# PROFESSIONAL LEARNING

## OCTOBER 27, 2019

# ENSURING CONSISTENT HIGH QUALITY PROFESSIONAL DEVELOPMENT LEADING TO INCREASED STUDENT ACHIEVEMENT

- Effective professional development
  - fosters a culture of continuous improvement for all engaged in the learning endeavor.
  - is that which improves the learning of all students, including those with different educational needs, learning styles, and incremental abilities, and those from diverse cultural and linguistic backgrounds.
- Professional development is most effective when
  - there are clear research-based expectations for what teachers should know and be able to do to support student learning.
  - when it takes place in professional learning communities.
  - there is collaborative leadership and shared responsibility for improving teaching and learning.
  - it is job embedded, directly relevant to classroom practice, provided over time, and when it provides opportunity for practice of new strategies, time to reflect on changes, and time to integrate new learning into the teaching practice.
  - adequate resources are provided

# NEW YORK STATE TEN PROFESSIONAL LEARNING STANDARDS

**Continued . . .**

- **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.

- **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.

- **Research-based Professional Learning:** Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research.

- **Collaboration:** Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.

- **Diverse Learning:** Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.

# NEW YORK STATE TEN PROFESSIONAL LEARNING STANDARDS

**Continued . . .**

- **Student Learning Environments:** Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.

- **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.

- **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.

- **Technology:** Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.

- **Evaluation:** Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

# When, Where and How

- **PLRD**
  - Early Release
  - Linked to Faculty Meetings (at times)
  - Whole/Small Group
  - Common Goals/Individual Goals

- **Faculty Meetings**
  - Once a month
  - Linked to PLRD (at times)
  - Whole Group
  - Small Group Work

- **ELA/Math/Science Learning Sessions**
  - Designed and led by Instructional Coaches
  - Focused on grade level needs
  - Generally four ½ day sessions per year for ELA and Math/Science

- **Superintendent's Conference Days**
  - District-wide
  - 2 to 3 Days per year
  - Focused on district-wide initiatives and goals

# When, Where and How

- **Double Period/Grade Learning Sessions/Grade Level Meetings/Department Meetings**
  - Grade Level or Department
  - Targeted Focus
  - Topics can reflect building initiatives
  - Led by admins and/or teachers
  - Held during common planning periods where possible
  - Timeframe is between 45 minutes and 90 minutes

- **Out of District**
  - BOCES
  - Expert
  - Collegial
  - Publisher
  - National/Regional Conference
  - Specific Training
- Full day, half day, multiple day

# CTLE HOURS
## CONTINUING TEACHER AND LEADER EDUCATION

**What are CTLE Hours?**

The Board of Regents, at its March 2016 meeting adopted a new Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders.

**Who is responsible for tracking CTLE Hours**

CTLE Certificate holders shall maintain a record of completed CTLE

**What "counts" toward CTLE Hours?**

Acceptable CTLE must be conducted through 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 activities. Such activities shall promote the professionalization of teaching and educational leadership, as applicable, and be closely aligned to district goals for student performance.

# GOAL: TO CREATE A CULTURE OF PROFESSIONAL LEARNING AND LEARNERS WHERE THE EXPECTATION FOR GROWTH AND DEEP KNOWLEDGE OF PRACTICE IS THE NORM

# THEORIES OF ACTION

# 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$^{st}$ Century learners that will prepare them to thrive in a rapidly evolving global society.

**Goal:**

- In order to develop successful 21$^{st}$ 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$^{st}$ 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 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

# THEORY OF ACTION #3

If we engage in a systematic approach of classroom observation, collecting data and offering feedback to one another, then evidence-based decisions will promote reflective practice, inform instructional design and guide professional learning in order to continuously improve/advance student achievement.

**Goal**

- In order to continuously improve student achievement through professional learning, reflective practice, and instructional design, the District will:
- engage all K-12 instructional leaders in various approaches to classroom visitation to collect evidence of teaching and learning
- utilize the Instructional Rounds protocol as a tool to assess our progress toward our relevant Theories of Action and in addressing instructional goals
- use the Framework for Teaching as the benchmark for instructional best practices
- use the Annual Professional Performance Review as one indicator of student performance and teacher effectiveness

# AREAS OF FOCUS

- Instructional Design
- Assessment
- Instructional Practices
- Response to Intervention (RTI)
- Data Analysis
- Standards Based Curriculum Development
- Program Implementation
- Compliance Training
- Support for New Teachers

# ONLINE TRAINING

- Prevention and Emergency Response in K-12 Schools
- Sexual Harassment
- Dignity for All Students Act/Code of Conduct
- Irvington UFSD Computer Security Awareness

# MENTOR PROGRAM

**Program Goals:**

- To support all initial certification teachers in their first year(s) of teaching in the Irvington UFSD through the understanding and development of:
  - Expectations, history, and values of the Irvington community
  - Knowledge of curriculum
  - Craft of teaching
  - District/school infrastructures
  - Classroom management
  - To build professional learning communities
  - To enhance/increase student achievement through teacher retention and professional development

# Curriculum & Instruction Goals

- To implement instructional practices that elevate student thinking and understanding
- To develop a balanced assessment system that measures students' content knowledge, skills and dispositional thinking

