

**PAWLING CENTRAL SCHOOL DISTRICT**

***PROFESSIONAL***

***LEARNING***

***PLAN***

**2022 - 2026**

**FOR APPROVAL BY THE BOARD OF  
EDUCATION**

***Re-adopted August 2023***

# **PAWLING CENTRAL SCHOOL DISTRICT**

## **PROFESSIONAL LEARNING PLAN**

**BEDS Code:** 131201040000

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## **INTRODUCTION**

Subdivision (dd) of Section 100.2 of the Regulations of the Commissioner of Education requires that by September 1, 2000, and annually by September 1 of each school year thereafter, school districts adopt a professional development plan (PDP). The purpose of the plan is to continue to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development to remain current in their profession while meeting the learning needs of their students.

The following plan was developed by collaboration among the participants on the Pawling Professional Learning Plan Team. The original creators of this plan were appointed to service on the Pawling Professional Development Plan Team at the October 2, 2017 and October 17, 2017 meetings of the Pawling Board of Education. Each year the plan is revised and the members of the PDP (now called the Professional Learning Plan – PLP) team are updated.

As required, the Pawling Congress of Teachers selected the teacher representatives, and the Pawling Administrators' Association selected the administrative representatives. Other members of the team are chosen by the chair and/or current members of the PLP team.

**PAWLING PROFESSIONAL LEARNING PLAN TEAM**  
**(Below are the members of the current 2023-2024 PLP committee)**

| Name                | Title                                                                                  | Team Role                           |
|---------------------|----------------------------------------------------------------------------------------|-------------------------------------|
| Debra Kirkhus       | Assistant Superintendent for Instruction                                               | Superintendent's Designee and Chair |
| Michelle Rivas      | Interim Elementary School Principal                                                    | Pawling Administrators' Association |
| Janine Garrison     | Elementary Teacher                                                                     | Pawling Congress of Teachers        |
| Kandee Dolan        | Elementary Teacher                                                                     | Pawling Congress of Teachers        |
| Melissa Martin      | Middle School Teacher                                                                  | Pawling Congress of Teachers        |
| Clair Magnesio      | Middle and High School Librarian                                                       | Pawling Congress of Teachers        |
| Stephen Malone      | High School and Elementary School Curriculum Camp Facilitator                          | Pawling Congress of Teachers        |
| Brian Ostyn         | High School Teacher<br>Former Curriculum Leader/Specialist Curriculum Camp Facilitator | Pawling Congress of Teachers        |
| Ean Titus           | High School Assistant Principal<br>Former Curriculum Leader/Specialist                 | Pawling Administrators' Association |
| Inga Garbarino      | Parent                                                                                 | PTSA                                |
| Jevon Hunter, Ph.D. | Professor, Education Department<br>Buffalo State University                            | Higher Education                    |
| Timothy Maston      | Student                                                                                | High School Student                 |

## **MISSION OF THE PAWLING CENTRAL SCHOOL DISTRICT**

Our mission is to nourish a community of creative and critical thinkers who actively contribute their richly diverse insights, talents, and skills to our current and future society, locally and globally, where a focus on equity is at the center of our actions.

### **PROFESSIONAL LEARNING PHILOSOPHY OF THE PAWLING SCHOOL DISTRICT**

Professional learning in the Pawling School District supports the continuing education of teachers, administrators, and other educators who have responsibility for the education of students. Engagement in professional learning builds educators' ability to deeply understand their disciplines, their students, and their practices and to make informed, principled, and research-based use of what they know for the benefit of students. Effective professional development not only provides educators with strategies, but reasons and rationale for the use of those strategies.

Quality professional development learning in the Pawling School District recognizes that teachers are central to student learning, and that all members of the school community contribute to student learning. Pawling professional development assumes that all educators have the capacity to learn, grow, and improve in their capacity to support student learning, regardless of their level of experience and expertise. Pawling's professional development reflects current available research and effective practices in teaching, while promoting continuous and collegial inquiry and improvement embedded in the daily life of its schools.

