

Elmsford Union Free School District Professional Development Plan 2018-2020



Revision Adopted by the Board of Education: September 12, 2018

DISTRICT NAME: Elmsford Union Free School District
BEDS CODE: 66-04-09-02-0000
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YEARS(S) PLAN IS EFFECTIVE: 2018-2020

COMPOSITION OF PROFESSIONAL DEVELOPMENT TEAM

District Team

3 Administrators - Dr. Marc P. Baiocco, Mr. Jeffrey J. Olender, Dr. Andrea C. Hamilton
3 Teachers - Ms. Adrienne Capocci, Ms. Leandra Fulgione, Ms. Sarah Dwyer
Others (specified in strategic planning team)

1 Teaching assistant - Ms. Silvana Zambrano

Number of school buildings in district: 3

Number of school-based professional development teams: 2

1.0 Professional Development: Mission

The mission of the Elmsford Union Free School District is to optimize teaching and learning for student achievement. The district continues to work toward improving achievement for all students and to meet or exceed the New York State Common Core Learning Standards. Professional development in the Elmsford Union Free School District will focus on providing professional staff with the opportunity to grow. Opportunities for professional development will be engaging, relevant and built upon best practices.

2.0 Professional Development: Definition

Professional development is a process that provides opportunities resulting in long-term, positive change in schools. Such efforts include sharing current research, enhancing instructional strategies, and strengthening leadership to promote professional growth, collaboration and development. Professional development experiences that utilize collegiality, collaboration, discovery and problem solving enhance the collective abilities of the educational community. Professional development for all staff results in learning for educators which develops the knowledge, skills, and practices they need to help students perform at higher levels. The process includes planning, risk taking, trial and error, monitoring results, and continued commitment to excellence. Professional development is data-driven and results oriented.

3.0 Professional Development: Critical Attributes

High Quality

On-Going

Data-Driven and Researched Based

Evaluated and Assessed

Specific and Embedded in Professional Practice

Common Core Learning Standards Based

Adequately Funded and Supported

Reflective of District Goals

4.0 District Professional Development: Learning Forward Standards for Professional Learning

Professional learning that increases educator effectiveness and results for all students:

- Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment and accountability. (Learning Communities)
- Requires skillful leaders who develop capacity, advocate, and create support systems for professional learning. (Leadership)
- Requires prioritizing, monitoring, and coordinating resources for educator learning. (Resources)
- Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning. (Data)
- Integrates theories, research, and models of human learning to achieve its intended outcomes. (Learning Designs)
- Applies research on change and sustains support for implementation of professional learning for long term change. (Implementation)
- Aligns its outcomes with educator performance and student curriculum standards. (Outcomes)

5.0 Individual Professional Development: Guiding Assumptions and Strategies

Professional Development (PD) is an educator-driven, flexible system where educators engage in planning learning experiences over time that result in better learning and life experiences for students and educators.

- The purpose of PD for educators is ultimately to make a difference in the learning and lives of students. Any effective PD system must keep this point in focus and help participants connect their learning to student outcomes.
- Effective PD is about educators learning and exploring new ideas they can then apply in their own practice. The educator/learner must be "in charge" of designing their own PD experiences in ways that benefit their own learning, application and reflection.
- Effective PD creates the opportunity for educators to take the time needed to work extensively with new ideas and information. Only such in-depth learning can be adequately integrated into practice in ways that benefit both educators and students.
- PD never ends. Effective educators pursue learning and growth continually. PD systems should be structured in a fashion so educators can periodically revisit and redesign those PD experiences that support their continued growth.
- Every educator's professional experiences are unique. PD experiences should be designed in light of the particular educator's students, school, and district in order to be most effective and responsive.
- Educators do not work alone. Increasingly, meeting the needs of children and youth requires groups of educators and others to design together effective learning. PD should promote and provide experiences with this kind of interdependent group learning and purpose.
- The knowledge base of teaching and learning continues to grow and change as a result of the efforts of university-based and field-based educators and community members. Effective PD should draw upon and in turn contribute to this growing knowledge base.
- Assessment of the results of PD should be vested with the educator/learner. At appropriate times, the educator collects evidence of the effect of continuing professional development, which is then validated by "friendly critics" representing a broader constituency of professionals and consumers. Effects of PD experiences should be related to student learning, teaching practice, and growth in organizational capacity.

- Holders of Professional English to Speakers of Other Languages certificates or Bilingual Extension Annotations are required to complete a minimum of 50 percent of the 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 English language learners.
- All other Professional certificate holders must complete a minimum of 15 percent of the required CTLE clock hours in language acquisition addressing the needs of English language learners, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.
- Level III Teaching Assistant certificate holders must complete a minimum of 15 percent of the required CTLE clock hours dedicated to language acquisition addressing the needs of English language learners and integrating language and content instruction for English language learners.

