PAWLING CENTRAL SCHOOL DISTRICT

PROFESSIONAL

LEARNING

PLAN

2018-2021

FOR APPROVAL BY THE BOARD OF EDUCATION AUGUST 27, 2018

PAWLING CENTRAL SCHOOL DISTRICT

PROFESSIONAL LEARNING PLAN

BEDS Code: **131201040000**

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INTRODUCTION

Subdivision (dd) of Section 100.2 of the Regulations of the Commissioner of Education requires that by September 1, 2000, and annually by September 1 of each school year thereafter, school districts adopt a professional development plan. The purpose of the plan is to continue to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development to remain current in their profession while meeting the learning needs of their students.

The following plan was developed by collaboration among the participants on the Pawling Professional Development Plan Team. The individuals listed were appointed to service on the Pawling Professional Development Plan Team at the October 2, 2017 and October 17, 2017 meetings of the Pawling Board of Education.

As required, the Pawling Congress of Teachers selected the teacher representatives, and the Pawling Administrators' Association selected the administrative representatives. The Pawling Parent/ Teacher and Parent/ Teacher/ Student Associations selected the parent representative. Students self-selected following presentations to their class or were identified by school counselors based on an interest in teaching. The professional organization representatives were identified by the Chair.

PAWLING PROFESSIONAL LEARNING PLAN TEAM
(Below are the members of the 2017-2018 team who created this draft 2018-2021 Plan; Team members are appointed annually)

Name	Title	Team Role
Kim Fontana	Assistant Superintendent for Instruction	Superintendent's Designee and Chair
Scott Rice	Director Pupil Personnel Services	Pawling Administrators' Association
Michelle Rivas	Assistant Principal	Pawling Administrators' Association
Janine Garrison	Literacy Coach and ELA Curriculum Leader	Curriculum Specialist and Pawling Congress of Teachers
Sally McGrath	Mathematics Curriculum Leader	Curriculum Specialist and Pawling Congress of Teachers
Inga Garbarino	Board of Education Member	Board of Education
Edward Grippe, Ph. D.	Parent and Board of Education Member	PTSA and Board of Education
Julia Harrer	Parent	PTA
Kathleen Lowell OR Jose Melendez, Ph. D.	Hudson Valley Bilingual Education Resource Network	Professional Organization
Matt Miller	Instructional Specialist DC BOCES	Professional Organization
Stephen Malone	High School and Elementary	Pawling Congress of Teachers
Kandee Dolan	Elementary Teachers	Pawling Congress of Teachers
Melissa Martin	Middle School	Pawling Congress of Teachers
Lauren O'Connell	Teaching Assistant, High School and Special Education	Pawling Congress of Teachers
Ryan Maasz	Student	
Molly Wolff	Student	

MISSION OF THE PAWLING CENTRAL SCHOOL DISTRICT

The mission of the district is to educate students in the values, critical skills and essential knowledge necessary to be informed and responsible citizens, prepared to take the next steps in their education, careers and lives in our diverse society.

PROFESSIONAL LEARNING PHILOSOPHY
OF THE PAWLING SCHOOL DISTRICT

Professional learning in the Pawling School District supports the continuing education of teachers, administrators, and other educators who have responsibility for the education of students. Engagement in professional learning builds educators' ability to deeply understand their disciplines, their students, and their practices and to make informed, principled, and research-based use of what they know for the benefit of students. Effective professional development not only provides educators with strategies, but reasons and rationale for the use of those strategies.

Quality professional development learning in the Pawling School District recognizes that teachers are central to student learning, and that all members of the school community contribute to student learning. Pawling professional development assumes that all educators have the capacity to learn, grow, and improve in their capacity to support student learning, regardless of their level of experience and expertise. Pawling's professional development reflects current available research and effective practices in teaching, while promoting continuous and collegial inquiry and improvement embedded in the daily life of its schools.

Attributes of Successful Professional Development:
- Sustained and supportive
- Purposeful / strategic and focused on student learning
- Developmental
- Based upon effective practice / research
- Related to the teaching / learning process
- Staff and district co-constructed and designed
- Evaluated

Assumptions:
- Professional development is worthwhile and is critical to produce the desired results of improved student achievement and success, based upon district goals and direction and aligned with the New York State Standards and Assessments.
- Professional development will be designed in a collaborative manner.
- Professional development will provide a differentiated, personalized and developmental approach to meet individual and district needs relating to the teaching and learning process.
- Professional development will support the implementation of effective practice as evidenced by research.
- The use of flexible times and models is necessary for the successful implementation of professional development.
- The Professional Learning Plan requires ongoing and varied assessment and evaluation.