Attributes of Successful Professional Development:

- Sustained and supportive
- Purposeful / strategic and focused on student learning
- Developmental
- Based upon effective practice / research
- Related to the teaching / learning process
- Staff and district co-constructed and designed
- Evaluated

Assumptions:

- Professional development is worthwhile and is critical to produce the desired results of improved student achievement and success, based upon district goals and direction and aligned with the New York State Standards and Assessments.
- Professional development will be designed in a collaborative manner.
- Professional development will provide a differentiated, personalized and developmental approach to meet individual and district needs relating to the teaching and learning process.
- Professional development will support the implementation of effective practice as evidenced by research.
- The use of flexible times and models is necessary for the successful implementation of professional development.
- The Professional Learning Plan requires ongoing and varied assessment and evaluation.

## **PROFESSIONAL LEARNING MISSION OF THE PAWLING SCHOOL DISTRICT**

The Pawling School District has as its mission to nourish a community of creative and critical thinkers who actively contribute their richly diverse insights, talents, and skills to our current and future society, locally and globally, where a focus on equity is at the center of our actions. This mission informs and directs the learning opportunities that the District offers both to its students and to its staff members.

Education for the students of the Pawling School District derives from the commitment of its staff to their own professional growth. The connection between student success and empowered and effective teachers is well established by research.

By fulfilling the New York State mandate that each of its school districts publish a Professional Learning Plan, the Pawling Central School District has created a tool to support its governing process. The Plan enables stakeholders to focus on clear, shared goals for student learning, to collaborate with colleagues in achieving those goals, and to reflect upon their own learning and professional practice. As a framework, the Plan:

- Is clearly aligned with Board and District Goals
- Delineates in a clear manner the goals that it has for the professional growth of staff as they work to improve student outcomes.
- Outlines a general plan of work that leads to those goals.
- Establishes ways in which to monitor progress toward those goals.

In order to insure its success, the Plan takes into account characteristics of the adult learner. It acknowledges that adults have individual learning styles and preferences. The Plan outlines avenues for professional growth in a variety of formats. The Plan recognizes that adults, like students, learn best when they have the opportunity to participate in designing and constructing their own learning and provides opportunities for collaboration, problem solving, experimentation, and reflective practice, in a supportive environment.

## NATIONAL AND STATE STANDARDS FOR PROFESSIONAL DEVELOPMENT

Professional development for educators is a respected and well-researched field within education and has its own set of nationally recognized standards, which were revised in 2011 by Learning Forward, formerly the National Staff Development Council.

1. **Learning Communities:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
2. **Resources:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
3. **Learning Designs:** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
4. **Outcomes:** Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.
5. **Leadership:** Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
6. **Data:** Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
7. **Implementation:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change. (Learning Forward, 2011)

New York State Professional Development Standards are based on a previous version of the national standards. They are:

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 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 in a respectful and trusting environment.
5. **Diverse Learning:** Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.

6. **Student Learning Environments:** Professional development ensures that educators are able 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, skill, 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. (New York State Professional Development Standards, 2009)

## **PROFESSIONAL DEVELOPMENT EVALUATION**

The impact of this plan is assessed through the measures outlined in the implementation plan. These include staff reaction, staff learning, organizational change, staff behavior and products, and student learning. These windows into the effectiveness of professional development were organized into a taxonomy by Thomas Guskey (1999). His levels of professional development evaluation (1-5) are indicated in the measures column of the implementation plan. Ongoing review of professional development assessment is necessary to create a continuously improving and responsive program of professional development. While this is a multi-year plan, ongoing assessment by the Assistant Superintendent for Instruction and the Professional Learning Plan Team is required. Annual reports on the impact and outcomes of professional development will be provided to the Board of Education and the community.

