

BEDFORD CENTRAL SCHOOL DISTRICT
Multi-Year Professional Development Plan



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BCSD VISION, MISSION & CORE VALUES

BCSD Vision:

Inspiring and Challenging Our Students

BCSD Mission:

The Bedford Central School District shall cultivate curiosity and a passion for learning by providing challenging educational opportunities for all students so they may achieve their full potential as productive and contributing members of society.

BCSD Core Values:

- Students First
 - Engagement, Rigor and Passion for Learning
 - Curiosity and Creativity
 - Safety and Support
 - Relationships, Respect, Membership and Voice
 - Self-awareness and Independence
 - Clarity and Transparency
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INTRODUCTION

Purpose of Professional Learning Plan:

The purpose of the Professional Learning Plan (PLP) is to improve the quality of teaching and learning by ensuring that when teachers and leaders participate in substantial professional learning they have opportunities for professional growth, remain current in their profession, and meet the learning needs of their students. This plan provides an opportunity for Bedford Central School District and the Bedford Staff Development Center to collaborate and articulate how the District will provide substantial need-based professional development opportunities for our educators. The plan will define the expectation for educators' participation in the professional development, the alignment of the offered professional development to State standards, and how the District will measure the impact of the offered professional development. Our PLP is guided by the principles of effective professional development, responsive to student needs, and supportive of a continual improvement model within our organization.

Composition of Professional Learning Team:

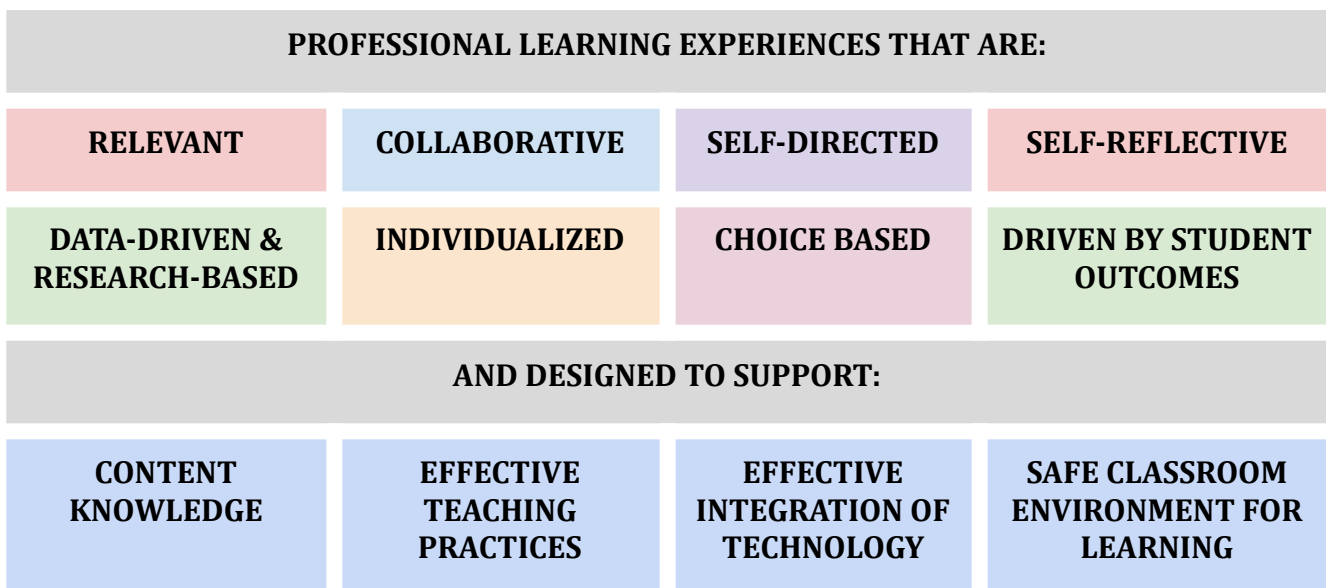
The Professional Learning Plan shall be developed through collaboration with a professional (development) learning team. The professional learning team (PLT) shall be recommended by the superintendent of the school district for appointment by the board of education. A majority of the members of the professional development team must be teachers designated by their collective bargaining organization. With cooperation from the Bedford Teachers Association (BTA) and the Bedford Association of School Administrators (BASA), the BCSD Professional Professional Learning Team (PLT) was recruited and Board approved on September 21, 2022 to make necessary revisions to the current plan to take effect July 1, 2023. The membership of this committee currently consists of the following:

Professional Development Learning Team
(created multi-year PL plan in 2022-23 school year):
Amy Fishkin, Assistant Superintendent for Curriculum & Instruction

Elaine Cuglietto, Interim Assistant Superintendent for Human Resources
 David Gee, Director of Technology
 Adrienne Viscardi, Director of ESOL Services & Programs
 Dr. Toni Ann Carey, Assistant Director of Special Education
 Mary Harrison, Principal of Fox Lane Middle School
 Tim Montalvo, Assistant Principal of Fox Lane Middle School
 Dr. Angelique Johnson, Assistant Principal of Mount Kisco Elementary School
 Carol DeGeorge, Social Studies Teacher / BTA President
 Chris Goodrow, Elementary Coordinator
 Heather Shaughnessy, Learning Specialist / Bedford Staff Development Center Director
 Rosa Hirsch, Social Studies Teacher / Mentor Coordinator
 Dr. Stephanie Peborde Burke, Ed Tech Specialist/STEAM Coach
 Margaret Browning-Barnickel, Assistive Technology Coordinator
 Erica Rogan, UDL Coordinator
 Michelle Grier, Elementary Math Coach
 Paul Frisch, Science & Technology Teacher/Coordinator
 Amy Unger, RTI Coordinator

Research on Effective Professional Development:

Our BCSD Professional Learning Plan is aligned with research on effective professional development, including Adult Learning Theory, [Guskey's Five Levels of Professional Development Evaluation](#), and the New York State Education Department Learning Standards for High Quality Professional Development. Our Professional Learning Plan is designed to provide:



Adult Learning Theory: Malcolm Knowles' 6 Assumptions of Adult Learners:

1. **Need to Know:** In order for adults to learn with optimal efficiency, they need to understand the **relevance** of what they are learning and why they are learning it.
2. **Self-Concept:** Unlike children who may need to be guided through the learning process, adult learners prefer to learn autonomously. An effective learning environment should be **collaborative** in which the vast majority of learning experiences are **self-directed**.
3. **Adult Learner Experience:** Adult learners have a deeper pool of life experiences from which to draw. This influences their motivation, needs, interests and goals. Therefore, **individualization** and **self-reflection** are key components of adult learning.
4. **Readiness to Learn:** While young learners might be learning content they may not use until several years later, adult learners want to be able to **apply their learning immediately** to the present in real life situations. Tasks and projects should create opportunities for adults to individually research and explore the subject matter in order to gain first hand experience.
5. **Orientation to Learning:** Adults are task-centered and problem-centered. Adult learners want to see how their learning can address and **solve real problems**. Case studies, role playing, simulations and self-evaluation are types of experiences that support adult learners.
6. **Motivation to Learn:** For adults, **motivation is internal**. Learners should understand what skills they will develop. Relevancy is key to the teacher's immediate learning needs, and applicable to the work they are doing right now. Professional learning experiences should provide teachers with autonomy and opportunities for self-directed learning.

NYSED Ten Standards for High Quality Professional Development:

([NYSED Professional Development Learning Standards](#))

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 to assess its effectiveness in improving professional practice and student learning.
-

GOALS & OBJECTIVES

Rededication to a Professional Learning Community Model

Goal #1: Capitalize on internal knowledge/expertise and foster collaboration, inquiry & choice through self-guided professional learning activities

- Objective #1a: Commitment to self-directed, collaborative and reflective PLCs with opportunities for turn-key training so that knowledge grows and is shared within the organization
- Objective #1b: Teachers and administrators working together, as leaders and learners, focused on improving student outcomes

Goal #2: Gain expertise in content knowledge and effective instructional practices that are data-driven, relevant and reflective of current research and directly support student learning

- Objective #2a: Fidelity to RTI process and data-driven decision making
- Objective #2b: Leverage consultants, coaches, inservice courses and training in order to access the latest research in educational practices and content knowledge
- Objective #2c: Teachers and administrators engage in ongoing professional learning together as part of a continuous improvement model and in order to remain current in the field

Goal #3: Strengthen instructional practices through a strong induction program, mentor program and classroom intervisitation

