

# Putnam Valley Central School District Professional Development Plan - Revised 2015-2017



## **Apply What We Know!**

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[~John Stocks, NEA Executive Director Curriculum and Instructional Mission](#)

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# Introduction

While the essential purpose of the Putnam Valley Central School District (PVCSD) professional development plan is to design an ongoing path to improved student learning, the plan itself is shaped by theory and practice related to adult learning and the structure and delivery of effective professional development. Adult learning theory has generated new perspectives and approaches (<http://teacherlink.ed.usu.edu/nmsmithpages/irex2012/readings/Susan/Susan%20Turner%20Reading%201.pdf>) to the way teachers develop and mature as professionals with needs that vary in relation to their levels of experience. The needs of teachers in their early years in the classroom vary considerably from the espoused needs of those who have served for many years. In particular the work of Knowles (1990) has deepened our understanding of the individual differences among experienced professionals, and the emphasis on the preference for self-directed opportunities. More recent research (Leanna, 2011; Hargreaves and Fullan, 2013) has added the insight that “social capital” <https://www2.ed.gov/programs/slcp/2011progdirtg/mislinkinrfm.pdf> is a key aspect of effective professional development and application of new learning to the classroom. Teachers learn from each other when the school communities support sharing of ideas and the development of informal and formal connections that promote a “marketplace of ideas” and interaction around best practices.

By examining the research on adult learning, more sophisticated and creative models for delivering and shaping professional development have emerged to address the varying needs of teachers at different stages of their career with appreciation of the need for personal autonomy and finding ways to engage and motivate teachers as learners. These new approaches include e-learning, sharing protocols, data analysis, team dialogue and curriculum mapping, teacher facilitated courses, engagement with higher education and BOCES consultants, and embedded professional development during the work-day, as examples of models that are currently in place.

Thus, the PVCSD Professional Learning Plan provides multiple avenues and opportunities for teachers to continue their growth and understanding of best practices in teaching and learning to ensure that our students are inspired to reach and exceed the highest educational standards.

# Philosophy

Guiding the structure of our district's professional development plan is the mission of the Putnam Valley schools, "Child First and Foremost." To that end the plan is conceived as a living document that incorporates new knowledge and understanding of how children learn and grow. The focus on the child considers the full spectrum of the child's needs, academically, socially, and physically. Cognitive and social development are perceived as inextricably connected, and the interactions with family and community are integral to our educational goals. In the same way, as we seek to inspire students by seeing them as whole individuals with unique perspectives and life struggles, we see our staff as engaged in their personal and professional struggles, aspirations and needs. Thus, the District provides opportunities for the entire community of learners to deepen their understanding of self and the environment. The work of Urie Bronfenbrenner informs our understanding of the ecology of human development and acknowledges our individual ecological system that has shaped our relationships and perspectives. The District's recent work on "growth mindset" in concert with the community demonstrates our commitment to find ways to dialogue and learn together to strengthen beliefs of self-efficacy and higher expectations for success throughout the educational community.

It is well known that we learn every day, and that our brain and emotions are continually changing. The well-known insight by Heraclitus that one never enters the river twice because we are not the same person and the river is not the same river, establishes the premise for our work as educators, and our dedication to the belief that all children can learn, and that we will continually search for multiple ways to "get better" at building "foundation for the future" of our students.

# Content of the Plan

## Ongoing Student and Teacher Needs Analysis

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

- The analysis of classroom, school, and district benchmarks in order to continuously enhance and improve curriculum and instruction
- The use of student assessment data from a variety of sources to identify student strengths and weaknesses and identify program changes necessary to improve student performance, including but not limited to state assessments, attendance, VADIR report, disciplinary records, and RTI
- The on-going K-12 vertical alignment of the curriculum to the Common Core Learning Standards
- 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

# Curriculum and Instructional Mission



Using the Four C's to engage students is imperative. As educators prepare students for this new global society, teaching the core content - math, social studies, the arts - must be enhanced by incorporating critical thinking, communication, collaboration, and creativity. We need new tools to support classroom teachers and education supports professionals in their profession, even as they implement new strategies in their classrooms.