## **NEEDS/STRENGTHS ANALYSIS FOR THE PROFESSIONAL LEARNING PLAN**

1. Pawling's Professional Learning Plan is aligned with District goals, the New York State Learning Standards and assessments, the NYS Culturally Responsive and Sustaining Framework, as well as responsive to student strengths and needs. In adopting specific District goals, and delineating the objectives, and strategies outlined in the Plan, the Professional Learning Plan Team makes use of existing analyses of formal, informal and standardized assessments of students and surveys the professional staff relative to their perceived needs for support in meeting student goals.

Through the implementation of this plan, the Pawling School District expects to:

- Support a safe and inclusive learning environment
- Improve curriculum through attention to the New York State Learning Standards, national standards, the Culturally Responsive and Sustaining Framework, and attention to innovative practices
- Improve student learning by providing engaging, differentiated, relevant, and personalized learning experiences and by continuing to develop and implement the District Vision of Literacy
- Support the induction and retention of new teachers into the profession and the District
- Support professional practice with 21st century tools and dispositions

2. The Professional Learning Plan is continuous, flexible and reflects a multi-year approach to improving student performance. The District annually revisits its goals based on needs, student assessment results, and professional growth opportunities delineated through the Annual Professional Performance Review. The PLP will be revised to meet new and/or changing needs as they are identified. We anticipate that this task will continue to be a reflection of the congruence between the PLP and the APPR in support of the New York State Standards. The Professional Learning Plan Team will meet throughout the year to review the plan and relevant data to assess our progress.

### **NEEDS/STRENGTHS ASSESSMENT SOURCES USED**

The Professional Learning Plan is informed by a variety of qualitative and quantitative data:

- Student achievement information from state report cards
- Trends in relative performance provided by School Meter
- Other District achievement information, e.g. Scholastic Aptitude and Advanced Placement results
- Demographic trends
- Graduation and dropout rates
- The New York State Standards and Assessments
- Instructional level performance gap analyses from BARS on the web
- Commissioner's regulations
- Input from building level technology committees and District Technology Plan
- Feedback from mentors and mentees
- Feedback from the instructional staff through surveys and evaluations
- Learning walk data, which may include feedback provided to the instructional staff following the learning walk
- APPR data
- Input from building principals, directors, and curriculum leaders
- Measures we value: student participation, rigorous coursework, learning targets, reading, quality local curriculum focus on instruction
- Periodic survey feedback

### **DISTRICT RESOURCES**

In pursuit of the goals of this Professional Learning Plan, the Pawling School District will use local funds, draw upon monies from Titles II and III, and other grant funding as available. The District will call upon the services of its teaching staff, administrative staff, curriculum leaders, technology staff, and community partners to assist in achieving the goals set forth in this document.

### **HOW TO READ THIS PLAN**

The Goals in the plan align with current District Goals. The objectives develop the ideas within the goals more specifically as they relate to professional learning. Goals and objectives exist in the District's professional development approval and tracking processes so that the District can ensure that professional learning is pertinent to the organization's Goals, while allowing for individual learning needs and strengths. Strategies, formats, resources, and evaluation guide the District's professional learning design and implementation in working to achieve the District Goals.

Each year, needs analysis will be conducted through such things as workshop evaluations and products, APPR observation data, analysis and disaggregation of test scores and participation rates in coursework

and activities, curriculum documents and proposals, discipline referrals, PLP meeting feedback, faculty and department meeting feedback, literacy coach cycle feedback, CERAD meeting feedback, technology surveys, and feedback from students.

Each year, teachers and leaders are expected to participate in professional development offered both in the district and outside the district. There are CTLE requirements for professional certificate holders in classroom teaching, educational leadership and Teaching Assistants Level III. Teachers, educational leaders and Level III Teaching Assistants are required to complete 100 hours of acceptable CTLE, every five-year registration period, in content, pedagogy, and language acquisition.

- For more information regarding requirements, please review this [chart](#), and for clock hour breakdown, please see this [table](#).
- For a description of acceptable CTLE activities, please see this [NYSED website page](#).