PROFESSIONAL LEARNING MISSION
OF THE PAWLING SCHOOL DISTRICT

The Pawling School District has as its mission to educate students in the values, critical skills and essential knowledge necessary to be informed and responsible citizens, prepared to take the next steps in their education, careers and lives in our diverse society. This mission informs and directs the learning opportunities that the District offers both to its students and to its staff members.

Education for the students of the Pawling School District derives from the commitment of its staff to their own professional growth. The connection between student success and empowered and effective teachers is well established by research.

By fulfilling the New York State mandate that each of its school districts publish a Professional Development Plan, the Pawling Central School District has created a tool to support its governing process. The Plan enables stakeholders to focus on clear, shared goals for student learning, to collaborate with colleagues in achieving those goals, and to reflect upon their own learning and professional practice. As a framework, the Plan:

- Delineates in a clear manner the goals that it has for the professional growth of staff as they work to improve student outcomes.
- Outlines a general plan of work that leads to those goals.
- Establishes ways in which to monitor progress toward those goals.

In order to insure its success, the Plan takes into account characteristics of the adult learner. It acknowledges that adults have individual learning styles and preferences. The Plan outlines avenues for professional growth in a variety of formats. The Plan recognizes that adults, like students, learn best when they have the opportunity to participate in designing and constructing their own learning and provides opportunities for collaboration, problem solving, experimentation, and reflective practice, in a supportive environment.

NATIONAL AND STATE STANDARDS FOR PROFESSIONAL DEVELOPMENT

Professional development for educators is a respected and well-researched field within education and has its own set of nationally recognized standards, which were revised in 2011 by Learning Forward, formerly the National Staff Development Council.

1. Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

2. Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

3. Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

4. Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

5. Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

6. Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

7. Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change. (Learning Forward, 2011)

New York State Professional Development Standards are based on a previous version of the national standards. They are:

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. (New York State Professional Development Standards, 2009)

PROFESSIONAL DEVELOPMENT EVALUATION

The impact of this plan is assessed through the measures outlined in the implementation plan. These include staff reaction, staff learning, organizational change, staff behavior and products, and student learning. These windows into the effectiveness of professional development were organized into a taxonomy by Thomas Guskey (1999). His levels of professional development evaluation (1-5) are indicated in the measures column of the implementation plan. Ongoing review of professional development assessment is necessary to create a continuously improving and responsive program of professional development.   While this is a multi-year plan, ongoing assessment by the Assistant Superintendent for Instruction and the Professional Development Plan Team is required. Annual reports on the impact of the plan will be provided to the Board of Education and the community.

NEEDS/STRENGTHS ANALYSIS FOR THE PROFESSIONAL LEARNING PLAN

1.   Pawling's Professional Learning Plan is aligned with District goals, the New York State Learning Standards and assessments, as well as responsive to student strengths and needs. In adopting specific District goals, and delineating the objectives, and strategies outlined in the Plan, the Professional Learning Plan Team made use of existing analyses of formal, informal and standardized assessments of students and surveyed the professional staff relative to their perceived needs for support in meeting student goals.

Through the implementation of this plan, the Pawling School District expects to:
- Support a safe and inclusive learning environment
- Improve curriculum through attention to the New York State Learning Standards, national standards, and attention to innovative practices
- Improve student learning by providing engaging, differentiated, relevant, and personalized learning experiences and by continuing to develop and implement the District Vision of Literacy
- Support the induction and retention of new teachers into the profession and the District
- Support professional practice with 21st century tools and dispositions

2. The Professional Learning Plan is continuous, flexible and reflects a multi-year approach to improving student performance. The District annually revisits its goals based on needs, student assessment results, and professional growth opportunities delineated through the Annual Professional Performance Review. The PLP will be revised to meet new and/or changing needs as they are identified. We anticipate that this task will continue to be a reflection of the congruence between the PLP and the APPR in support of the New York State Standards. The Professional Development Plan Team will continue to meet to review annual student achievement data as well as review the other measures indicated in the evaluation plan.