~John Stocks, NEA Executive Director

# 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 through project-based learning and authentic tasks.**

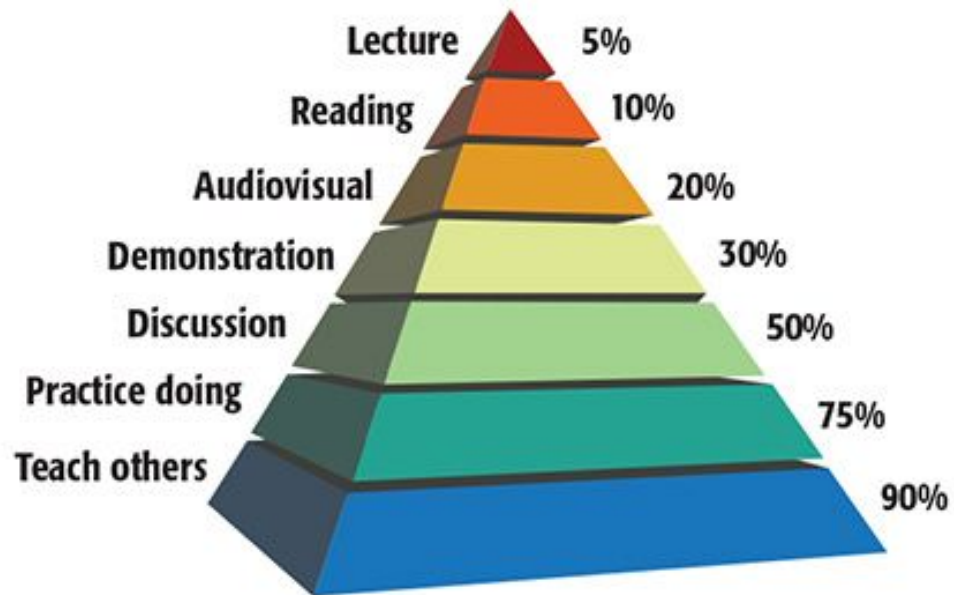
With “**Active Learning**” at the core of our curriculum and instructional mission, the Professional Development Team is focused on providing opportunities for professional development that:

- build an educational community to foster social/emotional health with development of a growth mindset and commitment to academic achievement
- work toward a coherent articulated curriculum K-12
- strengthen collaboration and use of consistent strategies to ensure the implementation of best practices and fostering teacher leaders
- incorporate technology to foster innovation and creativity
- develop multi-disciplinary approaches through project-based learning and inquiry models of teaching



## Learning Pyramid

Methods of training and retention rates



*Figure 3: The Learning Pyramid; Source: National Training Laboratories, Bethel, ME*

# Professional Development Goals

**Goal I: Build an educational learning community to foster social/emotional health with development of a growth mindset and commitment to academic achievement.**

| <b>Objectives</b>   | <b>Activities</b>  | <b>Evaluation Standards</b>   |
|---|--|---|
| Continue exploration and implementation of the Growth Mindset model | <ul style="list-style-type: none"> <li>● Book Studies</li> <li>● Workshops</li> <li>● Character Education Committee</li> </ul>   | <ul style="list-style-type: none"> <li>● Student achievement data</li> <li>● Student choice of rigorous coursework</li> </ul>   |
| Implementation of the PBIS Model                                    | <ul style="list-style-type: none"> <li>● OLWEUS</li> <li>● School wide initiatives</li> <li>● Policy review and development</li> <li>● Schools to Watch</li> <li>● Adult mentors</li> <li>● Student Recognition</li> </ul> | <ul style="list-style-type: none"> <li>● Analysis of school &amp; district climate</li> <li>● Attendance Data</li> <li>● VADIR Reports</li> <li>● Discipline Records</li> </ul> |
| Build Professional Learning Communities                             | <ul style="list-style-type: none"> <li>● Authentic Assessments</li> <li>● Analysis of student work</li> </ul>  | <ul style="list-style-type: none"> <li>● Reflection</li> <li>● Student achievement data</li> </ul>  |
| Create a reflective culture   | <ul style="list-style-type: none"> <li>● Lesson Study</li> <li>● Protocols that embed reflection</li> </ul>  | <ul style="list-style-type: none"> <li>● Team meetings</li> <li>● Reflecting on student work</li> <li>● Creating reflective strategies</li> </ul>                               |