The 100 hours of CTLE professional development (over five years) required to maintain certification may be met through such activities as four superintendent conference days, faculty, department and team meetings that focus on professional development. Please note, that Superintendent's Days, Faculty Meetings and other activities considered part of the typical duties for educators, are not in and of themselves considered CTLE. Though, if a specific CTLE activity (in content, pedagogy, or language acquisition) is completed in any part or during such things as a faculty meeting or department meeting, then a Certificate of Completion Form will need to be issued for the portion of the meeting spent on the CTLE activity. In addition, teachers can meet the requirements by accessing various professional development opportunities and workshops offered internally and externally, including the opportunities offered through various BOCES, SUNY New Paltz and other colleges, MidHudson Teachers Center, Hudson Valley Regional Bilingual Education Network (HVRBERN), content area organizations such as NCTM and NCTE, and other appropriate and vetted organizations that provide professional development.

There is a language acquisition requirement for all certificate holders. The requirement is as follows:

- **ESOL and bilingual education teachers.** Educators who are subject to CTLE, and hold a Professional English to Speakers of Other Languages (ESOL) certificate or Bilingual Education extension, must complete a minimum of 50 percent of their 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 ELLs.
- **Other teachers, school building leaders, and school district leaders.** All other Professional teacher, School Building Leader, and School District Leader certificate holders must complete a minimum of 15 percent of the required CTLE clock hours dedicated to language acquisition addressing the needs of ELLs, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs.
- **School district business leaders.** School district business leaders (SDBLs) who hold the Professional SDBL certificate would complete a minimum of 15 percent of the required CTLE clock hours dedicated to the needs of ELLs and Federal, State, and local mandates for ELLs.
- **Teaching Assistants - Level III.** Teaching Assistant Level III certificate holders must complete a minimum of 15 percent of the required CTLE clock hours dedicated to language acquisition, addressing the needs of ELLs and integrating language and content instruction for such ELLs.

We are fortunate to have access to the HVRBERN who consistently offers such professional development for all certificate holders. These course offerings, along with course offerings from the organizations described above, will continually be pushed out and advertised to staff.

Each year, Pawling Central School District offers a variety of required trainings for all staff on the online platform, Global Compliance Network (GCN). These workshops include: Bloodborne Pathogens, Digital

Security and Protection, Dignity for All Students Act, Hazard Communications, Mental Illness and Disorders Awareness for Educators, Prevention and Emergency Response in K-12 Schools, and Sexual Harassment. To meet the NYS mandate, the expectation is that these required online workshops are completed in September of each school year.

Some mentor activities in the PCSD mentor program may be eligible for CTLE hours for mentors only, and will be designated as such on Mylearningplan. Please note that there are limits for such credit towards your CTLE hours. Effective December 31, 2019 (not retroactive), **educators acting as a mentor to a new classroom teacher** as part of a school district or BOCES' mentoring program may, at the discretion of the school district or BOCES, credit up to 30 hours of such time towards their CTLE requirement in each five-year registration period. Educators acting as a mentor to a teacher candidate may, at the discretion of the school district or BOCES, credit up to 25 hours of such time towards their CTLE requirement in each five-year registration period.

## RECORDKEEPING AND DOCUMENTATION

Upon completion of activities, the district and approved providers/sponsors of CTLE must issue Certificates of Completion and maintain records of the CTLE awarded for 8 years. Educators must maintain CTLE records and documentation for at least three years from the end of the registration period in which they completed the CTLE requirements.

