

NEWBURGH ENLARGED CITY SCHOOL DISTRICT

PROFESSIONAL DEVELOPMENT PLAN 2017-2020

DISTRICT: Newburgh Enlarged City School District

BEDS CODE 441600010000

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YEAR(S) PLAN IS EFFECTIVE: 2017-2020

BOARD OF EDUCATION APPROVED: _____

Composition of Professional Development Team

District Team (Required)

6 Administrators

15 Teachers

Others

1 Parent Representative

1 Higher Education Representative

1 Private School Representative

1 Business Community Representative

Number of school buildings in the District: 14

The Professional Development Plan of the Newburgh Enlarged City School District was developed by the 2016 – 2017 Professional Development Planning Team.

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District Mission, Vision and Core Values

District's Vision Statement:

Through the work of all, we will achieve inclusive excellence.

District's Mission Statement:

Inspiring students to become tomorrow's leaders beyond Academy Field.

District's Core Values:

Nurturing

Empowering

Collaborative

Student-driven

Diverse

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I. DEVELOPMENT OF THE PROFESSIONAL DEVELOPMENT PLAN

Section 100.2 (dd) of the Regulations of the Commissioner of Education requires that school districts annually adopt a Professional Development Plan. The purpose of this plan is to continue to improve the quality of teaching and learning by ensuring that teachers and administrators participate in substantive professional development in order to remain current in their profession and maintain their professional certification, while meeting the learning needs of students in their classrooms and schools.

The plan was developed by collaboration among the following participants of the Newburgh Enlarged City School District Professional Development Planning Team:

Co-Chairpersons

- Chastity Beato – Director of Language Acquisition - Newburgh Enlarged City School District*
- Linda Hatfield, Ed.D. – Director of Elementary Education - Newburgh Enlarged City School District*

Administration

- Sara Feliz, Assistant Superintendent Curriculum & Instruction – Newburgh Enlarged City School District*
- Kristin Harris – Director of English Language Arts - Newburgh Enlarged City School District
- Susan Valentino – Assistant Principal – Newburgh Free Academy
- Chris Bayer – Executive Director of Exceptional Learners - Newburgh Enlarged City School District

Teachers

- Patricia Cloherty – Teacher Newburgh Free Academy
- Laura DePace – Teacher – Meadow Hill School
- Jodi Connolly – Teacher – Gidney Avenue School
- Beverly Fazio – Coordinator - Newburgh Teacher Center*
- Ellen Hart – Teacher – Gidney Avenue School*
- Robyn Jowell – Teacher – Newburgh Free Academy *
- Melanie Larkin – Teacher – Newburgh Free Academy *
- Megan McCann – Teacher – Meadow Hill School*
- Catlin Monaco – Teacher – Gardnertown School
- Joni Mongelli – Teacher Assistant - Gardnertown School
- Roberta Morrow – Teacher - Newburgh Free Academy
- Joanna Muller – Teacher – Newburgh Free Academy
- Mary Petruncola – Teacher – New Windsor School*
- Lena Puma – Teacher - Heritage Middle School*
- Marisol Riverol – Teacher – New Windsor School *

Additional Representation

- Sonya Abbye Taylor Ed.D - Professor – Mount Saint Mary College*
- Todd Villano, Parent - Newburgh Enlarged City School District*
- Michael Gaydos – Business
- Sr. Yliana Hernandez – Private School

*Members of the Subcommittee of Professional Development Planning Team

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Needs Analysis

On January 10, 2017, a sub-group of the committee participated in a full-day session to review a variety of district-wide data to find patterns and trends of success and areas in which improvement is needed. The group reviewed data from multiple sources, including Regents, statewide and local assessments, graduation, DTSDE reviews, and district-wide survey data from the 2016-2017 school year. Teachers also reflected on the prior PDP in terms of implementation and courses addressed.

Using the data statements, the focused goals and the prior plan, the team revised the plan during three full day meetings that will guide the creation of all professional learning opportunities for the 2017-2020 school years. This plan will be monitored bi-annually through a variety of data collection tools, a subcommittee of this committee and will be adjusted, as needed.