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

| <b>Objectives</b>  | <b>Activities</b>   | <b>Evaluation Standards</b>  |
|--|---|--|
| Continue to communicate and articulate literacy curriculum and instruction, K-12 including Common Core and New York State Standards and Danielson instructional rubric to implement APPR | <ul style="list-style-type: none"> <li>● Book Studies</li> <li>● Superintendent’s Conference Days</li> <li>● Staff Development Days</li> <li>● Faculty Meetings</li> <li>● Mentoring Program</li> <li>● Teacher Center Courses</li> <li>● Professional Courses</li> <li>● Workshops</li> <li>● Online Courses</li> <li>● Grade Level Collaborative Meetings</li> <li>● Curriculum Meetings K-12</li> <li>● Achieve 3000 – Implementation</li> <li>● Elevate Education Study Skills</li> <li>● Leading and Learning (authentic assessment and inquiry)</li> <li>● Student engagement In-service</li> <li>● Lesson Scaffolding</li> <li>● Learning Management Systems</li> <li>● Technology as learning tool</li> </ul> | <ul style="list-style-type: none"> <li>● Teacher interest/needs surveys</li> <li>● Completion of K-12 and Subject/Grade Vocabulary lists</li> <li>● Analysis of test data</li> <li>● Year-end self-evaluations (APPR process)</li> <li>● Teacher questionnaire</li> <li>● Administrative questionnaire</li> <li>● Parent questionnaire</li> <li>● Student questionnaire</li> <li>● Inventory of best literacy practices</li> </ul> |
| Use pacing and time management to build understanding  | <ul style="list-style-type: none"> <li>● Lesson Scaffolding</li> <li>● Review of Best Practices</li> </ul>  | <ul style="list-style-type: none"> <li>● Sharing of lesson models, student work, and reflection</li> </ul>   |

|  |   |   |
|--|---|---|
| <p>Develop an understanding of the importance of vocabulary and strategies to uncover unknown words in text.</p> | <ul style="list-style-type: none"> <li>● Review of reading best practices; exploration of reading programs and strategies through visitation and research</li> </ul>          | <ul style="list-style-type: none"> <li>● Local and standardized assessment data</li> </ul>                                    |
| <p>Model and teach appropriate reading strategies to aid in student understanding.</p>                           | <ul style="list-style-type: none"> <li>● Review of best practices for reading</li> <li>● Exploration and research</li> <li>● Grade level and team PLC</li> </ul>              | <ul style="list-style-type: none"> <li>● Local, authentic assessment data, including DRA</li> </ul>                           |
| <p>Build capacity to design and implement inquiry based lessons</p>  | <ul style="list-style-type: none"> <li>● In-service courses</li> <li>● Reflection on practice</li> <li>● Peer feedback</li> <li>● Share lessons at faculty meeting</li> </ul> | <ul style="list-style-type: none"> <li>● Sharing lessons through PLC experiences, including review of student work</li> </ul> |