### References

- Guskey, T. (1999). *Evaluating Professional Development*. Thousand Oaks: Corwin.
- Learning Forward*. (2011). Retrieved March 10, 2015, from Standards for Professional Learning:  
<http://learningforward.org/standards-for-professional-learning#.VQTqSnzF-So>
- New York State Professional Development Standards*. (2009). Retrieved Month 10, 2015, from New York State Education Department:  
<http://www.highered.nysed.gov/tcert/reteachers/pd.html>

- Goal 1 Safe and Inclusive Learning Environment:** Continue to support the school district culture of a safe, supportive, equitable and inclusive climate with a strong emphasis on effective strategies that support the Dignity for All Students Act (DASA) and the NYS Culturally Responsive and Sustaining Framework.
- Objective 1** All professional staff will have the tools they need to reduce and respond to threats to safety in physical and virtual spaces associated with school, and be able to assist students in doing the same.
- Objective 2** All members of the professional staff will promote and value diversity as a fundamental and foundational strength of our school community. All members of the professional staff will have expertise in identifying and building on student strengths and assets. All members of the professional staff will ensure that curriculum and instruction reflect multiple perspectives and cultural traditions. All members of the professional staff will work actively to promote inclusion and eliminate racism and other forms of bias.
- Objective 3** All members of the school staff will have tools to actively promote a safe and respectful learning environment and intervene in instances of bias, discrimination, harassment, and bullying.

| STRATEGY(IES)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | FORMATS                                                                                                                                                                                                                                                                                           | RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | TIME FRAME      | MEASURE/DATA/EVALUATION                                                                                                                                                                                                                                                                                                                                |
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| <p>Provide annual safety training such as table top emergency drills and Internet safety and security training.</p> <p>Provide annual Dignity Act training.</p> <p>Provide professional development to support cultural proficiency and culturally sustaining pedagogies and practices.</p> <p>Provide professional development in neuro, linguistic, and cultural diversity.</p> <p>Curriculum: Embed multicultural components in curriculum template.</p> <p>Curriculum: Embed International Society for Technology in Education (ISTE) Standards in curriculum template.</p> <p>Ensure congruence and collaboration among professional staff through consultant teacher and coteaching professional development.</p> <p>Continue to provide staff with strategies for supporting student social and emotional health and wellness.</p> | <p>Workshops and conferences</p> <p>New Teacher Orientation, mentoring, and induction workshops</p> <p>Study groups</p> <p>Student/staff discussion groups</p> <p>Student panels</p> <p>Parent Workshops</p> <p>CERAD meetings/events (Coalition for Equity, Racial Awareness, and Diversity)</p> | <p>School Resource Officers</p> <p>District administrators</p> <p>Curriculum leaders</p> <p>District staff</p> <p>District Safety Committee members</p> <p>District Mental Health Team</p> <p>Employee Assistance Program</p> <p>District Attorneys (Girvin &amp; Ferlazzo, PC)</p> <p>BOCES, RSE-TASC</p> <p>Research for Better Teaching</p> <p>HVRBERN, consultants</p> <p>Technology (BOCES, RICs, and Model Schools)</p> <p>Special Ed Connection</p> <p>Council for Exceptional Children</p> <p>New York Special Education Directors</p> <p>Bureau Educational Research</p> <p>American Association of Speech and Hearing</p> <p>National Association of Social Work</p> <p>American Association of School Counselors</p> <p>Dutchess, Putnam, and Westchester Counties departments of Health</p> <p>GLSEN</p> <p>NYS Culturally Responsive-Sustaining Education Framework</p> <p>Grace Smith House</p> <p>Global Compliance Network (GCN)</p> <p>PCSD Board and District Goals</p> | <p>Annually</p> | <p>Workshop evaluations of teacher learning and transfer to student instruction (2)</p> <p>Gap analyses of suspension and classification rates (3)</p> <p>Discipline information (3)</p> <p>Curriculum documents (3, 4)</p> <p>Participation rates in rigorous courses (3)</p> <p>Student participation in co- and extra-curricular activities (3)</p> |

**Goal 2 Curriculum:** Continue to implement a multi-year plan for the development of a written K-12 curriculum that supports New York State Standards, is aligned with District outcomes, the NYS Culturally Responsive and Sustaining Framework, and the Vision of Literacy, and enhances learning for all students, including English language learners and students with disabilities. Continue to focus on district-level improvement in the areas of literacy, numeracy, and STEAM (Science, Technology, Engineering, Mathematics, Art and Design) offerings to ensure that all graduating seniors have a diversity of options in competitive colleges and careers.