District Demographics

The Newburgh Enlarged City School District is located in Orange County, New York. It is sixty miles north of New York City and ninety miles south of Albany. Newburgh is considered a small-city school district according to New York State law. Nestled next to the Hudson River in the picturesque Hudson Valley, the district is comprised of students from the City of Newburgh, the Town of Newburgh, The Town of New Windsor and a small portion of Cornwall. This sprawling school district is the tenth largest in New York, with 11,338 students enrolled in the 2016-2017 school year. According to the New York State Report Card (2016), there is one Pre-K center, six K-5 schools, three K-8 schools, two middle schools and one high school. The Newburgh Enlarged City School District (NECSD) is split almost evenly between males and females; 52% of the students are males and 48% are females. Of those students, 25% are Black or African American; 49% are Hispanic, or Latino, 2% are Asian or Native Hawaiian/Other Pacific Islander, 21% are white, and 3% are Multiracial. Within this population, 71% of the students are considered economically disadvantaged, 14 % of students are English Language Learners, and 16% are students identified with disabilities (NYSED, 2016).

II. District Professional Development Goals, Objectives, and Priorities

Based on the work of the Professional Development group, the Newburgh Enlarged City School District has established three comprehensive professional development goals. In addition to their alignment with the District's data-documented needs, these goals are squarely aligned to the Districts' VISION 2020 strategic plan, the New York State Common Core Learning Standards, and NYS 100.2 Commissioner Regulations.

Each of the three goals is broken down into specific *learning theories* that serve to guide the direction of improvement of administrators and teachers as they work toward achieving the goals. These learning theories provide a desired state ("If") and the intended outcome ("then") that professional learning will achieve.

The professional development **target goals and priority topics** serve to assist educators in planning specific professional development initiatives addressed in each goal area. These priority goals direct the District's professional development efforts to help ensure an aligned and organized professional learning system

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Curriculum: Written, Taught and Assessed

Goal 1: Educators promote the success of every student through understanding of content and curriculum, use of meaningful assessments, and ongoing data analysis.

Learning Theories:

- 1.1 If educators are provided with the necessary ongoing training and support in developing and/or using curriculum adaptation techniques, then students in identified subgroups will better understand the curriculum and increase performance on assessments.

Vision 2020 Pillar 2 By 2020, effective leadership will support the mission, vision, and core values of the district with an intentional focus on the scholars' learning.		
Target Goal (s) (Participants will ...)	Priority Topics	Sample PD opportunities (but not limited to)
<ul style="list-style-type: none"> Adapt curriculum to learner diversity Use data to identify the needs of individual students Develop strategies for designing and/or adapting instruction to meet the needs of all learners 	<ul style="list-style-type: none"> Unpacking standards for different curriculum areas Using assessment data for selecting curriculum resources and instructional planning Instructional strategies that support ELLs Understanding IEPs and how to use them to maximize instruction Resources and strategies that support students with IEPs Differentiation techniques to support all students Professional Learning Communities (PLC) Co-teaching 	<ul style="list-style-type: none"> Adapting modules Unit and lesson planning Lesson swaps Sharing effective resources and best practices Grade/team and departmental discussions Focus groups Professional Learning Communities (PLC) Collaborative and individual data analysis Creating and using class and individual learner profiles National Board Professional Teaching Standards course (NBPTS) NTC CTLE offerings
Evaluation Data		
<ul style="list-style-type: none"> Performance of all subpopulations on all NYS 3 – 8 assessments and Regents Trends in high school drop-out and graduation rates for all subpopulations Student responses from DDTSE survey Rubrics from training sessions to evaluate the impact of PD delivery Performance outcomes on all District assessments (PK-12) 		

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1.2 If educators understand the curriculum and learning standards as well as the instructional implications for practice, then student performance will increase on these assessments.