NEEDS/STRENGTHS ASSESSMENT SOURCES USED

The Professional Learning Plan is informed by a variety of qualitative and quantitative data:

- Student achievement information from state report cards
- Trends in relative performance provided by School Meter
- Other District achievement information, e.g. Scholastic Aptitude and Advanced Placement results
- Demographic trends
- Graduation and dropout rates
- The New York State Standards and Assessments
- Instructional level performance gap analyses from BARS on the web
- Commissioner's regulations
- Input from building level technology committees and District Technology Plan
- Feedback from mentors and mentees
- Feedback from the instructional staff through surveys and evaluations
- Learning walk data, which may include the learning walk from data collected and/or feedback provided to the instructional staff following the learning walk
- APPR data
- Input from Instructional Cabinet and Curriculum Leaders
- Measures we value: student participation, rigorous coursework, learning targets, reading, quality local curriculum focus on instruction
- Human Library survey
- Curriculum Goal survey

DISTRICT RESOURCES

In pursuit of the goals of this Professional Learning Plan, the Pawling School District will use local funds, draw upon monies from Titles II and III, and other grant funding as available. The District will call upon the services of its teaching staff, administrative staff, curriculum leaders, technology staff, and community partners to assist in achieving the goals set forth in this document.

HOW TO READ THIS PLAN

The Goals in the plan align with District Goals. The objectives develop the ideas within the goals more specifically as they relate to professional learning. Goals and objectives exist in the District's professional development approval and tracking processes so that the District can ensure that professional learning is pertinent to the organization's Goals, while allowing for individual learning needs and strengths. Strategies, formats, resources, and evaluation guide the District's professional learning design and implementation in working to achieve the District Goals. Where a strategy is strongly related to another goal, the strategy is italicized for easy cross reference.

References

Guskey, T. (1999). *Evaluating Professional Development.* Thousand Oaks: Corwin.

Learning Forward. (2011). Retrieved March 10, 2015, from Standards for Professional Learning:
       http://learningforward.org/standards-for-professional-learning#.VQTqSnzF-So

New York State Professional Development Standards. (2009). Retrieved Month 10, 2015, from New York State Education Department:
       http://www.highered.nysed.gov/tcert/resteachers/pd.html

Goal 1   **Safe and Inclusive Learning Environment:** Continue to support the school district culture of a safe, supportive, and inclusive climate with a strong emphasis on effective strategies that support the Dignity for All Students Act (DASA).

Objective 1   All professional staff will have the tools they need to reduce and respond to threats to safety in physical and virtual spaces associated with school, and be able to assist students in doing the same.

Objective 2   All members of the professional staff will promote and value diversity as a fundamental and foundational strength of our school community. All members of the professional staff will have expertise in identifying and building on student strengths and assets. All members of the professional staff will ensure that curriculum and instruction reflect multiple perspectives and cultural traditions. All members of the professional staff will work actively to promote inclusion and eliminate racism and other forms of bias.

Objective 3   All members of the school staff will have tools to actively promote a safe and respectful learning environment and intervene in instances of bias, discrimination, harassment, and bullying.

STRATEGY(IES)	FORMATS	RESOURCES	TIME FRAME	MEASURE/DATA/ EVALUATION
Provide annual safety training such as table top emergency drills and Internet safety and security training *Provide annual Dignity Act training* *Embed classroom management in mentoring program* Provide professional development to support cultural proficiency and culturally sustaining pedagogies and practices. Provide professional development in neuro, linguistic, and cultural diversity *Curriculum: Embed multicultural and anti-bias components in curriculum template* *Curriculum: Embed International Student Technology Education Standards in curriculum template* Ensure congruence and collaboration among professional staff through consultant teacher and coteaching professional development Continue to provide staff with strategies for supporting student social and emotional health and wellness	Workshops and conferences New Teacher Orientation, mentoring, and induction workshops Study groups Student/staff discussion groups Student panels	School Resource Officers District administrators Curriculum leaders District staff District Safety Committee members District Mental Health Team Employee Assistance Program District Attorneys (Girvin & Ferlazzo, PC) BOCES, RSE-TASC Research for Better Teaching HVRBERN, consultants Metro Center at NYU Technology (BOCES, RICs, and Model Schools) Vital Behavior Special Ed Connection Council for Exceptional Children New York Special Education Directors Bureau Educational Research American Association of Speech and Hearing National Association of Social Work American Association of School Counselors Dutchess, Putnam, and Westchester Counties departments of Health GLSEN	Annually	Workshop evaluations of teacher learning and transfer to student instruction (2) Gap analyses of suspension and classification rates (3) Discipline information (3) Curriculum documents (3, 4) Participation rates in rigorous (3) Student participation in co- and extra-curricular activities (3)

