

Board Meeting 6/19/08
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Putnam Valley Central School District Professional Development Plan

Respectfully submitted by the
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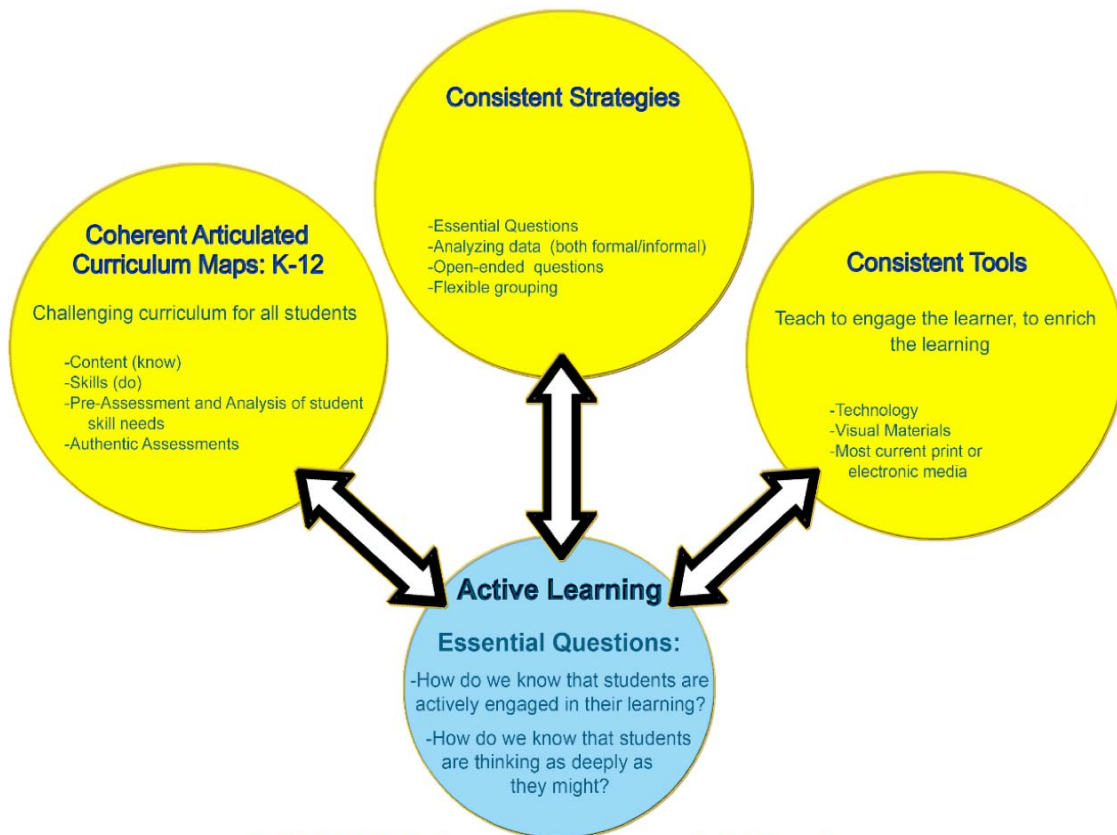
Content of the Plan

Student and Teacher Needs Analysis

In order to develop a comprehensive and substantial plan, Putnam Valley Central School District worked on a clear needs analysis using a variety of student and teacher information:

- The use of Data Warehouse testing information to identify student strengths and weaknesses and identify program changes necessary to improve student performance.
- The ongoing alignment of curriculum through our electronic curriculum mapping software program, Tech-Paths, to ensure gaps and redundancies are corrected and curriculum is aligned K-12.
- The use of classroom, school and district test analysis in order to continuously enhance and improve curriculum and instruction.
- Survey and evaluations by professional staff to determine their needs in order to support their professional, school and district goals and therefore improve teaching and learning (See Appendix A).

Curriculum and Instructional Mission



PVCSD Instructional Mission

Curriculum and Instructional Mission

In order to ensure that all students in the Putnam Valley School District are receiving the best instruction possible, we are committed to the concept of “active learning”. We are also committed to ensuring that we are viewing evidence of active learning within our classrooms.

(See Appendix B for Criterion for Classroom Walk-Throughs)

“The research suggests that the high premium placed on children's own ideas helps children to enlarge their view of situations and enables teachers to gain a better understanding of the range and development of creative and lateral thinking within their classes. As children begin to value each other's ideas they gain confidence and are more willing participate" (medicalnewstoday.com/articles/93733.php).

