

## **PROFESSIONAL DEVELOPMENT PLAN**

**Beds Code:** 660402020000

**Superintendent:** Dr. Kristopher Harrison

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**Year Plan(s) is Effective:** July 1, 2019-June 30, 2020

### **Composition of the Professional Development Team(s)**

#### **District Team**

##### **# Administrators/Staff: 11**

Kristopher Harrison, Superintendent of Schools  
Raina Kor, Assistant Superintendent for Curriculum and Instruction  
David Cohen, Irvington High School, Principal  
Joyce Chapnick, Main Street School, Principal  
Allyson Daley, Irvington Middle School, Assistant Principal  
Rochelle Hoot, Assistant Director of Pupil Personnel Services  
Andrea Kantor, Dows Lane Road Elementary School, Assistant Principal  
Gail Krieger, Director of Pupil Personnel Services  
Deborah Mariniello, Dows Lane Elementary School, Principal  
Matthew Samuelson, Irvington High School, Assistant Principal  
David Sottile, Irvington Middle School, Principal

##### **# Teachers: 2**

Kari Carlson, 2nd Grade Teacher  
Nancy Deakin, Instructional Coach  
Amy Falk, IFA President  
Kyle MacDowell, Elementary Special Education Teacher  
Linda Palumbo, MS Special Education Teacher  
Jeff Rieck, 8th Grade Social Studies Teacher  
Christine Rosner, Dows Lane and Main Street School  
Sara Rust, Irvington Middle School and Irvington High School  
Nicole Santariga, 2nd Grade Teacher

#### **School Team(s)**

##### **# Administrators/Staff:**

Sara Savalli, IFA Chief Negotiator  
Susan Schermerhorn, School Psychologist  
Diane Watkinson, 4th Grade Teacher

**# Others:**

**# Others:**

**Number of school buildings in district: 4**

Dows Lane Elementary School (CRS)

Main Street School

Irvington Middle School (AMS)

Irvington High School (AHS)

*Indicate how school team(s), if any, will be represented on district team:*

The District team includes one administrator and one teacher from each building.

**Professional Growth Committee Mission Statement**

The mission of the Professional Development Planning Committee at Irvington School District is to develop a professional plan that will improve teaching and learning for all teachers and students. The foundation of the plan is rooted in the application of the Charlotte Danielson Framework for Teaching, the District adopted resource and tool for best teaching practices..

The Mission Statement is rooted in and aligned with the District Theories of Action and Goals:

**Irvington Theories of Action and Goals**

**Theory of Action #1**

If we provide students with rigorous, authentic learning experiences rooted in a comprehensive curriculum, then they will acquire the knowledge, skills and dispositions of successful 21<sup>st</sup> Century learners that will prepare them to thrive in a rapidly evolving global society.

**Goal**

In order to develop successful 21<sup>st</sup> Century learners that will be prepared to thrive in a rapidly evolving global society, the Irvington School District will:

- provide students with rigorous authentic, learning experiences
- develop a comprehensive curriculum that includes:
- aligned and articulated content
- defined learning outcomes
- a balanced and systematic approach to assessment
- 21<sup>st</sup> Century skills and dispositions - problem solver, flexible thinker, collaborative learner, effective communicator, empathetic citizen, and self-reliant, reflective, creative risk-taker.

## **Theory of Action #2**

If we value and foster the professional learning and growth of all members of our school community, then, we will build our collective capacity to support student success.

### **Goal**

In order to increase ownership of our school community and build our collective capacity to support student success, the Irvington School District will:

- engage all members of our school community in the process of continuous improvement through the articulation of District goals
- involve all members of the school community in learning and developing the knowledge and skills to support student success
- provide educators with professional learning designed to support student growth
- provide all staff with professional learning to develop the skills necessary to meet District needs.

### **Charge to the Committee**

The district committee has identified goals for the professional development program. These goals are based on our District Theories of Action, defined expectations for students, as well as on-going work related to curriculum and teaching. Instructional Leaders serve as representatives for all grade levels and departments, regularly scheduled meetings and feedback also informed this plan.

### **Role of Professional Development Committee**

- Provide leadership for professional learning by considering resources and systems and their effectiveness in meeting District goals and expectations
- Create frameworks and structures that will be implemented
- Use feedback from professional learning experiences, both internal and external opportunities
- Collaborate to align professional learning experiences to meet the needs of all teachers based on individual curricula, as well as district-wide initiatives and expectations.

To achieve the mission and goals of the District, the Committee will promote opportunities for the staff that reflect district initiatives, building initiatives, and State and national mandates. Through staff participation in workshops, conferences, in-service courses, superintendent's conference days, summer institutes, Edith Winthrop Teachers Center, Model Schools and opportunities to work with consultants, teachers will be provided with the professional learning necessary to respond to school, district and professional goals.

