow teachers and school-related professionals. TLC works closely with the Lower Hudson Valley Network of Teacher Centers.

TriState Consortium <http://www.tristateconsortium.org>

TriStates conducts triennial assessment visits by teams of "critical friends" trained educators from within the Consortium who evaluate and report on district programs using eight "indicators" to measure the degree to which the district is utilizing multiple forms of student performance data as the basis for its planning, to elicit the team's best thinking about issues of teaching and learning, and to develop commendations of the district's strengths and recommendations to suggest next steps for the district's growth. The

Consortium also provides six study group opportunities for school and district leaders: elementary principals, middle school principals, high school principals, assistant principals, curriculum leaders, and superintendents. These study groups meet four or five times annually and focus on issues relating to leadership and student learning. The Consortium also facilitates topic-based study groups focused on matters of interest to member districts.

Consultant Support

When necessary, the Pelham Public Schools will seek regional, national, and international experts that may facilitate professional learning on behalf of advancing our mission. Recent and prospective examples include:

- Dr. Carol Ann Tomlinson - Differentiated Instruction
- Teachers College Reading and Writing Project, and Gravity Goldberg LLC - K-5 literacy
- Learner-Centered Initiatives and The New York Performance Standards Consortium - Performance-based Assessment Design Initiative
- Dr. Michael Rettig - scheduling
- Jim Wright - Response-to-Intervention
- International Baccalaureate – Middle Years Programme
- Houghton Mifflin Harcourt – *Math in Focus*
- School Yoga Project for Mindfulness

VII. Evaluation of Professional Development

Effective professional development evaluations require the collection and analysis of the five critical levels of information (Guskey, 2000):

Evaluation Level	What Questions Are Addressed?	How Will Information Be Gathered?	What Is Measured or Assessed?	How Will Information Be Used?
1. Participants' Reactions	<ul style="list-style-type: none"> • Did they like it? • Was their time well spent? • Did the material make sense? • Will it be useful? • Was the leader knowledgeable and helpful? • Were the refreshments fresh and tasty? • Was the room the right temperature? • Were the chairs comfortable? 	<ul style="list-style-type: none"> • Questionnaires administered at the end of the session 	<ul style="list-style-type: none"> • Initial satisfaction with the experience 	<ul style="list-style-type: none"> • To improve program design and delivery
2. Participants' Learning	<ul style="list-style-type: none"> • Did participants acquire the intended knowledge and skills? 	<ul style="list-style-type: none"> • Paper-and-pencil instruments • Simulations • Demonstrations • Participant reflections (oral and/or written) • Participant portfolios 	<ul style="list-style-type: none"> • New knowledge and skills of participants 	<ul style="list-style-type: none"> • To improve program content, format, and organization
3. Organization Support & Change	<ul style="list-style-type: none"> • What was the impact on the organization? • Did it affect organizational climate and procedures? • Was implementation advocated, facilitated, and supported? • Was the support public and overt? • Were problems addressed quickly and efficiently? • Were sufficient resources made available? • Were successes recognized and shared? 	<ul style="list-style-type: none"> • District and school records • Minutes from follow-up meetings • Questionnaires • Structured interviews with participants and district or school administrators • Participant portfolios 	<ul style="list-style-type: none"> • The organization's advocacy, support, accommodation, facilitation, and recognition 	<ul style="list-style-type: none"> • To document and improve organizational support • To inform future change efforts
4. Participants' Use of New Knowledge and Skills	<ul style="list-style-type: none"> • Did participants effectively apply the new knowledge and skills? 	<ul style="list-style-type: none"> • Questionnaires • Structured interviews with participants and their supervisors • Participant reflections (oral and/or written) • Participant portfolios • Direct observations • Video or audio tapes 	<ul style="list-style-type: none"> • Degree and quality of implementation 	<ul style="list-style-type: none"> • To document and improve the implementation of program content
5. Student Learning Outcomes	<ul style="list-style-type: none"> • What was the impact on students? • Did it affect student performance or achievement? • Did it influence students' physical or emotional well-being? • Are students more confident as learners? • Is student attendance improving? • Are dropouts decreasing? 	<ul style="list-style-type: none"> • Student records • School records • Questionnaires • Structured interviews with students, parents, teachers, and/or administrators • Participant portfolios 	<ul style="list-style-type: none"> • Student learning outcomes: <ul style="list-style-type: none"> – Cognitive (Performance & Achievement) – Affective (Attitudes & Dispositions) – Psychomotor (Skills & Behaviors) 	<ul style="list-style-type: none"> • To focus and improve all aspects of program design, implementation, and follow-up • To demonstrate the overall impact of professional development

