

Professional Learning Plan
2022-2026

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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 Board of Education, leadership team, 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 support and 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 engage in comprehensive professional learning. The entire school system is focused on continuous improvement on behalf of the students we serve.

II. Needs Analysis

As part of the ongoing planning of professional learning activities, 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 5 & 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 Learning Evaluation/Feedback Surveys
Student Surveys

Additional Data Sources
Tri-State Consortium Benchmarking Reports
Annual Professional Performance Reviews and Observations/Evaluations
Ongoing Feedback from Instructional Cabinets, Faculty Learning Sessions Parent Teacher Association Meetings
Audits Performed by External Consultants

III. Goals & Strategies

Goals	Strategies
Develop and implement a guaranteed and viable curriculum aligned to NYS and International Baccalaureate standards. Ensure alignment between written, taught and assessed curriculum.	● Implement the Primary Years Program (PYP) so that K-12 students experience a fully aligned and coherent program through PYP, the Middle Years Program (MYP), and the Diploma Program (DP). ● Employ multiple measures of learning to regularly monitor progress (valid & reliable common assessments and performance assessments.)
Ensure high quality instruction in every classroom.	● Differentiate instruction based on student needs, interests and learning styles in a responsive and data-informed manner.
Promote disciplinary literacy across the continuum.	● Ensure curriculum is experiential, grounded in inquiry and problem solving - illuminating the processes of student learning and development. ● Support students through the use of modeling, coaching and providing targeted, specific feedback.
Build leadership capacity throughout the organization.	● Continue to recruit teachers to pursue leadership roles in the district through the Future School Leaders Academy. ● Refine leadership training through cabinet meetings and new administrator meetings. ● Develop teacher leadership through facilitation of study groups, in-service courses, data teams and instructional rounds.

Reflecting the Needs of Our Students

Our work in the Harrison Central School District is predicated upon the belief that each child learns in unique ways. We strive to create learning environments that are caring, personalized and by design ensure that every student is seen, valued and heard from kindergarten through 12th grade. We identify strengths and seek to build upon those strengths. We also believe that productive learning traits are universal. Our goal is that student outcomes will highlight the skills, attributes, and behaviors outlined in the IB Learner Profile (knowledgeable, risk-takers, thinkers, inquirers, reflective, principled, caring, open-minded, communicators, balanced). These ideals are infused throughout our professional learning opportunities.

IV. Professional Learning Standards

Harrison Central School District's Professional Learning 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:** The design of professional learning 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 learning expands educators' content knowledge and the skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
3. **Research-based Professional Learning:** Professional learning is research-based and provides educators with opportunities to examine, apply and engage in research.
4. **Collaboration:** Professional learning ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.
5. **Diverse Learning:** Professional learning ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
6. **Student Learning Environments:** Professional learning ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
7. **Parent, Family and Community Engagement:** Professional learning 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 learning uses disaggregated student data and other evidence of student learning to determine professional learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
9. **Technology:** Professional learning promotes technological literacy and facilitates the effective use of all appropriate technology.
10. **Evaluation:** Professional learning is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

V. Continuing Teacher and Leader Education (CTLE) Requirement

Educators who hold one or more of the following certificates are subject to the continuing teacher and leader education (CTLE) requirement:

- Professional certificate in the classroom teaching service
- Professional certificate in the educational leadership service (i.e., School Building Leader, School District Leader, and School District Business Leader)
- Teaching Assistant Level III certificate

Examples of educators who do not need to complete the CTLE requirement include, but are not limited to, educators who:

- Hold only Permanent certificate(s)
- Hold a Statement of Continued Eligibility (SOCE) and Permanent certificate, and does not also hold a Professional or TA Level III certificate; and
- Have "Registered - Inactive" status (e.g., not practicing in an applicable school).
- The registration and CTLE requirements do not apply to educators who hold a certificate in the pupil personnel service (e.g., School Attendance Teacher, School Counselor, School Psychologist, School Social Worker) or hold a Teaching Assistant Level I or Level II certificate.

There is one CTLE requirement per educator (e.g., 100 clock hours), regardless of the number of certificates held that are subject to CTLE. Educators who are subject to CTLE and practice in an applicable school throughout their five-year registration period must complete 100 clock hours of acceptable CTLE. While this is the minimum requirement from New York State, we encourage all educators to participate in professional learning activities.

VI. Professional Learning Activities

There are a wide range of professional learning activities available for teachers in Harrison Central School District. Based on Subpart 80-6 of Commissioner's Regulations, activities must be in the content area of the educator's certificate, in pedagogy, or in language acquisition for English language learners for it to meet the requirements of CTLE hours.