With **“Active Learning”** at the core of our curriculum and instructional mission, the Professional Development Team is focused on providing opportunities for professional development that:

- work toward a coherent articulated curriculum using and refining our Tech-Paths curriculum maps, K-12
- strengthen consistent strategies to ensure the instruction of key ideas and curriculum
- focus on consistent tools that students and instructors use to teach and demonstrate learning
- incorporate technology, where appropriate within curriculum and instruction
- continue to incorporate a multi-disciplinary approach by integrating subjects within the curriculum

Professional Development Goals

In order to ensure that the needs of our students are met, we will continue to provide professional development that will:

- Increase student achievement through the improvement of literacy/study skills, aligned K-12
- Continue to build ongoing communication and articulation of curriculum and instruction between all professional staff K-12
- Use and incorporate data analysis and technology to determine appropriate instruction and improve communication

Goal: Increase student achievement through the improvement of literacy/study skills, aligned K-12

Objectives	Activities	Evaluation Standards
Continue to communicate and articulate literacy curriculum and instruction, K-12	Book Studies Superintendent's Conference Days Staff Development Days Faculty Meetings Mentoring Program Teacher Center Courses Professional Courses Workshops Online Courses Grade Level Collaborative Meetings Curriculum Meetings K-12	Teacher interest/needs surveys Tech Path alignment work Completion of K-12 and Subject/Grade Vocabulary lists Analysis of test data Year-end self-evaluations through the APPR process Teacher questionnaire Administrative questionnaire Parent questionnaire Student questionnaire
Use pacing and time management to build understanding	“	“
Develop an understanding of the importance of vocabulary and strategies to uncover unknown words in text.	“	“
Model and teach appropriate reading strategies to aid in student understanding.	“	“

Goal: Continue to build ongoing communication between all professional staff K-12

Objectives	Activities	Evaluation Standards
Continuously articulate curriculum and instruction, especially as it relates to “best active learning instructional practices”, Grades K-12 and update as needed within Tech-Paths (our electronic curriculum mapping software program)	Book Studies Superintendent’s Conference Days Staff Development Days Faculty Meetings Mentoring Program Teacher Center Courses Professional Courses Workshops Online Courses Grade Level Collaborative Meetings Curriculum Meetings K-12	Teacher interest/needs surveys Tech Path alignment work Completion of K-12 and Subject/Grade Vocabulary lists Analysis of test data Year-end self-evaluations through the APPR process Teacher questionnaire Administrative questionnaire Parent questionnaire Student questionnaire
Continue to develop inter-disciplinary curriculum, where appropriate	“	“
Develop subject-specific vocabulary to ensure student understanding.	“	“

Goal: Use and incorporate data analysis and technology to determine appropriate instruction and improve communication.

Objectives	Activities	Evaluation Standards
Use of student/school/district data to determine appropriate instruction.	Book Studies Superintendent’s Conference Days Staff Development Days Faculty Meetings Mentoring Program Teacher Center Courses Professional Courses Workshops Online Courses Grade Level Collaborative Meetings Curriculum Meetings K-12	Teacher interest/needs surveys Tech Path alignment work Completion of K-12 and Subject/Grade Vocabulary lists Analysis of test data Year-end self-evaluations through the APPR process Teacher questionnaire Administrative questionnaire Parent questionnaire Student questionnaire
Use of school and district data to locate gaps in instruction and curriculum, and close them.	“	“
Understand and use technology (Data Warehouse, Power School, etc.) to inform instruction	“	“
Sharing of “best practices” Grades K-12 as it relates to technology integration within all appropriate subject areas	“	“

Objectives	Activities	Evaluation Standards
Use web design and electronic mail to improve communication between all stakeholders: administration, teachers, parents & students.	“	“

NYSED REQUIREMENTS FOR PROFESSIONAL DEVELOPMENT PLAN

“How will the district provide all teachers they employ substantial professional development opportunities directly related to student learning needs as identified in the school district or BOCES report card and other sources as determined by the school district or BOCES? For plans covering the time period, February 2, 2004 and thereafter, each school district or BOCES shall describe in its plan how it will provide teachers it employs holding a professional certificate with opportunities to maintain such certificates in good standing based upon successfully completing 175 hours of professional development every five years as prescribed in Part 80 of this Title” (NYSED).

Please see above in activities column.

“Regarding teachers, certified as of February 2nd, 2004 and beyond, via participation in these district-sponsored activities, teachers will be able to fulfill the 175-hour professional development requirement” (NYSED).

Teachers’ expected participation in professional development, including but not limited to an estimate of the average number of hours each teacher is expected to participate in professional development in the school year covered by the plan.

The Putnam Valley Central School District and the Putnam Valley Federation of Teachers negotiated a contract for the years 2005-2009 that encourages teachers to engage in eighteen hours of professional development annually. In addition, the district provides for two full superintendents’ conference days as well as four .5

days annually which are predominantly dedicated to curriculum and instructional alignment via professional development collaboration among staff members.