VIII. Closing Statement

Pelham Public Schools believes that professional learning is essential for the growth of all members of the organization, especially students and teachers. We will continue to review and assess our professional development efforts from multiple areas to ensure that we model our mission to *inspire a standard of excellence for all students*. This plan will be updated annually as part of our efforts to enhance professional learning throughout our district.

References

Eaker, R., DuFour, R., & DuFour, R. (2002). *Getting Started: Reculturing Schools to Become Professional Learning Communities*. Bloomington, IN: National Educational Service.

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New York State Department of Education. (2009). *New york state professional development standards*. Retrieved from <http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf> on July 10, 2014.

Learning Forward. (2008). *Definition of professional development*. Retrieved from <http://learningforward.org/who-we-are/professional-learning-definition#DefinitionResources> on July 10, 2014.

**PROFESSIONAL DEVELOPMENT PLAN
STATEMENT OF CERTIFICATION
Part 100 Regulations of the New York State Commissioner of Education**

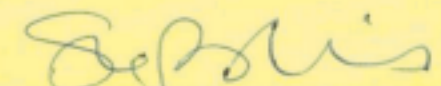
School District: Pelham Union Free School District

BEDS Code: 661601030000

The superintendent certifies to the Commissioner that:

- (1) The planning, implementation and evaluation of the plan were conducted by a professional development team that included of teachers and one or more administrator(s), curriculum specialist(s), parent(s), higher education representative(s), and others identified in the plan.
- (2) The requirements of CR 100.2(dd) to have a professional development plan for the succeeding school year have been met.
- (3) The school district or BOCES has complied with the professional development plan applicable to the current school year.
- (4) The plan focuses on improving student performance and teacher practice as identified through data analysis;
- (5) The plan describes professional development that:
 - is aligned with state content and student performance standards;
 - is aligned with New York State Professional Development Standards at: <http://www.highered.nysed.gov/tcert/pdf/>
 - is articulated within and across grade levels;
 - is continuous and sustained;
 - indicates how classroom instruction and teacher practice will be improved and assessed;
 - indicates how each teacher in the district will participate; and
 - reflects congruence between student and teacher needs and district goals and objectives.
- (6) The plan describes how the effectiveness of the professional development will be evaluated, and indicates how activities will be adjusted in response to that evaluation.
- (7) The plan complies with CR 100.2(dd) to:
 - describe and implement a mentoring program for new teachers;
 - provide teachers holding a professional certificate with opportunities for completing 175 hours of professional development every five years;
 - ensure that level III teaching assistants and long-term substitute teachers participate in professional development;
 - state the average number of hours each teacher is expected to participate in professional in the school year(s) covered by the plan;
 - describe how all teachers will be provided professional development opportunities directly related to student learning as identified by multiple sources of data, including but not limited to school report cards;
 - provide staff with training in school violence prevention and intervention; and
 - provide professional development to all professional and supplementary school staff who work with students with disabilities.
- (8) The plan has been reviewed and/or revised in accordance with the most current version of 100.2 (dd).
(The latest version of CR 100.2(dd) can be found at: <http://www.p12.nysed.gov/part100/pages/1002.html>.)
- (9) The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

<u>Dr. Cheryl H. Champ</u> Print Name of Superintendent of Schools
 Original Signature of Superintendent of Schools
_____ Date

Adopted by the Board of Education on Date: <u>6/11/19</u>
 Original Signature of President, Board of Education