- Objective 1 Partner with colleagues (general education, special education, ESL/ENL) to create and implement high quality District curriculum.
- Objective 2 Participate in the District curriculum development and review process and engage others, including families, students, and community partners in the school curriculum.
- Objective 3 Gain and share disciplinary and interdisciplinary expertise through study, networking, experimentation, and action research.
- Objective 4 Embed the District Vision of Literacy in curriculum design

| STRATEGY(IES)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | FORMATS                                                                                                                                                                                                                                    | RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | TIME FRAME | MEASURE/DATA/EVALUATION                                                                                                                                     |
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| <p>Curriculum: Strengthen the peer review process using criteria for success developed by Curriculum Leaders.</p> <p>Curriculum: Continue to require collaboration among general education, special education, and ESOL/ENL professionals.</p> <p>Curriculum: Continue to support the Curriculum Leader Program and training for leaders as appropriate.</p> <p>Curriculum: Embed Vision of Literacy in curriculum proposal and development process.</p> <p>Curriculum: Continue to provide opportunities to grow expertise and allow for positive deviance and experimentation through sharing of successful practices.</p> <p>Continue to enhance opportunities for student participation in curriculum co-design.</p> <p>Continue to provide opportunities for community and interdisciplinary connections.</p> <p>Continue to provide training in Tri-State Consortium Consultancy Model. Review and unpack 2022 Tri-State report to plan for future professional development opportunities.</p> | <p>Curriculum leader meetings, workshops, and conferences</p> <p>Team, grade, department and faculty meetings</p> <p>Study groups, conferences, and workshops</p> <p>Summer Curriculum Camp</p> <p>Conference Days</p> <p>Release days</p> | <p>District teaching staff</p> <p>Curriculum leaders</p> <p>Community partners</p> <p>Technology</p> <p>Supervisors</p> <p>Technology (District, RIC, Model Schools)</p> <p>BOCES, RSE-TASC, NYS Teacher Centers</p> <p>HV-RBERN or other RBERN</p> <p>Atlas Rubicon</p> <p>National Associations and their NYS Counterparts (NCTM, NCTE, NCSS, STANYS, NYLA, ILA, NYSSMA)</p> <p>Teachers College/Columbia Univ.</p> <p>Tri-State Consortium</p> <p>University of Connecticut</p> <p>College Board</p> <p>Bard College</p> <p>Learner Centered Initiatives</p> <p>Students</p> <p>Tri-State Consortium</p> <p>Youth Participatory Action Research</p> <p>resources and training</p> <p>What Schools Could Be</p> | Ongoing    | <p>Student assessments (5)</p> <p>Curriculum documents (4)</p> <p>Board approval (3)</p> <p>Curriculum Request for Proposals (3)</p> <p>Tristate report</p> |

**Goal 3**      **Instruction:** Provide students with engaging and personalized learning experiences that are progressively student-driven. Support effective instruction with professional development and supervision.

Objective 1    All professional staff can articulate a rationale for engaging students in their learning and devise personalized learning experiences to appropriately challenge and interest every student.