Alignment of professional development with NYS standards and assessments, student needs, including but not limited to linguistic, cultural diversity and special needs, and teacher capacities.

Professional development during Superintendent's Conference Days as well as many of the other staff development opportunities will be based on analysis of student needs as determined by NYS assessment as well as teacher driven data analysis.

“Articulation of professional development across grade levels” (NYSED)

During all Superintendent's Conference Days (two full days and four .5 days annually), teachers in grades Kindergarten through twelve in all content areas will meet together. During these days K-12 teachers will engage in curriculum and instruction discourse facilitated by our K-12 teacher Coordinators and our administrative staff.

Additionally, during collaborative periods at all three of our buildings, teachers across grade levels will meet to discuss curriculum and instructional issues on a regular basis.

“Efforts made to ensure that professional development is continuous and sustained and the methods and approaches for delivering professional development have been shown to be effective” (NYSED).

Through the following methods of professional development, we will ensure that it is continuous and sustained:

Book Studies

Superintendent's Conference Days

Staff Development Days

Faculty Meetings

Mentoring Program

Teacher Center Courses

Professional Courses

Workshops

Online Courses

Grade Level Collaborative Meetings

Curriculum Meetings K-12

“Manner in which the school district or BOCES will measure the impact of professional development on student achievement and teachers’ practices” (NYSED).

We will continuously analyze aggregated and disaggregated NYSED assessment data as well as classroom assessments to determine the effectiveness of professional development on student achievement and teachers’ practices. Additionally, our administrators utilize consistent criteria to observe and support our teachers, which is based on the five core propositions from the National Board of Teaching Certification. The data from these observations will be consistently analyzed to determine its effectiveness on teachers’ practices and student achievement.

“Provision for the training of employees holding a teaching certificate or license in the classroom in school violence prevention and intervention” (NYSED).

We will continue to maintain a database of teachers who have completed the mandatory two-hour violence prevention course. For those teachers who have not completed this course, the district will work with the Teachers Center to offer this mandated course to them.

“For plans covering the time period, February 2, 2004 and thereafter, provision for a mentoring program” (NYSED).

Please see the Putnam Valley Central School District Board of Education approved mentoring plan.

Appendix A

Name: _____ School/Grade/Subject _____

The Professional Development Team set up the goals that we worked on last year. These goals were based on data that was gathered from student test analysis, district goals, building goals and teacher input. Our charge for the year is to continually revamp and improve staff development as related to our goals so we request your input on this survey. Thank you in advance for your thoughtful responses. Please be as specific as you can.

For each goal, please think about how successful today's Conference Day was at achieving that goal and ways that it could be enhanced.

Goal:	How well did today address this goal? 1=not at all, 5=very well	How did your work today help you achieve this goal or what suggestions do you have so we can structure future days to be more successful?
Sharing and modeling of "best practices" as it relates to "active learning" instructional practices as well as evidence of associated student learning	1 2 3 4 5	
Increase student achievement through use of active literacy and problem solving skills, aligned K-12	1 2 3 4 5	
Continue to build ongoing communication between and among K-12 staff.	1 2 3 4 5	
Use data analysis (both quantitative and qualitative) to determine appropriate instruction and improve communication.	1 2 3 4 5	
Further alignment of curriculum and instruction through use of TechPaths K-12.	1 2 3 4 5	

If you have additional suggestions or questions, please write them on the back. If there are courses you would like the PDT to arrange for through the Teacher Center, or courses you'd like to teach, please let your building representative know.

Appendix B

Putnam Valley Central Schools 2008-2009 Criterion for Classroom Walk-Throughs

NBPT Proposition 3. Teachers are responsible for managing and monitoring student learning
 As evidenced by: **Assessment of student progress toward meeting objectives of lesson/skills:**

<input type="checkbox"/> Teacher serves predominantly in role of facilitator vs. “purveyor of information” (in order to assess student learning)	<input type="checkbox"/> Instruction is aligned with curriculum maps
<input type="checkbox"/> Types of questions asked predominantly (higher order vs. literal type questions etc.)	<input type="checkbox"/> Teacher gives feedback and correctives
<input type="checkbox"/> Students have tools for self-evaluation of student work (e.g. rubric, checklists)	<input type="checkbox"/> Lesson/skills based on data/needs of students
<input type="checkbox"/> Students know what exemplary work is	<input type="checkbox"/> Grading/scoring is clear and easily understood
<input type="checkbox"/> Performance data posted	<input type="checkbox"/> Differentiation of assessment types is evident