6.0 Professional Development Goals

- 6.1.1 Increase achievement by on the NYS ELA Assessment in grades 3-8 with a target of 50% proficient by June 2020.
- 6.1.2 Increase achievement by on the NYS ELA Assessment in grades 3-8 with a target of 50% proficient by June 2020.
- 6.1.3 Increase the percentage cohort passing the Regents commencement exams at or above a score of 65 in 4 years with a target of 95% by 2020.
- 6.1.4 Increase the percentage of students who are graduating with Advanced Designation Diploma or 15 college credits from the Early College Experience (ECE) with a target of 33% by 2020.

7.0 Descriptors of Plan

It is recommended that teachers participate in a minimum of thirty-five (35) hours of professional development every year, or a minimum of 100 hours of professional development over five years. This may include the planning, delivery application and/or evaluation of professional development activities.

Professional development will be continuous and sustained.

The Professional Development Plan will be measured against the growth of student achievement as reflected in the *Comprehensive Information Report and Academic Performance Report* (NYS Report Card) and district developed data collection devices.

The above will be accomplished as follows:

1. Designated district professional development via professional activities as per the Professional Development Plan
2. District In-service and building level programs
3. Staff-selected professional development
4. Other, as appropriate

8.0 Recommended Professional Development Strategies for 2018-2020

8.1 Superintendent's Conference Days

The Professional Development Plan (PDP) team recognizes that one of the primary opportunities afforded each year for professional development exists with superintendent conference days that have been traditionally scheduled each year. It is recommended that at least four of the allocated superintendent's conference days be used exclusively for professional development. It is further recommended that it is necessary to schedule at least two of these four days early in the school year so that initial annual instruction can more readily be impacted by the training provided.

Departments and grade levels for each building will schedule professional learning community (PLC) planning time. The purpose of these sessions should be to give teachers opportunities to share new learning and plan specific applications of acquired learning strategies to their units of instruction. Documentation should be maintained indicating the specific results from the collaboration of the PLC's. Superintendent's conference days will provide all teachers with at least 24 hours (4 six hour days) of training each year. The remaining 11 hours will be provided through building, grade level, department and individual professional development opportunities. Strategies to close the achievement gap in ELA and Math performance include the following as stated in the EUFSD Strategic Plan:

- Curriculum maps/curricular expectations (K-12) will be aligned with the NYS Next Generation Learning Standards
- Instructional practices will reflect the revisions, additions, deletions, vertical movement, and clarifications of the current English Language Arts Standards.
- Assessment will be congruent with the 2017 NYS Next Generation Learning Standards, embedded in all grade levels and utilize technology
- Encourage family/community support in improving student achievement with a strong home/school connection
- Continue to analyze data (state and local) using data inquiry teams to assess progress towards our goals.

8.2 Building Staff Development

Each school in the district will provide opportunities for the remaining 11 hours of staff development during the school year (see 9.0). These staff development opportunities should be planned in consultation with each building's shared decision-making core teams. Building staff development should focus on at least one of the following areas determined by the needs of each individual school and in concert with the data analyses:

- Curriculum maps/curricular expectations (K-12) will be aligned with the NYS Next Generation Learning Standards
- Instructional practices will reflect the shift and revisions with the standards
- Assessment will be congruent with the new standards, embedded in all grade levels and utilize technology
- Encourage family/community support in improving student achievement with a strong home/school connection
- Continue to analyze data (state and local) using data inquiry teams to assess progress towards our goals.
- The delivery format for these sessions may include faculty meetings, department meetings, as well as, grade level meetings and PLC's.

8.3 **Grade Level and Department Staff Development**

In addition to the district and building staff development opportunities, it is recommended that additional staff development opportunities be planned, implemented and documented for grade levels Pre-K-6, 7-8, 9-12, as well as departments K-12. Grade level and department in-service sessions should incorporate activities that fit the district's definition for staff development and include strategic priorities listed in the Elmsford UFSD Strategic Plan. Curriculum coordinators and department chairpersons should document the remaining 11 hours of professional development for grade levels and departments.