Vision 2020 Pillar 3 By 2020, all scholars in the NECSD community will have experienced high-quality teaching and learning that empowers them to realize their unique pathways to academic and personal success.		
Target Goal (s) (Participants will ...)	Priority Topics	Sample PD opportunities (but not limited to)
<ul style="list-style-type: none"> Understand learning standards and instructional shifts, including common core, for all educators 	<ul style="list-style-type: none"> Unpacking standards for different curriculum areas Professional Learning Communities (PLC) Creating opportunities for collaboration Building academic vocabulary Adapting modules Incorporating literacy instruction across all subject areas Grade level coherence in subject specific curriculum Project Based Learning Vertical alignment that scaffolds learning of content and mastery of skills as students progress in grades 	<ul style="list-style-type: none"> Faculty conferences Unit and lesson planning Lesson swaps Sharing effective resources and best practices Grade/team and departmental discussions Focus groups NBPTS course NTC CTLE offerings
Evaluation Data		
<ul style="list-style-type: none"> Performance of all subpopulations on all NYS 3-8 assessments and Regents Trends in high school drop-out and graduation rates for all subpopulations Student responses from DDTSE survey Rubrics from training sessions to evaluate the impact of PD delivery Performance outcomes on all District assessments (PK-12) Comparative data analysis of district assessments K-8 for “Middle of Year” & “End of Year” 		

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1.3 If educators are trained in assessment development and scoring, then all assessments will give meaningful data for interpretation and curricular adaptation to meet the needs of the students.

Vision 2020 Pillar 2 By 2020, effective leadership will support the mission, vision, and core values of the district with an intentional focus on the scholars' learning.		
Target Goal (s) (Participants will...)	Priority Topics	Sample PD opportunities (but not limited to)
<ul style="list-style-type: none"> • Design and revise assessment • Use data for instructional decision making • Develop and sustain Professional Learning Communities 	<ul style="list-style-type: none"> • Assessment development • Aligning assessments to the learning standards • Using data to inform instruction • Creating and using rubrics • Defining and using meaningful data 	<ul style="list-style-type: none"> • Faculty conferences • Grade/team and departmental discussions • Focus groups • Collaborative and individual data analysis • Gap analysis of district scope & sequence documents with standards and NYSTP item analysis • National Board Professional Teaching Standards course (NBPTS) • NTC CTLE offerings
Evaluation Data		
<ul style="list-style-type: none"> • Performance of all subpopulations on all NYS 3 – 8 assessments and Regents • Trends in high school drop-out and graduation rates for all subpopulations • Student responses from DDSTE survey • Rubrics from training sessions to evaluate the impact of PD delivery • Performance outcomes on all District assessments (PK-12) • Comparative data analysis of district assessments K-8 for “Middle of Year” & “End of Year” 		

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Teaching and Learning Practices

Goal 2: Educators implement research-based instructional practices that engage and challenge all learners to meet or exceed the learning standards.

Learning Theories

2.1 If educators are afforded ongoing support with the implementation of research-based instructional strategies, then classroom practices will better align to instructional shifts resulting in increased student achievement.

Vision 2020 Pillar 3

By 2020, all scholars in the NECSD community will have experienced high-quality teaching and learning that empowers them to realize their unique pathways to academic and personal success.

Target Goal (s) (Participants will...)	Priority Topics	Sample PD opportunities (but not limited to)
<ul style="list-style-type: none">Implement research-based strategies that are aligned to the instructional shifts and address needs of our varied student populations	<ul style="list-style-type: none">Implementing rigorTalent DevelopmentLiteracy FrameworkStudent centered classroom	<ul style="list-style-type: none">Engaging students with project based learningCreating a student centered classroomReaders and writers workshopGuided Reading workshopIndependent Reading workshopNBTS courseNTC CTLE offerings

Evaluation Data

- Trends in high school drop-out and graduation rates for all subpopulations
- Student responses from DDSTE
- Rubrics from training sessions
- Student work samples
- Performance of all subpopulations on all NYS 3 – 8 assessments
- Performance of all subpopulations on all Regents exams
- Performance outcomes on all District assessments (PK-12)
- Comparative data analysis of district assessments K-8 for “Middle of Year” & “End of Year”

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2.2 If educators and administrators engage in the cycle of reflective practice and provide the opportunity for students to do the same, then students’ autonomy and ownership of learning will improve.