Objective 2    All professional staff will study, reflect upon, and revise practices to ensure continuous improvement.

| STRATEGY(IES)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | FORMATS                                                                                                                                                                                                                                        | RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | TIME FRAME                   | MEASURE/DATA/EVALUATION                                                                                                                                                                                             |
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| <p>Continue to provide professional development to support personalized learning strategies (including technology) to ensure rigor, relevance and appropriate challenge for all students.</p> <p>Learning targets and instructional alignment: provide training and support through supervision.</p> <p>Continuous improvement: Provide opportunities for reflection, coaching, and review of student work.</p> <p>Skillful Teacher: Provide opportunities to attend the Skillful Teacher course and High Expectations Teaching.</p> <p>Provide training in Tri-State Consortium Consultancy model. Encourage staff to participate in Tri-State visits to other districts.</p> <p>Provide professional development in instruction that embeds multiple expressions of diversity (e.g., race, social class, gender, language, sexual orientation, nationality, religion, ability).</p> | <p>Conferences</p> <p>Study groups</p> <p>Workshops</p> <p>Coaching</p> <p>Action research</p> <p>Supervisory conversations</p> <p>Grade level, team, department, and faculty meetings</p> <p>Learning Walks</p> <p>Middle School Advisory</p> | <p>District staff</p> <p>Consultants</p> <p>Technology</p> <p>Community partners</p> <p>Research for Better Teaching</p> <p>BOCES, RSE-TASC, RIC, NYS</p> <p>Teacher Centers</p> <p>Conferences</p> <p>HV-RBERN or other RBERN</p> <p>Technology</p> <p>Harvard University</p> <p>Lesley University</p> <p>SUNY</p> <p>College Board</p> <p>University of Connecticut</p> <p>Teachers College/Columbia Univ.</p> <p>SAANYS, NYSCOSS, NYSUT</p> <p>Tri-State Consortium</p> <p>NYS Culturally Responsive-Sustaining Education Framework</p> <p>What School Could Be</p> | <p>Ongoing</p> <p>Annual</p> | <p>Workshop evaluation (2)</p> <p>Workshop products (4)</p> <p>Learning walks (4)</p> <p>Student assessment (5)</p> <p>APPR (4)</p> <p>Implementation of coaching cycles (3)</p> <p>District meeting agenda (3)</p> |

**Goal 4      Mentoring/Induction/Retention of Staff:** Provide new teachers with a comprehensive and research-based mentoring and induction program that orients them to the District while enabling them to contribute their talents and continue to grow as professionals.

Objective 1    Mentoring: Provide well-trained and supportive mentors to new teachers and teachers new to the District.

Objective 2    Reflective Practice: Emphasize and support collegial visitation and reflection K-12

Objective 3    Induction: Provide a systematic, yet flexible approach, to induction for new teachers and teachers new to the District as well as all new instructional staff.

| STRATEGY(IES)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | FORMATS                                                                                                                                                                            | RESOURCES                                                                                                                                                                      | TIME FRAME                    | MEASURE/DATA/EVALUATION                                                                                        |
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| <p>Update the mentoring program for all teachers new to the District, and include mentoring experiences for new administrators.</p> <p>Embed focused professional development on the Danielson Framework for Teaching, specifically those components of the District Annual Professional Performance Review.</p> <p>Expand mentor program to include individualized meetings between new teachers and mentor facilitator.</p> <p>Provide support for new Teaching Assistants.</p> <p>Provide training to prospective teacher mentors.</p> <p>Provide RBT Skillful Teacher course, prioritizing second-year teachers.</p> <p>Develop and make accessible a bank of protocols for reflective practice.</p> <p>Promote peer to peer classroom visits.</p> <p>Promote Health and Wellness of staff as a retention strategy.</p> | <p>New teacher orientation and school year mentor/mentee meetings</p> <p>Workshops</p> <p>Study groups</p> <p>Action research</p> <p>Collegial observation</p> <p>Release time</p> | <p>District staff</p> <p>BOCES</p> <p>Research for Better Teaching</p> <p>National School Reform Faculty protocols and critical friends training</p> <p>Mentor Facilitator</p> | <p>Summer and school year</p> | <p>Workshop evaluations (2)</p> <p>APPR (4)</p> <p>Study group or action research products and reports (4)</p> |

**Goal 5      Technology Integration:** Ensure that members of the professional staff have the skills to implement appropriate technology to support achievement of district goals.