Focus for grade level and department in-service sessions will address one of the following areas:

- Curriculum maps/curricular expectations (K-12) will be aligned with the NYS Next Generation Learning Standards
- Instructional practices will reflect the CCLS
- Assessment will be congruent with the CCLS, embedded in all grade levels and utilize technology
- Encourage family/community support in improving student achievement with a strong home/school connection
- Continue to analyze data (state and local) using data inquiry teams to assess progress towards our goals

8.4 **Individual Staff Development**

The district will utilize the My Learning Plan program for collecting and disseminating information regarding professional development opportunities provided by the district for individual teachers

throughout the school year. Such opportunities may include attendance at conferences and workshops, release time curriculum planning, new teacher orientation or other activities that engage teachers in meaningful reflective activities related to the instructional process. A summary of data collected through the My Learning Plan program can be used by the PDP planning committee to analyze the extent of teacher engagement in district sponsored professional development.

8.5 Total Recommended Annual Hours of Professional Development for 2018-2020.

Superintendent’s Conference Days

24 hours

Professional Development Models	Definitions	Methods of Availability
Training Models	Instructor or facilitator leads or teaches the learning process, including guided practice and or demonstrations. Model is appropriate for developing awareness, knowledge and/or skills	As requested by the district
Workshops	Programs provided by Teacher Centers, through BOCES, by local districts, and other reputable educational organizations	School days – release time After school Weekends Summer
Faculty meetings	Focused on teaching and learning and facilitated by teachers, administrators and/or consultants	As per contract
Graduate coursework	Education coursework completed through accredited institution approved by the district	As per contract
Assessment Scoring Training	Training with colleagues to score NYS and local assessments using a common rubric	As requested by the district
Consultant	Working with a program consultant or facilitator	School days – release time After school Weekends Summer
Distance Learning	Through a video-conference with a trainer, consultant, or for advanced study. Can be a workshop or inter-school collaboration	School days – release time After school Weekends Summer
Conferences	Through participation in Local, State, and National Conferences	School days – release time After school Weekends Summer
Partnerships with higher education	Can be workshop, professional development collaboration, consultation or video-conference	School days – release time After school Weekends Summer

Building Professional Development, Grade Level, Department Professional Development & Individual Professional Development: 11 hours

Total Recommended Professional Development: 35 hours per year

9.0 Suggested Models for Professional Learning in the Elmsford Union Free School District

Inter-classroom visitations Interschool visitations	Can be implemented by individuals or groups of staff members. It is a process of learning through peer observation. Appropriate for improving skills or implementation of a new model.	School day
Mentoring	A trained colleague (Mentor) works with a staff member (Intern) to assist him/her in improving and acquiring skills	School day
Peer Review	Work presented by staff is critiqued by peers	School day
Grade level, interdisciplinary, or subject area teamwork	Focused on standards and assessments. Can occur in, before or after school day. Can be facilitated by staff member or consultant. Can be combined with a workshop to provide new learning as foundation for curriculum work. Meetings can be used to review and critique student work	School day(s) - release time After school Weekends Summer
Action Research Projects	A process of learning through the formal identification of a problem or question. It involves data collection and analysis, reflection and possible changes in practice. Should be collaborative	School day(s) - release time After school Weekends Summer
Study Group/Book Study	Process of learning through collegial exchange. Identifies a goal, problem issue, or book. Should be based on best practice. Can be facilitated by staff member or consultant	After school Summer
Individually Guided Inquiry	Individualized plan for improvement of skills, competencies, and knowledge	As needed

10.0 Responsibilities for Professional Development Planning/Evaluation

- The Administrative Team should be responsible for coordinating and planning for Superintendent's Staff Development Days in consultation with the PDP Committee and in accordance with the Elmsford UFSD Strategic Plan.
- Department/grade level action plans should be collaboratively developed by department/grade level members. These plans will be approved by building principals in concert with the Elmsford Strategic Plan priorities.
- Summary goals and staff development evaluations will be reviewed by the building principals, and shall be made available to the PDP Committee, Administrative Cabinet, and Board of Education upon request.
- All teachers will enter requests for their professional development activities through use of the My Learning Plan program.

The Elmsford Union Free School District is committed to a data driven process which provides an effective means for measuring the effectiveness of any and all direct or indirect services provided to students. It is through this process that achievement measures of the CCLS are identified and analyzed

to determine root causes and strategies for improving instruction. Future professional development needs will be identified through the Elmsford Strategic Planning Committee as a major strategy for improving student performance and closing the identified achievement gaps.

The Professional Development Plan will be added to the Elmsford Strategic Plan in order to organize and further delineate district responsibilities for providing effective staff development opportunities for teachers. The best measure of the Plan's effectiveness is in the measures of student achievement that are an inherent part of the Elmsford Strategic Plan process.

It is recommended that evaluation and extension of the Elmsford Strategic Plan include consideration of activities from the PDP. The assumption that there is a strong relationship between instructional effectiveness and student learning outcomes should remain the foundation for such analysis.