Vision 2020 Pillar 2 By 2020, effective leadership will support the mission, vision, and core values of the district with an intentional focus on all scholars' learning.		
Target Goal (s) (Participants will...)	Priority Topics	Sample PD opportunities (but not limited to)
<ul style="list-style-type: none"> • Use reflective practices • Create a classroom culture of reflection for all 	<ul style="list-style-type: none"> • Identifying, selecting, and implementing research based strategies with sustainability and fidelity • Using the reflective process to impact instruction and student achievement • Engaging in collaborative inquiry • Building and fostering scholarly attributes • Facilitating student goal setting and self-evaluation • Using peer visitations for reflective practice 	<ul style="list-style-type: none"> • Reflective Practice • Pre- observations and Post-observation conferences • Faculty/Departmental Meetings • NTA Coffee Talk • Mentoring Program • Peer coaching • NBPTS course • NTC CTLE
Evaluation Data		
<ul style="list-style-type: none"> • Performance of all subpopulations on all NYS 3 – 8 assessments • Performance of all subpopulations on all Regents exams • Trends in high school drop-out and graduation rates for all subpopulations • Student responses from DTSDE survey • Rubrics from training sessions • Mentor/Mentee online logs and evaluations • Performance outcomes on all District assessments (PK-12) • Comparative data analysis of district assessments K-8 for “Middle of Year” & “End of Year” 		

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2.3 If educators deliver instruction that challenges all learners to meet or exceed learning standards, then student mastery of the skills and content will increase.

Vision 2020 Pillar 3 By 2020, all scholars in the NECSD community will have experienced high-quality teaching and learning that empowers them to realize their unique pathways to academic and personal success.		
Target Goal (s) (Participants will...)	Priority Topics	Sample PD opportunities (but not limited to)
<ul style="list-style-type: none">• Develop and implement highly effective instruction for all students	<ul style="list-style-type: none">• Clear learning expectations• High level questioning techniques• Differentiation and assessment• Meaningful and timely student feedback• Classroom management• Student engagement• Rigor & Relevance	<ul style="list-style-type: none">• Classroom management PD• Webinars• Conferences• Peer Visitations• NTC CTLE• NBPTS course• Danielson Teaching Framework
Evaluation Data		
<ul style="list-style-type: none">• Performance of all subpopulations on all NYS 3 – 8 assessments• Performance of all subpopulations on all Regents exams• Trends in high school drop-out and graduation rates for all subpopulations• Student responses from DTSDE survey• Rubrics from training sessions• Comparative data analysis of district assessments K-8 for “Middle of Year” & “End of Year”• Performance outcomes on all District assessments (PK-12)		

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School Culture and Collaboration

Goal 3: Educators collaborate to promote the success of every student by nurturing and sustaining an inclusive school culture and instructional program conducive to student learning and staff professional growth.

Learning Theories

3.1 If the school creates an inclusive culture that supports every student, then student academic and personal success will improve.

Vision 2020 Pillar 4 By 2020, the NECSD will foster partnerships so that schools, families, and community join together as members of the learning team for our scholars' academic and social-emotional development.		
Target Goal (s) (Participants will...)	Priority Topics	Sample PD opportunities (but not limited to)
<ul style="list-style-type: none">• Mentor students making connections with students beyond the classroom• Create school cultural awareness with regards to issues that affect learning• Implement strategies for including all students• Understand how to communicate with parents in various languages	<ul style="list-style-type: none">• Understanding gender and sexuality issues• Impact of homelessness, abuse, and PTSD on learning• Implementing strategies for ELL and SWD• ACE/ Trauma Training• Operational Spanish• Cultural Responsiveness	<ul style="list-style-type: none">• Action research• Peer mentoring• Webinars• Conferences/ Workshops• Faculty Meetings• Poverty Simulation and training• Teacher Center• Learn about language tools to communicate with parents• NTA Local Action Project (LAP) activities• NTC CTLE• NBPTS course
Evaluation Data		
<ul style="list-style-type: none">• Regents level course enrollment by subpopulation• Trends in high school drop-out and graduation rates for all subpopulations• Student responses from DTSDE survey• Disaggregated state assessment data, including 3-8 math and ELA• Rubrics from training sessions		

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3.2 If the school creates opportunities for collaboration with parents and the community, then a supportive learning environment will exist.