| STRATEGY(IES)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | FORMATS                                                                                                                                                                                                                         | RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                            | TIME FRAME                      | MEASURE/DATA/EVALUATION                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Provide professional development on integrating various technologies and media to engage students; create means for students to collaborate with teachers to use technology to improve instruction, e.g. create professional development opportunities for teachers with students and teachers; create a forum for students to contribute to the professional development for teachers; create a method for teachers and students to build district capacity by generating resources, tools, skills, and examples for others.</p> <p>Provide opportunities for students to act as teachers and co-facilitators in professional development opportunities.</p> <p>Ensure that equity is at the heart of all technology initiatives.</p> <p>Provide continued support and training for families in district as needed. Provide assistance/training to families in Spanish.</p> <p>Continue to survey families regarding technology needs.</p> | <p>Innovative Curriculum Design Camp</p> <p>Safety training</p> <p>Workshops</p> <p>Conferences</p> <p>Study groups</p> <p>Teaching for Engagement and Personalization Series</p> <p>Ed Camp</p> <p>Pre-recorded tutorials.</p> | <p>District staff</p> <p>Model Schools</p> <p>Regional Information Centers</p> <p>Curriculum leaders</p> <p>Building technology committee members</p> <p>District technology committee members</p> <p>Community partners</p> <p>Educational Technology Remix Club</p> <p>ISTE (International Society for Technology in Education) Standards</p> <p>Global Compliance Network (GCN) - technology safety tutorials</p> | <p>On-going</p> <p>Annually</p> | <p>Workshop evaluations (2)</p> <p>Student participation (3)</p> <p>Student surveys (4)</p> <p>Data on student use of machines and applications (5)</p> |

## Internal Providers:

District staff, including principals, assistant principals, dean of students, teacher leaders, curriculum leaders, instructional technology staff, the director of pupil personnel services, the director of athletics, and the assistant superintendent provide research-based professional development in the area of curriculum design, technology integration, effective practices in literacy and in other content areas. These professional development opportunities are vetted by the superintendent or designee for rigor and alignment with the District's Professional Learning Plan.

External Providers included in "Resources sections above" and including the following:

Altaris  
Global Compliance Network (GCN)  
Csteachers.org  
Udemy.com  
P/NW BOCES  
Dutchess BOCES/RSE-TASC  
Mid-Hudson Teacher's Center  
Hudson River Teacher's Center  
Ulster BOCES and Regional Information Center  
Southern Westchester BOCES/Lower Hudson Regional Information Center  
Hudson Valley Regional Bilingual Education Resource Network  
Hudson Valley Writers Project  
Grace Smith House  
Lesley University  
Harvard University  
GLSEN (Gay Lesbian Straight Education Network)  
TriState Consortium  
SUNY New Paltz  
Research for Better Teaching  
Tri-State Consortium  
Learner-Centered Initiatives  
Teachers College Reading and Writing Project  
What School Could Be  
International Society of Technology in Education

Our local and regional BOCES and RSE/TASC provide training in evaluation of teachers and leaders, instruction and standards, mentoring and graduation requirements, culturally responsive practice, graduation requirements, etc. Our teachers' centers augment this work with additional offerings on similar topics.

Ulster BOCES and the Mid-Hudson Regional Information Center provide training on data management and technology integration.  
Southern Westchester BOCES and the Hudson Valley RBERN provide training on technology integration and support for multi-lingual learners.  
SUNY New Paltz also supports our staff with professional development in culturally responsive teaching and support for multi-lingual learners.

Research for Better Teaching partners with the District in our efforts to improve instruction and engagement and in our induction process.

New York University and the Metro Center, Grace Smith House, GLSEN and Sandy Hook Promise provide training on safe, culturally-responsive, and inclusive learning environments. Altaris provides safety and security training.

Lesley University and Columbia University provide literacy training.

Harvard University and NYSCOSS provide leadership training.