Goal 2   Curriculum: Continue to implement a multi-year plan for the development of a written K-12 curriculum that supports the Common Core State Standards, is aligned with District outcomes and Vision for Literacy, and enhances learning for all students, including English language learners and students with disabilities, with a specific focus on district-level improvement in the areas of literacy, numeracy, and STEAM (Science, Technology, Engineering, Mathematics, Art and Design) offerings to ensure that all graduating seniors have a diversity of options in competitive colleges and careers.

Objective 1   Partner with colleagues (general education, special education, ESOL/ENL) to create and implement high quality District curriculum.

Objective 2   Participate in the District curriculum development and review process and engage others, including families, students, and community partners in the school curriculum.

Objective 3   Gain and share disciplinary and interdisciplinary expertise through study, networking, experimentation, and action research.

Objective 4   Embed the District Vision of Literacy in curriculum design

STRATEGY(IES)	FORMATS	RESOURCES	TIME FRAME	MEASURE/DATA/ EVALUATION
Curriculum: Strengthen the peer review process using criteria for success developed by Curriculum Leaders Curriculum: Continue to require collaboration among general education, special education, and ESOL/ENL professionals Curriculum: Continue to support the Curriculum Leader Program and add leaders in health and physical education as well as fine and practical arts Curriculum: Embed Vision for Literacy in curriculum proposal and development process Curriculum: Continue to provide opportunities to grow expertise and allow for positive deviance and experimentation through sharing of successful practices. Continue to enhance opportunities for student participation in curriculum co-design Continue to provide opportunities for community and interdisciplinary connections, e.g. Human Library *Provide training in Tri-State Consortium Consultancy Model*	Curriculum leader meetings, workshops, and conferences Team, grade, department and faculty meetings Study groups, conferences, and workshops Summer Curriculum Camp Conference Days Release days	District teaching staff Curriculum leaders Community partners Technology Supervisors Technology (District, RIC, Model Schools) BOCES, RSE-TASC, NYS Teacher Centers HV-RBERN or other RBERN Atlas Rubicon National Associations and their NYS Counterparts (NCTM, NCTE, NCSS, STANYS, NYLA, ILA, NYSSMA) Teachers College/Columbia Univ. Tri-State Consortium University of Connecticut College Board Bard College Learner Centered Initiatives Students Tri-State Consortium Human Library	Ongoing	Student assessments (5) Curriculum documents (4) Board approval (3) Curriculum Request for Proposals (3)

Goal 3   **Instruction:** Provide students with engaging and personalized learning experiences that are progressively student-driven. Support effective instruction with professional development and supervision.

Objective 1   All professional staff can articulate a rationale for engaging students in their learning and devise personalized learning experiences to appropriately challenge and interest every student.

Objective 2   All professional staff will study, reflect upon, and revise practices to ensure continuous improvement.

STRATEGY(IES)	FORMATS	RESOURCES	TIME FRAME	MEASURE/DATA/ EVALUATION
Continue to provide professional development to support growth mindset and effective effort development in professionals, students, and families *Personalized learning: Provide teachers with strategies (including technology) for personalizing learning to ensure rigor, relevance and appropriate challenge for all students* Learning targets and instructional alignment: provide training and support through supervision Continuous improvement: Provide opportunities for reflection, coaching, and review of student work Skillful Teacher: Provide opportunities to attend the Skillful Teacher course and High Expectations Teaching *Provide training in Tri-State Consortium Consultancy model*	Conferences Study groups Workshops Coaching Action research Supervisory conversations Grade level, team, department, and faculty meetings	District staff Consultants Technology Community partners Research for Better Teaching BOCES, RSE-TASC, RIC, NYS Teacher Centers Conferences HV-RBERN or other RBERN Technology Harvard University Lesley University SUNY College Board University of Connecticut Teachers College/Columbia Univ. SAANYS, NYSCOSS, NYSUT Tri-State Consortium	Ongoing Annual	Workshop evaluation (2) Workshop products (4) Learning walks (4) Student assessment (5) APPR (4) Implementation of coaching cycles (3) District meeting agenda (3)

Goal 4   **Mentoring and Induction:** Provide new teachers with a comprehensive and research-based mentoring and induction program that orients them to the District while enabling them to contribute their talents and continue to grow as professionals.