- To Increase the use of data to inform instruction and planning

# INSTRUCTIONAL PRACTICES

- Bard Writing as Thinking
  - Individual Coaching
  - Curriculum Development
  - Topic Based Workshops
- Metamorphosis
  - Developing Rich Tasks
  - Vertical Alignment
  - Lesson Study
- World Language
  - Curriculum Development
  - Coaching

# STANDARDS-BASED

- Science
  - Curriculum Development for the NYSSLS
- Social Studies
  - Curriculum Development for the NYS Social Standards and Framework
- Music K-12
  - Alignment of Program
  - Integration of Standards

# PROGRAM BASED

- **Amplify**
  - Standards - based on the NYSSLS
  - Content - developed by a publisher and includes a coherent standards aligned approach through developmentally appropriate units of study and purchased to span multiple years
  - Materials - all necessary components of a unit are provided by the publisher

# External Conferences & Workshops

- Subject/Course
- Required Trainings
- Content Specific
- Support/Collegial

# DOWS LANE

| Outcome | Key Activities/Strategies Steps to Accomplish the Outcome | Supporting Evidence of Outcome | Time Used |
|---|---|---|---|
| Active use of the unit planner to plan for daily instruction. | ● Teachers will engage in analysis of student work to identify evidence of student thinking in response to EQ's | -Aligned unit planners -Teachers bring unit planners to observation meetings -Pre & Post observation forms articulating integration of EQs -Teacher's analysis of student work (notebook entries/ jots and exit tickets) at grade level meetings - observations and responses from building walkthroughs | PLRD Observation Process Grade Level Meetings Faculty Meetings. |

# MAIN STREET

| Outcome | Key Activities/Strategies Steps to Accomplish the Outcome | Supporting Evidence | Time Used |
|---|---|---|---|
| A deeper understanding and use of a balanced system of assessment. | • Continued professional development through shared reading and collaboration to examine current assessments.<br>• Introduction and review of *The 6 Facets of Understanding*<br>• Point people working with instructional coach to review aligned unit planner and develop assessment for ELA nonfiction/informational and argument units<br>• PLRD time dedicated to work with the entire grade level unpacking revised units and assessments | -Aligned unit planners and assessments for non-fiction/informational and argument ELA units | Faculty Meetings<br>PLRD<br>Team Meetings<br>Learning Sessions<br>Supt. Conf. Days |

# IRVINGTON MIDDLE SCHOOL

| Outcome | Key Activities/Strategies Steps to Accomplish the Outcome | Supporting Evidence | Time Used |
|---|---|---|---|
| Teachers will design different types of assessments, including formative, digital and performance based, to ensure alignment between Stage 2 & Stage 1 of unit planners. | <ul><li>Building-wide professional learning focused on assessment.</li><li>Use of cognitive frameworks to identify the explicit thinking skills being assessed</li><li>Assess alignment of Stage 1 & Stage 2</li></ul> | <ul><li>Implemented assessments for specific units of study that reflect a balance between assessment types (formative, summative, digital) and purposes (K, S, T).</li><li>Aligned unit planners</li><li>Assessments that exemplify a Balanced System of Assessment</li></ul> | Faculty Meetings Grade Level Learning Sessions PLRD |

# IRVINGTON HIGH SCHOOL

| Outcome | Key Activities/Strategies Steps to Accomplish the Outcome | Supporting Evidence | Time Used |
|---|---|---|---|
| Department chairs will analyze and utilize data to lead dialogue in data examination within their departments. | • Administrators will partner with Secondary Instructional Coach to lead professional development sessions with Department chairs in Chairs meetings aimed at developing data collection and analysis skills.<br>• Administrators will meet individually with Department Chairs to support department work in examining data and connecting it to individual teachers' planning.<br>• Secondary Instructional Coach will partner with consultants to support data-informed lesson planning with teachers.<br>• Administration will lead examination of data and facilitate discussion related to use of this data examination to inform planning at Faculty Meetings.<br>• Administrators and teachers will collaborate in the Observation Cycle to discuss how lessons are informed by data examination | Chairs Meetings plans and minutes<br>Secondary Coach weekly updates<br>Consultant meeting minutes<br>Faculty Meeting<br>Written Observation Reports. | Observation Process Department Chairs Summer Work Department Chairs Meetings Double-period Department Meetings Faculty Meetings |

# PUPIL PERSONNEL SERVICES

| Outcome | Key Activities/Strategies Steps to Accomplish the Outcome | Supporting Evidence | Time Used |
|---|---|---|---|
| Consistent practices in IEP Goal Development. | All PPS staff will be provided professional learning on IEP goal development focused on:<br><br>● Using clearly written descriptions of student present levels of performance to write meaningful, attainable, measurable goals and objectives.<br><br>● Choosing appropriate IEP Goal Progress Monitoring methods, timelines for goal review and strategies for reporting data to parents and CSE.<br><br>● Effective collaboration processes for case managers with students, parents, and related services providers in IEP progress review and recommendations for new IEP development. | IEP goal samples include appropriately written, measurable goals.<br><br>Checklist tracking progress in IEP Goal Development skills. | Supt Conference Day PLRD |