- Objective #3a: Induction program will provide teachers new to BCSD with basic foundational understanding of expected instructional practices, content and core curriculum specific to BCSD, and engagement in continuing professional learning.
- Objective #3b: Maintain a robust mentoring program that provides collegial support to teachers new to Bedford Central School District and aligned to NYSED mentoring standards.
- Objective #3c: Teacher and administrator classroom visits will include opportunities for timely feedback (learning walks and interclassroom visitations), collaboration, and support a K-12 vertical alignment

NEEDS ANALYSIS

The Bedford Central School District is committed to an ongoing process of self-reflection and self-evaluation. The Professional Development Plan is continuous and reflects a multi-year approach to improving student performance. The Professional Development Plan is informed by a variety of data. Most recently, the District conducted a PD Needs Assessment survey during the 2022-23 school year to inform this Professional Learning Plan. During each school year, the District conducts multiple forms of needs assessments, including a review of student achievement data, an examination of student work as it relates to the district’s Success Plan, an assessment of issues related to student well-being, surveys following professional development activities, and reflection on the insights gained from teaching and observing in classrooms.

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
- Advanced Placement results
- Student Report Cards
- Academic Intervention Services and RtI Records
- STAR Early Literacy, Reading and Math assessment data (K-8)

Surveys

- Professional Learning Evaluation/Feedback Surveys
- Culture & Climate Survey
- Core Values Thought Exchange

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
- Action Planning for Annual Success Plan

Professional Development Needs Assessment Survey (164 responses):

Synthesis by Professional Learning Team (PLT)

In March 2023, teachers were surveyed to learn more about their professional development needs. The Professional Learning Team synthesized the results of the survey:

WHAT?		HOW?	WHEN?
What type of information would you like to learn through professional development?		HOW would you like to participate in PD?	WHEN (and how long) would you like to participate in PD?
Content <i>(For example, literacy,</i>	Instructional Practices	<i>choice-based, book studies, self-directed inquiry, having</i>	<i>(For example, during Supt. Conference Days, during the school</i>

<i>math, art, yoga, new standards, technology tools, etc.)</i>	<i>(For example, I'd like to get better at co-teaching, small group instruction, classroom management, differentiation, etc.)</i>	<i>someone model, instructional coaching, etc.)</i>	day, for 2 hours, etc.)
<ul style="list-style-type: none"> • Methods of Literacy/ELA/Reading/ Writing Instruction • Math • NYS CS & DF • SEL • STEAM • Fitness, health, wellness • Social Studies • Science • Promethean Panel • CPR/AED, First Aid • Crisis Intervention • NYSED CRT • Trauma informed strategies • AVID • Google Workspace • LETRS • DLBE • Content based curriculum updates (Special Education) • Whatever is directly related to what they are teaching 	<ul style="list-style-type: none"> • Differentiation of Instruction • Engaging all learners • Identifying and supporting struggling learners • Co-teaching • Classroom management • Enrichment • PBL • Using data to inform instruction • Questioning Strategies/higher-order thinking • Small group instruction • Student-centered learning • UDL • Critical Friends Protocol • Training made available before the implementation of a program • Tier1 Interventions • Supporting ELLs and emerging bilinguals 	<ul style="list-style-type: none"> • Online • Self-paced • Time to collaborate • Time to put new learning into practice • Outside Professionals • Collaborate with colleagues who have success • Time built in to every opportunity for practice of new skill or planning for application • Development of an annual professional development learning calendar with Superintendent Conference Days identified • Book Study • Collaborative collegial group model • Modeling of skills with a coach in classes 	<ul style="list-style-type: none"> • Superintendent's Conference Days • Before School (8:00-8:50) • During the school day-release time • Wednesdays(during designated meeting time) • Tuesday • Thursday • Summer • After school • Timing is critical: people want access to materials and information on advance of implementation, and want training in real time, and want follow up opportunities to share with colleagues

CONTINUING TEACHER AND LEADER EDUCATION (CTLE Requirements)

CTLE Requirement Overview: <https://www.highered.nysed.gov/tcert/resteachers/ctle.html>

Acceptable CTLE Activities:

<https://www.highered.nysed.gov/tcert/resteachers/ctle-acceptable.html>

CTLE Language Acquisition Requirements:

<https://www.highered.nysed.gov/tcert/resteachers/ctle-language-acquisition.html>

The continuing teacher and leader education (CTLE) language acquisition requirement varies by certificate holder.