It will also be the responsibility of the Committee to:

- consider yearly professional learning goals that will reflect current district initiatives;
- consider opportunities for teachers to enhance their performance in the classroom as primary learners and classroom leaders;
- consider opportunities for in-district CTLE hours;
- support teachers in their teaching practice as the role of the classroom teacher is of primary importance in the success of students.

All new teachers holding an initial certificate will complete a mentored teaching experience within their first year of employment as a teacher. The purpose of the mentoring program is to provide support for new teachers, retention of teachers, and to increase the skills of new teachers.

### **Process for Setting Goals and Projects**

#### ***Step 1: Goal Setting***

Based on an analysis of student scores from State and local assessments and district-wide strategic issues and goals set the previous year, the professional development support is defined and provided. Individual teacher goal setting in September of each school year reflects the defined goals. The plan will be constructed to reflect the priorities outlined in the New York State Professional Development Standards.

Consistent and continuous efforts will be made to support teachers and staff to meet the goals as stated in the District's Theories of Action.

Defined goals will meet the needs of teachers and enable students to achieve all New York State learning standards. These include, but are not limited to:

- Next Generation Learning Standards,
- The New York Social Studies Framework (including the C3 Inquiries);
- The New York State Science Learning Standards

#### ***Step 2: Needs Analysis***

Using the goals set in Step 1 as a framework, the Professional Growth Committee will create an instrument to elicit input from teachers relative to their needs.

Members of the Professional Growth Committee from each school will distribute the needs assessment surveys, collect and organize the data.

#### ***Step 3: Synthesis of Goals and Needs***

The needs of each building will be synthesized into a framework that shows the relationship between the needs of teachers in each building and the goals established by the Committee. Based upon the needs assessment surveys, new goals may be developed.

#### ***Step 4: Identifying Specific Programs***

Based upon the prioritized list of goals and needs, building teams will identify the specific institutes, workshops, consultants, programs, etc. that will meet their needs. Building teams will include the principal, members of the Professional Growth Committee, and curriculum leaders.

### ***Step 5: Prioritizing Programs***

Based upon the building requests and District resources, the Professional Growth Committee will reach consensus relative to the programs to be implemented the following year.

### **Professional Growth/Development Plan for the 2019-2020 School Year**

For the 2019-2020 School Year we have two overarching District Goals that create the umbrella for plan steps and at times sub-goals related to professional development.

***Goal 1: To implement instructional practices that elevate student thinking and understanding.***

***Sub-Goal: To continue the multi-year plan for a well-articulated and mapped curriculum K-12 in all subject areas that reflects expectations for students learning defined in our Theories of Action:***

- Expanded focus on instructional design and unit planner alignment.
- Summer work to support the continuation of writing and revising units of study in all areas to create aligned units of study including: essential questions, content knowledge, skills and thinking. Teachers are paid for this work.
- Use of faculty meetings and Professional Learning Release Days (PLRD) to address needs/goals of buildings and individual teachers.

***Sub-goal: To increase teachers' knowledge of content and pedagogy to facilitate instructional design and high levels of instruction in classrooms:***

#### **ELA**

- Through both training and coaching cycles, 6-12 ELA teachers engage in the development and application of Writing as Thinking (Bard College), a program designed to support the development of teachers' ability to use writing as a tool for process and cultivate deep thinking;
- Elementary teachers will participate in coaching cycles that reflect reader/writer workshop, providing students with feedback and inquiry.

#### **Social Studies**

- Teachers will engage in professional planning with the support of consultants to support the development of new curriculum; Integrate C3 Inquiries into the curriculum through the planning and implementation of the Social Studies Inquiry Units of Study;
- Teachers will continue to develop an understanding and knowledge of the new regents exams

## **Mathematics**

- To support teachers in the continued implementation of mathematical practices that reflect the Next Generation Math Standards;
  - Teachers in grades 8-12 will work with an outside consultant to deepen their understanding of the standards and expectations for students' thinking and learning. Coaching cycles will be used as a model and all teachers participate;
  - All K-5 teachers will continue the alignment of units of study with the support and guidance of our math coach.
  - Teachers K-5 will continue to engage in data analysis of standardized math data (2-5) and module unit data to inform instruction and program.