Appendix

A. Needs Assessment

This Professional Development Plan aligns with the New York State Next Generation Learning Standards and is aligned with the Elmsford Strategic Plan for increasing student achievement.

The following are district priorities for the 2018-2020 academic years.

- Implement and support the Danielson “Framework for Teaching”
- Support Professional Learning Communities
- Complete the Curriculum Mapping process with an Emphasis on K-12 Literacy
- Analyze Formative Assessment data
- Analyze Reading and Writing Techniques/Strategies
- Support Technological Instructional Integration and Articulation
- Implement the NYS Next Generation Learning Standards

Pursuant to the requirements of the Regulations of the Commissioner of Education the EUFSD Professional Development Plan:

Addresses the stated purpose of the plan, which is to improve the quality of teaching and learning by ensuring that teachers participate in high quality professional development. This will enable teachers to remain current within the profession and meet the learning needs of their students.

This plan describes:

- Teachers’ expected participation in professional development opportunities
- Articulation of professional development across grade levels
- Efforts made to ensure the professional development is practical and sustained
- The manner in which the school district will measure the impact of professional development on student achievement and teachers’ practice

The following resources have been reviewed during the revision of the 2018-2020 PDP:

- School Report Card
- BEDS Data
- EUFSD Strategic Plan
- EUFSD 2017-2020 Strategic Plan
- Student Attendance Rates
- Enrollment
- Graduation and Non-graduate rates
- Special populations: LEP, Individuals with Disabilities
- Teacher/Student Ratios
- Student and Community Demographic Data
- Social/Emotional Needs Data

- Longitudinal Data
- Tax base
- Sources of district revenue
- Special Designation: Title I
- State benchmarks for student performance

B. Mentoring Section

Mentoring Plan

The New York State Education Department mandates that all school districts adopt a new teacher mentoring plan. Prior to the state's mandate, the Elmsford Teachers Association and the district's administrative team endorsed the concept of establishing a mentoring program for new staff. The Elmsford Union Free School District mentoring plan not only enables teachers entering the district to learn its expectations, curriculum, policies and procedures; but also provides an understanding of the culture of the schools and the community. The following procedures and activities guide the Elmsford Union Free School District mentoring plan.

Mentor Selection procedure:

- Volunteer mentors are sought at the start of each school year. All applicants are considered. The principals and the superintendent try to match mentors and new teachers within the same grade level and/or subject area when possible
- Tenured teachers are preferred as mentor candidates
- At times, it is impossible to find a mentor for a teacher in the same subject area/at the same grade level. In those cases, assignments may be made based on the qualities of the mentor.

Mentor Training and Preparation:

- Mentors enroll in a mentoring course sponsored by the Edith Winthrop Teachers Center.

Defined set of mentor activities:

- Mentors meet with new teachers and serve as "coaches" in the areas of curriculum and instruction, lesson planning, assessment, student behavior, and school procedures. Mentors may provide other assistance as needed.
- Mentoring meetings are informal and focus on the professional development needs of the new teacher and procedural requirements of the district and school (e.g., fire drills, data reporting).

Timetable:

- Mentors and new teachers collaboratively develop a schedule of meetings. Most meetings take place during the school day. Mentors are paid for up to 12 hours of professional time at the curriculum rate set forth in the Elmsford Teachers Association **Collective Bargaining Agreement**.

Other activities for new teachers:

- The district offers a New Teacher Academy program prior to the start of the school year.
- The Superintendent of Schools may meet with the mentors and new teachers to engage in an informal discussion regarding professional acclimation.
- Building principals contribute to the success of every new teacher and are an ongoing source of professional support.
- Internal and external professional development opportunities are available on an ongoing basis to all mentors and new teachers.

The mentoring program is evaluated on an annual basis.

C. District Resources

The following internal and external resources will be used:

Fiscal Resources

- Title I (Meeting requirements for student achievement)
- Title IIA (Recruiting and training highly qualified teachers and principals)
- General Fund
- Other Grants

Administrative and Faculty Resources

- District and Building Administrators
- Department Chairpersons and Grade Level Representatives
- Content Specialists

Providers

- Institutions of Higher Education
- Edith Winthrop Teacher Center
- BOCES
- Consultants

Community

- EUFSD Board of Education
- Community Based organizations
- Parents/Guardians

All funds for professional development will be used to implement this plan.

Attachments

1. EUFSD Strategic Plan
2. School-based Strategic Plans
3. Professional Action Plan
4. Professional Observation Form
5. APPR Evaluation Form
6. Teacher Improvement Plan