- **ESOL and bilingual education teachers.** Educators who are subject to CTLE, and hold a Professional English to Speakers of Other Languages (ESOL) certificate or Bilingual Education extension, must complete a minimum of **50 percent** of their required CTLE clock

hours in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for ELLs.

- **Other teachers, school building leaders, and school district leaders.** All other Professional teachers, School Building Leader, and School District Leader certificate holders must complete a minimum of **15 percent** of the required CTLE clock hours dedicated to language acquisition addressing the needs of ELLs, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs.
- **School district business leaders.** School district business leaders (SDBLs) who hold the Professional SDBL certificate would complete a minimum of **15 percent** of the required CTLE clock hours dedicated to the needs of ELLs and Federal, State, and local mandates for ELLs.
- **Teaching Assistants - Level III.** Teaching Assistant Level III certificate holders must complete a minimum of **15 percent** of the required CTLE clock hours dedicated to language acquisition, addressing the needs of ELLs and integrating language and content instruction for such ELLs.

PROFESSIONAL LEARNING ACTIVITIES

PROBATIONARY TEACHERS:

Induction, Mentoring, Years 1-4 Experiences

While professional learning really begins informally with the recruitment and selection process, our onboarding process for teachers new to BCSD begins formally with new teacher orientation, a 4-year induction process, and continues through the post-probationary period. For more information on induction, refer to the [BCSD Induction Program and Mentoring Handbook](#).

New Teacher Orientation

Teachers new to the district, or returning after more than a full year of leave, are expected to participate in the New Teacher Orientation process. This includes two days of orientation and training experiences in the district, usually held in late August. These sessions will identify the highest priority learning for teachers, all linked to the NYS Teaching Standards, the Danielson Framework for Teaching, and the BCSD Success Plan.

Year 1 Induction Experiences

Year 1 induction experiences consist of year-long mentoring and a course entitled, “Conversations with New Teachers,” which includes after school sessions devoted to the unique needs and pressing issues associated with entry into a new district and position. These sessions are led by the district’s Mentor Coordinator, with invited guests from the district to address specific topics. Participants will keep a reflective journal, and will engage in discussions of practice and theory related to current literature. The first year also includes formal mentoring.

In addition to *Conversations with New Teachers*, first year educators will engage in a Tech Immersion series, during which teachers will learn about the technology tools at their fingertips so they are prepared to effectively engage students in learning utilizing technology.

Year 2 Induction Experiences

Year 2 induction experience is enrollment in *The Skillful Teacher* course conducted through the Bedford Staff Development Center. This course immerses teachers in learning a sound pedagogical knowledge base with powerful repertoires for matching teaching strategies to student needs. Designed to provide practical guidance for practitioners working to broaden their teaching skills, the course combines theory with practice and focuses on 18 critical areas of classroom performance.

In addition to *The Skillful Teacher* course, second year educators will engage in year 2 of the Tech Immersion series, during which teachers will learn about the effective integration of technology as well as Universal Design for Learning (UDL) to ensure instruction is responsive to and inclusive of learner variability, including students with disabilities. Second year educators are also expected to prioritize their learning in alignment with district expectations, district and school goals, and individual goals.

Year 3 and 4 Induction Experiences

Year 3 and Year 4 induction experiences include participation in Advanced Literacies, offered by R-BERN and designed to engage teachers in the theories and strategies for helping students acquire English language skills and success in school. Additionally, third and fourth year teachers may be expected to participate in learning tied to collaborative teaching, technology integration, differentiation, literacy, and academic and behavioral intervention techniques. All K-2 teachers and tiered support teachers, who provide literacy instruction, will be expected to participate in LETRS training (Language Essentials of Teaching of Reading and Spelling). Professional development for teachers in years 3 and 4 will be dedicated to honing skills in instructional strategies, content areas, and developing active participation in the larger school and district community through committees, clubs, coaching, or other school-based activities.