Objective 1   Mentoring: Provide well-trained and supportive mentors to new teachers and teachers new to the District.

Objective 2   Reflective Practice: Emphasize and support collegial visitation and reflection K-12

Objective 3   Induction: Provide a systematic, yet flexible approach, to induction for new teachers and teachers new to the District as well as all new instructional staff.

STRATEGY(IES)	FORMATS	RESOURCES	TIME FRAME	MEASURE/DATA/ EVALUATION
Update the mentoring program for all teachers new to the District Embed focused professional development on the Danielson Framework for Teaching, specifically those components of the District Annual Professional Performance Review Provide training to prospective teacher mentors Provide Skillful Teacher course, prioritizing second-year teachers Provide personalized opportunities for teachers in their third year of induction Develop and make accessible a bank of protocols for reflective practice	New teacher orientation and school year mentor/mentee meetings Workshops Study groups Action research Collegial observation Release time	District staff BOCES Research for Better Teaching National School Reform Faculty protocols and critical friends training	Summer and school year	Workshop evaluations (2) APPR (4) Study group or action research products and reports (4)

Goal 5 **Technology Integration:** Ensure that members of the professional staff have the skills to implement appropriate technology to support achievement of district goals.

STRATEGY(IES)	FORMATS	RESOURCES	TIME FRAME	MEASURE/DATA/ EVALUATION
Curriculum: Integrate ISTE standards for students *Instruction: Integrate various technologies and media to engage students;* create means for students to collaborate with teachers to use technology to improve instruction, e.g. create professional development opportunities for teachers with students and teachers; create a forum for students to contribute to the professional development for teachers; create a method for teachers and students to build district capacity by generating resources, tools, skills, and examples for others	Innovative Curriculum Design Camp Safety training Workshops Conferences Study groups Teaching for Engagement and Personalization Series Ed Camp	District staff Model Schools Regional Information Centers Curriculum leaders Building technology committee members District technology committee members Community partners Educational Technology Remix Club	On-going Annually	Workshop evaluations (2) Student participation (3) Student surveys (4) Data on student use of machines and applications (5)

Internal Providers:

District staff, including principals, teacher leaders, instructional technology staff, The Director of Pupil Personnel Services, the Director of Athletics, and the Assistant Superintendent provide research-based professional development in the area of curriculum design, technology integration, effective practices in literacy and in other content areas. These professional development opportunities are vetted by the Superintendent or Designee for rigor and alignment with the District's Professional Development Plan.

External Providers include the following:
P/NW BOCES
Dutchess BOCES/RSE-TASC
Mid-Hudson Teacher's Center
Hudson River Teacher's Center
Ulster BOCES and Regional Information Center
Southern Westchester BOCES/Lower Hudson Regional Information Center
Hudson Valley Regional Bilingual Education Resource Network
Lesley University
Harvard University
GLSEN (Gay Lesbian Straight Education Network)
TriState Consortium
SUNY New Paltz
Research for Better Teaching
Tri-State Consortium
Learner-Centered Initiatives

Our local and regional BOCES and RSE/TASC provide training in evaluation of teachers and leaders, instruction and standards, mentoring and graduation requirements, culturally responsive practice, graduation requirements, etc. Our teachers' centers augment this work with additional offerings on similar topics.

Ulster BOCES and the Mid-Hudson Regional Information Center provide training on data management and technology integration.

Southern Westchester BOCES and the Hudson Valley RBERN provide training on technology integration and support for multi-lingual learners.

SUNY New Paltz also supports our staff with professional development in culturally responsive teaching and support for multi-lingual learners.

Research for Better Teaching partners with the District in our efforts to improve instruction and engagement and in our induction process.

New York University and the Metro Center, GLSEN and Sandy Hook Promise provide training on safe, culturally-responsive, and inclusive learning environments.

Lesley University and Columbia University provide literacy training

Harvard University and NYSCOSS provide leadership training