Professional learning opportunities are generally shared via email and registration is managed through Frontline. At the time of completion, participants receive a certificate of completion. We are using NYSED's certificate of completion form. As a CTLE sponsor, the District will maintain training records for at least 8 years.

VII. 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.

Effective December 31, 2019 (not retroactive), Educators acting as a mentor to a new classroom teacher as part of a school district's or BOCES' mentoring program may, at the discretion of the school district or BOCES, credit up to 30 hours of such time towards their CTLE requirement in each five-year registration period. Educators acting as a mentor to a teacher candidate may, at the discretion of the school district or BOCES, credit up to 25 hours of such time towards their CTLE requirement in each five-year registration period.

Roles & Responsibilities of Mentors

1. Attend district-wide Mentor/Mentee learning sessions
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.

Roles & Responsibilities of Mentees

1. Attend district-wide Mentor/Mentee meetings.
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.
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 Frontline *(submit completed log in June).*
7. Attend 15 hours of meetings with the principal/supervisor for in-service credit.

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. ENL and content teachers collaborate to design and implement instruction and assessments that provide ELLs access to rigorous curricula throughout the continuum of the IB programs offered in the Harrison Central School District.

Professional learning focused on language acquisition for English Language Learners is offered throughout the year. Some sample course titles are listed below.

Sample Course Titles

- Sheltered Instruction for Multilingual Learners
- Separating Language Difference from Language Disability
- Japanese Language/Culture Study Group
- Building Communication & Cultural Bridges through the Spanish Language

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 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.

IX. Sponsors

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

- Cognitive Behavioral Therapy (CBT) Consultants (dialectical behavior therapy)
  One North Broadway
  Suite 704
  White Plains, NY 10601
  (914) 385-1150

- Marzano Group (teaching, learning, leading)
  Denver, CO + Portland, OR
  (720) 463-3600

- Putnam Northern Westchester BOCES (varies)
  200 Boces Drive
  Yorktown Heights, NY 10598
  (914) 245-2700

- Refined Practices Consulting,
  Shelly DuBose (math instruction and assessment)
  Refined Practices Consulting
  PO Box 462
  Mount Juliet, TN 37121

- Southern Westchester BOCES (varies)
  17 Berkley Drive,
  Rye Brook, NY 10573

- Tri-State Consortium (varies)
  PO Box 607
  East Setauket, New York 11733
  (631) 478-9954

X. Appendix

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of Teaching Initiatives
www.highered.nysed.gov/tcert

Completion of Approved Continuing Teacher and Leader Education (CTLE) Hour(s) Certificate

All CTLE must be completed with Approved Sponsors and be reported using this form, or an alternative form/format that captures the same information that is requested on this form, in addition to any electronic reporting requirements.

Instructions for the Trainee:

Please complete Section I and retain your copy for at least three years from the end of the registration period in which you completed the CTLE. It is not necessary to send a copy of this form to the Office of Teaching Initiatives unless it is requested by the State Education Department or for use in obtaining an Initial Reissuance. **A separate form must be completed for each training.**

Instructions for the Approved CTLE Sponsor:

Please complete Sections II and III. These sections must be completed by the Approved CTLE Sponsor authorized individual. Sponsors must verify that the trainee completed the activity, the title, date(s) and number of hours awarded. Records must be retained for a period of eight years. You may use an alternative form or format, however that alternative must capture the same information that is requested on this form.

Section I		
First Name:	Last Name:	Middle Initial:
Date of Birth: _____/_____/_____	Last 4 Digits of the Social Security Number:	
Section II		
Name of Venue: Harrison Central School District		
Street Address: 50 Union Avenue	City: Harrison	State: NY / Zip Code: 10528
CTLE Activity Title: _____ (Indicate title/subject/grade level, etc.)		
Select One or More Areas of Activity: _____ Pedagogy _____ Content _____ English Language Learning		
CTLE Date(s): from: ____/____/____ (mm) (dd) (yyyy) to ____/____/____ (mm) (dd) (yyyy)	**Number of hours awarded** _____	
Section III		
I certify that the individual listed in Section I completed the CTLE cited above pursuant to Subpart 80-6 of the Regulations of the Commissioner of Education.		
Approved Sponsor Name:		
Print Name of Authorized Certifying Officer :		
Signature of Authorized Certifying Officer:		
Approved Sponsor Identification Number:	Date:	
Email:	Phone Number:	

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