Throughout a teacher's career in Bedford, a teacher will be required to attend and participate in District-led professional development that is aligned to the BCSD Success Plan and essential to core curriculum and instruction. For example, some of these training experiences include:

- RULER Social-Emotional Learning Framework
- AVID: Advancement Via Individualized Determination (6-12)
- LETRS: Language Essentials of Teaching of Reading and Spelling
- Core literacy curriculum aligned to SOR (as determined by Literacy Committee)
- Heggerty Phonological Awareness Program
- Wilson Foundations Phonics Program
- Bridges to Mathematics (K-5)
- Science 21 (K-5)
- Danielson Framework for Teaching
- Secondary course content training

Mentoring Program

Rationale/Purpose:

The BCSD Mentor Program is designed to meet NYSED mentoring requirements for teacher certification, and to support newly hired and veteran teachers to transition smoothly and successfully into their roles in the District. By facilitating professional growth through collaboration and reflection, the Mentor Program benefits the District by:

- Reinforcing the foundation of the district’s culture of ongoing professional collaboration and learning
- Maximizing retention of staff to the end of building capacity to embrace and implement district goals
- Developing confident, engaged, capable, and effective teachers who positively impact student learning and social-emotional well being.

Structure and Components of the Mentor Program:

A year of mentoring support will be provided to:

- teachers, clinicians, and service providers in their first year of employment.
- Teachers who transition to a different program, building, or level (ex: primary to secondary)
- At the discretion of administrators, a mentor may be assigned to a teacher who is changing curriculum areas or in need of support.

Mentors will meet with mentees for (at least) one hour per week to discuss, plan, and reflect on topics and concerns that are essential for teacher growth. These include but are not limited to:

- Curriculum mapping and lesson planning
- Classroom management
- Collaboration with families and colleagues
- Implementation of district goals and initiatives
- Record keeping tasks, such as management of student information system and gradebook
- Implementation and tracking of teacher-identified areas of need and professional growth

Mentors and mentees will participate in intervisitation and observation at least twice during the year. Mentors and mentees will complete weekly meeting logs and observation logs to document the successful progress of the mentoring year. Time will be designated during New Teacher Orientation for mentors to meet with newly hired teachers.

Role of Mentor:

The primary role of the mentor is to provide support and feedback to the new colleague, opportunities for reflective practice, and partnership in growth. The mentor is not involved in the formal evaluation or observation process. The relationship and work between the mentor and the new colleague is confidential and will not be discussed with administrators or colleagues.

The Professional Learning Team will meet yearly to evaluate the Mentor Program using feedback from mentors and mentees. The PLT will consider if the District’s program is effectively meeting the NYS Standards for Mentoring. The PLT will use the information to improve or revise the program. For more information on the mentoring program, refer to the [BCSD Induction Program and Mentoring Handbook](#).

TENURED TEACHERS:

Individual Professional Learning Plans and Ongoing PD (Years 5 +)

Individual Professional Learning Plan (IPLP):

Annually, the Individual Professional Learning Plan (IPLP) is the key vehicle for articulating sustained, continuous improvement over one’s career in Bedford. By promoting a cycle of inquiry, the IPLP encourages teachers and their supervisors to use data (student achievement and growth

data, teacher practice rubric information, and individual reflection) to set professional goals and identify the learning that best supports that goal.

More specifically, the IPLP is a reflective tool designed to target and articulate individual growth goals and plans for the upcoming year or years. The plan builds upon a review of district and school goals, the APPR, student data, previous learning plans and accomplishments, and a review of the Danielson framework. Upon completion of the reflective review, the plan elements include:

- a focus statement/study question,
- two goals; one connected directly to student learning/growth/achievement, and one other professional learning goal,
- a plan for pursuing and evaluating progress toward the goal,
- anticipated activities and professional learning community experiences connected to the goals and plan for the year, and
- a brief narrative summarizing the anticipated growth for the year.

Ongoing Professional Development:

A variety of structures are in place to allow tenured teachers to continue their professional growth and development throughout their careers in Bedford Central School District. Each year, teachers have the opportunity to participate in various professional learning activities that are aligned to an individual's IPLP goals, department goals, building goals and the District Success Plan. These opportunities include:

Teacher-Led:

- Self-Directed Professional Development (see BTA contract)
- In-service training and graduate courses related to APPR goals
- Bedford Staff Development Center in-service courses and book studies
- EDLs and PG&D's

Building-Led:

- Administratively Assigned PD (see BTA contract)
- Department-led professional learning
- Faculty Meetings

District-Led:

- Superintendent Conference Days
- Inservice PD offerings related to BCSD Success Plan
- Training in new curricula resources & district initiatives
- Technology Boot Camp

Professional Learning Partnerships:

- Manhattanville College (PDS liaisons)
- Bedford Staff Development Center
- Putnam-Northern Westchester BOCES

Educational Development Leaves (EDL) and Professional Growth and Development (PG&D) grant opportunities remain in place as professional development opportunities. It is expected that faculty members include these experiences as part of the Individual Professional Learning Plan. These experiences can be part of an overarching strategy for growth, or can stand alone as more finite opportunities related to a particular growth need.