**Goal III: Continue to build ongoing communication to inspire and engage all professional staff and students.**

| <b>Objectives</b>  | <b>Activities</b>   | <b>Evaluation Standards</b>  |
|--|---|--|
| Continuously articulate curriculum and instruction, especially as it relates to “best active learning instructional practices” | <ul style="list-style-type: none"> <li>● Book Studies</li> <li>● Superintendent’s Conference Days</li> <li>● Staff Development Days including early dismissal PD</li> <li>● Faculty Meetings</li> <li>● Mentoring Program</li> <li>● Teacher Center Courses</li> <li>● Professional Courses</li> <li>● Workshops</li> <li>● Online Courses</li> <li>● Grade Level Collaborative Meetings</li> <li>● Curriculum Meetings K-12</li> <li>● Mapping activities</li> </ul> | <ul style="list-style-type: none"> <li>● Teacher interest/needs surveys</li> <li>● Completion of K-12 and Subject/Grade Vocabulary lists</li> <li>● Analysis of test data</li> <li>● Year-end self-evaluations through the APPR process</li> <li>● Teacher questionnaire</li> <li>● Administrative questionnaire</li> <li>● Parent questionnaire</li> <li>● Student questionnaire</li> </ul> |
| Continue to develop inter-disciplinary curriculum, where appropriate   | <ul style="list-style-type: none"> <li>● Authentic assessment activities and inservice</li> </ul>   | <ul style="list-style-type: none"> <li>● Presentations and exhibits of project based and authentic assessments</li> </ul>  |
| Develop subject-specific vocabulary to ensure student understanding.   | <ul style="list-style-type: none"> <li>● Mapping and team or department consensus on common vocabulary and unique subject based word lists</li> </ul>   | <ul style="list-style-type: none"> <li>● Assessment data and benchmarking work</li> </ul>  |

**Goal IV: Use and incorporate data analysis and technology to deliver appropriate instruction and improve communication.**

| <b>Objectives</b>  | <b>Activities</b>   | <b>Evaluation Standards</b>  |
|--|---|--|
| Use of student/school/district data to determine appropriate instruction.  | <ul style="list-style-type: none"> <li>● Book Studies</li> <li>● Superintendent's Conference Days</li> <li>● Staff Development Days</li> <li>● Faculty Meetings</li> <li>● Mentoring Program</li> <li>● Teacher Center Courses</li> <li>● Professional Courses</li> <li>● Workshops</li> <li>● Online Courses</li> <li>● Grade Level Collaborative Meetings</li> <li>● Curriculum Meetings K-12</li> <li>● Improve and enhance active learning centers</li> </ul> | <ul style="list-style-type: none"> <li>● Teacher interest/needs surveys</li> <li>● Completion of K-12 and Subject/Grade Vocabulary lists</li> <li>● Analysis of test data</li> <li>● Year-end self-evaluations (APPR process)</li> <li>● Teacher questionnaire</li> <li>● Administrative questionnaire</li> <li>● Parent questionnaire</li> <li>● Student questionnaire</li> </ul> |
| Use of school and district data to locate gaps in instruction and curriculum, and close them.                        | <ul style="list-style-type: none"> <li>● Opportunities to share data at building and district sessions, including student work</li> </ul>   | <ul style="list-style-type: none"> <li>● State and local assessment results analyzed</li> </ul>  |
| Understand and use technology (Data Warehouse, Power School, etc.) to inform instruction                             | <ul style="list-style-type: none"> <li>● Expanded training in use of data available</li> </ul>  | <ul style="list-style-type: none"> <li>● Presentations and lesson development based on data analysis</li> </ul>  |
| Sharing of "best practices" Grades K-12 as it relates to technology integration within all appropriate subject areas | <ul style="list-style-type: none"> <li>● Faculty and district meetings to share integration of technology</li> </ul>  | <ul style="list-style-type: none"> <li>● Modeling of best practices in classrooms</li> </ul>   |

|  |   |   |
|--|---|---|
| <p>Use of technology and social media to improve communication at all levels</p>   | <ul style="list-style-type: none"> <li>● Google Drive/ GAFE/ Classroom workshops, Twitter, Instagram, Remind, Facebook</li> </ul> | <ul style="list-style-type: none"> <li>● Feedback from constituents and student response and engagement</li> </ul>                              |
| <p>Use web design and electronic mail to improve communication between all stakeholders: administration, teachers, parents &amp; students.</p> | <ul style="list-style-type: none"> <li>● Training and learning opportunities to build capacity</li> </ul>                         | <ul style="list-style-type: none"> <li>● Review of web communication and email communication, including surveys to maximize outreach</li> </ul> |