## **Science**

- Teachers K-5 will participate in science training for Amplify Science units of study.
- Teachers 6-8 will participate in science training for Amplify Science units of study.
- Teachers 6-12 will continue to develop NYSSLS units of study with the support of a consultant

## **World Language**

- World Language teachers will continue to develop curriculum and begin to receive feedback on practice through a coaching model. An outside educational consultant will work with all WL teachers throughout the year having identified areas for growth including an increase in speaking in our WL classrooms.
- Implementation of the AAPPL Assessment and practice in looking at assessment results to inform instruction and practice

## **STEM**

- STEM teachers will conduct a self-study through the Tri-States Consortium Process. This will include feedback and evaluation from a team of visiting educators.

## ***Goal 2: To develop a balanced assessment system that measures students' content knowledge, skill and dispositional thinking.***

- Continued implementation of Aimsweb Plus to ensure data driven decision making is a key component for benchmarking and decision-making for RTI
- Continued use of progress monitoring tools within Aimsweb Plus to collect and apply data to inform intervention decisions
- Regularly scheduled meetings for all elementary classroom teachers to engage in data analysis of math module assessments. These meetings will lead to data-driven decision-making for RTI, as well as curriculum revision.
- Continued implementation of Aimsweb Plus in the Middle School to ensure data driven decision making is a key component for benchmarking and decision-making for RTI
- Continued professional development through grade level, department and workshop environments to assess alignment of instructional units with summative

and formative assessments, as well as expectations on standardized assessments (state assessments).

- Development of defined data sets in all core academic areas in grades 6-12
- Increased alignment of Stage 1 and Stage 2 of instructional design unit planners.
- Implementation of curriculum based tools for instruction and increased use of progress monitoring of IEP goals

## Professional Development Providers

The District will look to have the following providers approved by the State to provide professional learning to teachers in the IUFSD:

- **Irvington Union Free School District**  
The District will provide professional development relative to each of the above stated goals through curriculum time, study groups, summer work, formal and informal observations.
- **Edith Winthrop Teacher Center (EWTC)**  
The EWTC meets with its Assistant Superintendents of its component districts annually to plan for professional learning opportunities. The courses they offer support teachers in attaining the content knowledge and best practices necessary to improve their practice, in general, and to meet our district goals, in particular.
- **Project Lead the Way (PLTW)**  
PLTW provides ongoing training and support to its member districts in order to facilitate the high quality implementation of their curriculum.
- **Putnam/Northern Westchester BOCES (PNWBOCES)**  
PNWBOCES provides professional development on a wide variety of topics. They offer workshops on implementing all NYS standards and on best practices in the content areas, in STEM-D, and in technology integration.
- **Lower Hudson Regional Information Center (LHRIC) Model Schools Program**  
The LHRIC provides professional development in STEM-D and all aspects of technology use and curriculum integration;
- **Southern Westchester BOCES (SWBOCES)**  
SWBOCES provides professional development on a wide variety of topics. They offer workshops on implementing all NYS standards and on best practices in the content areas, in STEM-D, and in technology integration.
- **Hudson River Teacher Center**  
The Center provides support on the use and integration of technology.
- **Metamorphosis**  
This organization supports the development of best practices in mathematics instruction. They are particularly expert in supporting teacher growth using a constructivist, inquiry approach to instruction.
- **Bard College Writing**  
This organization provides training and coaching in the development of writing and thinking. The work is directly aligned with district goals and the expectation of continued development of literacy best practices.
- **InterPrep, Inc. Gregory Duncan**  
This organization provides the support including training and coaching in the development of a World Language program that reflects a consistent and balanced approach to language learning. The goals of this work are directly aligned to the District's Theories of Action and expectations for students in a global, changing society.

## **Evaluation Process**

### ***Goal 1: To implement instructional practices that elevate student thinking and understanding.***

- Analysis of student work;
- Analysis of the quality of work as a result of coaching and support of consultants;
- Well aligned units of instruction;
- Teacher feedback on ability to plan rigorous units of study;
- Analysis of teacher professional growth as a result of professional development;
- Formal and informal classroom observations conducted by building and district administrators.

### ***Goal 2: To develop a balanced assessment system that measures students' content knowledge, skill and dispositional thinking.***

- Creation of a vertically articulated K-12 curriculum;
- Monitoring and comparison of student achievement via standardized (NYS ELA assessment, Aimsweb Plus, module assessments) and formative assessments (running records, conference notes, anecdotal notes);
- Analysis of the quality of work and teacher growth as a result of coaching and support of consultants;
- Analysis of formative data (quizzes, tests);
- Analysis of student work;
- Feedback from teachers on their knowledge of content;
- Formal and informal classroom observations;
- Feedback from teachers on their knowledge of revised curriculum;
- Analysis of summative standardized data (NYS assessments);
- Analysis of formative data (benchmark assessments, unit assessments, sprints);