An Educational Development Leaves (EDL) is intended to provide opportunities for Bedford staff members to engage in activities which address the following:

- identified needs in staff development;
- professional and/or personal renewal;
- curriculum development;
- program modification; and
- other professionally related areas of focus.

It is expected that an EDL is beneficial to the applicant, colleagues and the school district. This may be accomplished by presentations during staff meetings, curriculum planning forums and presentations to the Board of Education.

Proposals are developed in consultation with Department Coordinators, Principals, or other appropriate District staff. The activities can include, but are not limited to, research projects, course or curriculum development, and advanced educational studies.

Professional Growth & Development (PG&Ds) projects are an opportunity for teachers to take part in professional development projects that go beyond regular responsibilities. Teachers are encouraged to work on PG&D's during release time; however, occasionally in order to provide continuity of instruction for pupils, work may need to occur outside the school day. The teacher, the PG&D committee, Principal and/or Department Coordinator may suggest that PG&D work be completed on weekends or vacation period, when other absences from teaching make such arrangements advisable.

Professional Learning Communities (PLC): It is expected that all educators engage in Professional Learning Community (PLC) experiences throughout the year. There are a wide variety of PLC activities that can occur, with the common thread being professional collaboration with colleagues focused on developing teaching strategies and improving student outcomes. PLC experiences include, but are not limited to:

- District and building-based committee work, job-alike collaborations, vertical and horizontal teaming and other vehicles for organizational improvement.
- Participation in district initiatives, such as curriculum development, enhancement, revision or adoption.
- Collaboration around Tenured Cycle Years 1 and 2 options like Peer Review and Lesson Study.

Future School Leaders Academy (Recommendation required): For teachers who are ready to take on the next level of learning and leading, and are considering moving into administration, the Future School Leaders Academy is an opportunity to develop leadership skills while obtaining a dual certification in School Building Leadership (SBL) and School District Leadership (SDL). FSLA is a collaboration between Bank Street College and PNW BOCES. It is a 2-year, 30-credit graduate program. Teachers participate in the program with a cohort of teacher leaders from around the tri-state area. Every 2 years, BOCES-affiliated Districts have the opportunity to recommend and sponsor promising school leaders for the FSLA program. Following an application process and committee review, a Superintendent's recommendation is required to participate in the FSLA program.

GRADUATE CREDIT FOR SALARY ADVANCEMENT:

LIST of Approved institutions:

The preferred list of NYSED approved institutions and CTLE sponsors is linked [here](#). In order to earn salary advancement, the credits must be earned from a NYSED approved institution or a CTLE sponsored program.

Requirements for Graduate and Salary Advancement credit

As of July 1, 2021, all faculty will use the same procedure for submitting completed credits for salary advancement. At least 9 inservice or graduate credits can be submitted for salary advancement twice each year before or on November 1st and April 1st. Use the form on the Staff Intranet to submit credits for salary advancement. IMPORTANT: Completion certificates and/or transcripts must be attached to the form.

ADMINISTRATORS:

BCSD administrators actively seek professional learning opportunities that are integral to their role as lead evaluators, curriculum leaders, and building managers. Administrators will participate in at least the following professional learning community experiences:

- **Leadership Retreat:** The summer Leadership Retreat provides building and district leaders (administrators and coordinators) to establish goals and priorities for the upcoming school year as well as hone their individual and collaborative leadership skills.
- **Regional Lead Evaluator Training:** All lead evaluators are required to participate in annual training to remain current in the evaluation process as per our approved NYS APPR process.
- **Curriculum Council:** The Curriculum Council is a think tank of administrators, coordinators, and teacher leaders who meet monthly outside the school day to collaborate, analyze trends in district data, and address curriculum needs, as it relates to the Curriculum Review Cycle.
- **Leadership Learning Walks:** As a way to calibrate our observations, hone the type and amount of actionable feedback that we provide, and improve our overall knowledge as instructional leaders, administrators will engage in Learning Walks (or a similar protocol).
- **Mentoring Circles:** The District will establish Mentoring Circles with newer administrators in order to help them build an entry plan, develop an understanding of the BCSD Success Plan, engage in a problem of practice, and provide one another with feedback on actionable steps.
- **Regional Collegial Circles:** Administrators and coordinators have the opportunity to engage in local collegial circles through PNW BOCES where they can remain current in their field, network with leaders across the region, and bring back best practices to BCSD.
- **Principals & Directors Meetings:** Principals and Directors meet regularly to develop and maintain action plans for the District Success Plan, address current challenges, and engage in collaborative planning to move teaching and learning forward in BCSD.