# Appendix A

## **NYSED Requirements for Professional Development Plan**

**(REVISED ACCORDING TO APPR REGULATIONS, JUNE 2016)**

**There are new regulations as of July, 2016, that establish new requirements for professional development-CTLE or Continuing Teacher and Leader Education :**

<http://www.highered.nysed.gov/tcert/news/newsitem05122015.html>

<http://www.highered.nysed.gov/tcert/pdf/memo06012016.pdf>

The new regulations require registration by all teaching professionals every five years beginning in July, 2016 during the birthday month of teachers and 100 hours of approved professional development every 5 years. The new statute also defines updated standards for professional development that will guide the provision of programs and inservice by the District.

The statute further requires that the CTLE be rigorous and completed through a sponsor approved by the Department. The statute defines CTLE as activities designed to improve the teacher or leader's pedagogical and/or leadership skills, targeted at improving student performance, including but not limited to formal CTLE. Such activities shall promote the professionalism of teaching and be closely aligned to district goals for student performance which meet the standards established by the Department. The proposed amendment requires CTLE to be aligned with the following NYS Professional Development standards created by the Professional Standards and Practices Board.

<https://www.regents.nysed.gov/common/regents/files/316hea1.pdf>

**NYSED Professional Development Standards published in June, 2016 to ensure consistent high quality professional development leading to increased student achievement:**

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 all 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 to improve instruction and student achievement in a respectful and trusting environment.

5) Diverse learning

Professional development ensures that educators have the knowledge and skill to meet the diverse needs of all students.

6) Student Learning Environments

Professional development ensures that educators have the knowledge and skill 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, skills, 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.

These standards will be used as a rubric or checklist to evaluate professional development opportunities which should align with standards.

\* The 2016 statute also contains a provision which allows adjustments to the 100 hour CTLE requirement to be made by the Department for health reasons, military service or good cause acceptable to the Department which may prevent compliance. In addition, the statute also allows a peer review teacher, or a principal acting as an independent trained evaluator, conducting a classroom observation as part of the teacher evaluation system pursuant to section 3012-d to credit his/her time towards meeting his/her CTLE. The proposed amendment also provides an adjustment to the CTLE requirement for a holder of a teaching certificate who achieves

certification from the National Board for Professional Teaching Standards for the registration period in which such certification is achieved, provided that the candidate meets the CTLE requirements in language acquisition, to the extent required.

### **PVFT Contract**

The PVFT Teachers' Contract outlines Professional Development expectations: Article V in the Contract indicates criteria used for approval of course-work including on-line courses.

### **General Guidelines for the design of professional development**

Professional development will be aligned 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.

In order to track and record teacher course-work related to professional development, including the 2016 regulations referencing the 100 hours of required professional development for teachers with Professional certificates, the District has adopted My Learning Plan to provide teacher verification of in-service training.

### **Teachers as Independent Learners**

Putnam Valley CSD teachers are highly motivated to seek out and, in some cases, create learning opportunities that will best support individual professional growth and practice. Teachers frequently engage in coursework through colleges and universities, attend conferences sponsored by professional organizations, and explore face-to-face and online workshops through a variety of high-quality PD providers. When a group of Putnam Valley teachers share a passion to investigate a common subject, they turn to Northern Westchester Putnam Teacher Center, our local affiliate in the network of 125 statewide Teacher Centers. Teachers request workshops and study groups through NWP Teacher Center to support innovation in their classrooms and to dive into topics they have discovered independently through professional reading, interaction with students and social media. While outside consultants are sometimes contracted to lead these courses, in many cases a teacher-expert from one of the six NWP Teacher Center component districts will lead the class, giving these teacher-instructors the opportunity to share knowledge they have acquired in their own professional development.