PROFESSIONAL DEVELOPMENT SCHOOL (PDS) PARTNERSHIPS:

Manhattanville College Partnership

Professional Development School partnerships have been forged between [Manhattanville College](#) and Fox Lane Middle School, Bedford Hills Elementary School, Bedford Village Elementary School, Mount Kisco Elementary School, Pound Ridge Elementary School, and West Patent Elementary School. The purpose of the Professional Development School (PDS) partnerships is to provide mutually agreed-upon professional development for the faculties of our schools in collaboration with Manhattanville College to improve instructional practice and enhance student learning. The PDS also serves as a site for pre-student teaching field experiences, student/supervised teaching, and internship opportunities. The PDS partners share responsibilities for professional development and blend their expertise and resources to meet mutually agreed-upon goals.

Bedford Staff Development Center Policy Board

The mission of the Bedford Staff Development Center (BSDC) is to improve the quality of education for children in the Bedford Central School District by providing the necessary resources and training for the Bedford faculty and staff to inspire and challenge our students. The BSDC supports teacher learning through collaboration and the sharing of best practices.

Its Policy Board is made up of teachers, administrators, parents and community representatives. We meet each month to evaluate and discuss professional development needs and allocate resources so we can provide opportunities to colleagues in these areas:

- Encourage Policy Board membership from all BSDC schools.
- Develop and offer exciting professional opportunities that meet the needs of teachers.
- Support the ongoing Professional Development School (PDS) initiative
- Provide support, as needed, to the PDS Steering Committees
- Provide ongoing guidance and direction in shaping the current Mentor Program for supporting new staff.
- Continue to cultivate the practices and culture of the Policy Board that make it a vital source of information and support within our schools and community.

The legislative and policy making body of the Center is known as the Bedford Staff Development Center Policy Board. The Policy Board consists of the following voting members:

- At least nine teacher volunteers, appointed by the Bedford Teachers Association with at least one from each school such that Policy Board membership is composed of at least 51% teachers.
- At least one representative appointed by CSEA
- One or two representatives from higher education
- One representative from business/industry
- One or two parents
- Up to one nonpublic school teacher/administrator
- Up to four other members at the discretion of the Superintendent including the district administrators overseeing curriculum and professional development.

PROFESSIONAL LEARNING EVALUATION

The ultimate goal of all professional learning is to increase student achievement. The District professional learning committee will examine the professional development experiences and the relationship to improved student outcomes as the defining evidence of meeting the goals outlined in the District's Plan. The PLT looks to Thomas Guskey's research on professional development evaluation processes to frame the District's approach. Guskey outlines five critical elements that build upon one another and lead to the determination of efficacy in a district's implementation.

Guskey's Five Critical Levels of Professional Development Evaluation

5 Levels of Professional Development

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 ✓ 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 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 interview 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. Participant use of new Knowledge & 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? ✓ 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: ✓ Cognitive (Performance and Achievement) ✓ Affective (Attitudes and Dispositions) ✓ Psychomotor (Skills and 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

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APPROVAL BY BOARD OF EDUCATION

The Professional Learning Plan (PLP) was presented to the Curriculum, Instruction & Assessment (CIA) Board subcommittee on May 8, 2023 and submitted to the Board of Education and approved at the June 14, 2023 Board of Education meeting. The PLP must be approved by the Board of Education on an annual basis.

The PLP Committee is composed of teachers and administrators who annually review progress towards established professional learning goals. Through the evaluation of student achievement and performance measures, the PLP Committee makes recommendations for revisions of established professional learning goals and a focus for professional learning. The Board of Education is provided an updated Professional Learning Plan on an annual basis for review and approval.

June 14, 2023