# Appendix B

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

During all Superintendent’s Conference Days, 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 activities that align with the professional development goals.

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.

**Examples of professional development programs offered by Putnam Valley in 2015-16:**

1. Leading and Learning: Exploring Assessment Practices That Produce Learning (Diane Cunningham)
2. Using Inquiry to Promote a Growth Mindset: Making Questioning Central to Reading and Learning Across the Content Areas (Christine Clayton)
3. Scaffolding Lessons to Reach All Learners (Dee Berlinghoff)
4. Implementation training for Achieve 3000
5. Learning Management Systems - Google, MBC, etc.
6. Attendance Summit
7. Writing protocol analysis District-Wide
8. Growth Mindset collaborative dialogue
9. Embedded Math Instruction at the Elementary School-Peg Golden
10. Next Gen Science (BOCES)
11. Maker Space training (BOCES)

**Professional development offered during 2014-2015 school year**

***site-based:***

1. Introduction to Google Classroom (High School)
2. Introduction to Google Apps for Education (High School)
3. Secondary English Instruction for the Common Core (BOCES Consultant)
4. Elementary and Middle Math Instruction (Alexandra Greenberg and Margaret Golden)
5. Elementary and Middle ELA (Sherry Goffman)
6. Science at the secondary level (Helen Pashley)
7. My Big Campus training (Travis McCarty)

***Example of Summer 2016 District sponsored inservice:***

Co-Teaching and Collaboration for Co-Teachers

Data and need based planning in ELA and Math

IDE problem based learning

PNW BOCES Culturally Responsive Schools

# Appendix C

## Resources:

[Engage NY - https://www.engageny.org](https://www.engageny.org)

[NYS Report Card - http://data.nysed.gov/profile.php?instid=800000039712](http://data.nysed.gov/profile.php?instid=800000039712)

<https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations>

<http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>

<http://www.highered.nysed.gov/tcert/certificate/maintaincert-prof.html>

<https://www.regents.nysed.gov/common/regents/files/Higher%20Ed%20-%20CTLE.pdf>

<http://www.highered.nysed.gov/tcert/news/newsitem05122015.html>

[www.mylearningplan.com](http://www.mylearningplan.com)

## **Appendix D**

List of some Professional Development Service Providers/  
Vendors engaged by Putnam Valley CSD

1. Putnam/Northern Westchester BOCES
2. Northern Westchester/Putnam Teacher Center
3. Diane Cunningham (LCI)
4. G & R Inclusive
5. IDE (Innovative Designs for Education)
6. Southern Westchester BOCES
7. Lower Hudson Regional Information Center (SWBOCES)
8. NYSUT
9. NCATE
10. Columbia University Teachers College
11. Pace University
12. Manhattanville College
13. R-BERN Regional Bilingual Education Resource  
Network
14. Putnam County Family and Community Services

# Appendix E

## District Resources Applied to Professional Development

### **Fiscal**

District funds  
Consolidated grants (Title I, IIA, III, and VI)  
IDEA grants (611 and 619)  
Putnam Valley Education Foundation  
Putnam Valley PTA and PTSA  
Northern Westchester Putnam Teacher Center

## Human Resources Responsibilities Associated with Professional Development

Superintendent of School - Serves as Curriculum Director  
Assistant Superintendent of Pupil Personnel and Human Resources  
Professional Development Committee  
Literacy Coordinator and Coach K-12  
Instructional Support Specialists (2)  
ENL coordinator  
Building Principals and Assistant Principals  
Grade Level Team Leaders  
Teacher leaders and instructors of courses