Vision 2020 Pillar 4

By 2020, the NECSD will foster partnerships so that schools, families, and community join together as members of the learning team for our scholars' academic and social-emotional development.

Target Goal (s) (Participants will...)	Priority Topics	Sample PD opportunities (but not limited to)
<ul style="list-style-type: none"> • Learn how to utilize a variety of ways to communicate with families • Use technology to support collaborative communication with parents and community • Work with parents and community to strengthen and develop collaborative learning opportunities 	<ul style="list-style-type: none"> • Designing parent workshops such as: <ul style="list-style-type: none"> ○ How to navigate education talk ○ Common Core ○ Instructional Expectations ○ Curriculum • Using webpages, social media, and apps to engage community partners • Creating community-centered project based learning experiences • Conducting successful student-led inclusive conferences 	<ul style="list-style-type: none"> • Action research • Peer mentoring • Coaching • Portfolios • Webinars • In-service courses • Conferences/ Workshops • Faculty Meetings • NTC CTLE • Danielson Teaching Framework • NTA LAP activities • NBPTS course
Evaluation Data		
<ul style="list-style-type: none"> • Parent responses from DTSDE survey • Parental involvement data <ul style="list-style-type: none"> ○ Parent participation in school activities ○ Parent participation in school committees • Rubrics from training sessions 		

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3.3 If educators and students feel the school is a safe and nurturing environment, then the school culture and instructional program will be conducive to student learning.

Vision 2020 Pillar 5

By 2020, the NECSD, will ensure safe and supportive learning environments that facilitate student achievement by demonstrating respect and concern for all members of the community.

Target Goal (s) (Participants will...)	Priority Topics	Sample PD opportunities (but not limited to)
<ul style="list-style-type: none">• Implement strategies to ensure a safe and nurturing school setting• Learn about existing Federal and State legislations (i.e. DASA)	<ul style="list-style-type: none">• SAVE legislation• Peer mediation for use with students• Code of conduct• Anti-bullying/DASA• Crisis intervention• Cultural Responsiveness	<ul style="list-style-type: none">• Action research• Peer mentoring• Webinars• Conferences/ Workshops• Faculty Meetings• Teacher Center• Poverty Simulation and training
Evaluation Data		
<ul style="list-style-type: none">• School survey• School referrals and suspensions• Rubrics from training sessions• Review SAVE committee reports• Dissemination of survey data and results		

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III. Professional Development Guiding Principles and Structures

Professional Development Mission and Time Requirements

The mission of professional development in the NECSD is to enhance the understanding and skills of all individuals who work with students so that every learner is able to reach optimum potential.

Based upon the needs assessment conducted, and in order to meet the needs of our diverse population, the district will provide professional learning opportunities that meet the following minimum annual requirements:

- *approximately 20 hours of professional learning opportunities offered by the district.*
- *a minimum of three (3) hours of professional learning experiences targeted to improve student performance of English Language Learners.*
- *a minimum of three (3) hours targeted to improve student performance of students with disabilities.*

Professional Development Guiding Principles

NECSD is committed to continuously providing professional learning opportunities for educators aimed at improving student learning. It promotes the belief that the primary responsibility of public education is to inspire our scholars to be leaders beyond graduation. Our belief is that professional development should:

1. *Be results-oriented and transformative*
2. *Be collaborative and collegial*
3. *Closely connect current theory to practice*
4. *Be responsive to our students' ever-changing needs Pre-K through 12*
5. *Be sustained, continuous, and ongoing*
6. *Be designed to promote active learning and a range of opportunities*

Facilitating Professional Development Offerings

NECSD is committed to quality professional learning opportunities for all educators. All trainers will be district-approved trainers or teacher leaders in professional development.

Professional Development Offerings

All educators are expected to be active participants in their professional growth. NECSD will provide educators opportunities to engage in and benefit from effective professional development to meet the needs of all students. The table below suggests a variety of options for district and school designers of professional development initiatives.

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Time Options	Group Structures	Format of PD	Resources
<ul style="list-style-type: none"> • Faculty and other meetings • Superintendent Conference Days • Common planning time • Job-embedded • After school • Before school • Synchronous and asynchronous online learning • Summer/school breaks 	<ul style="list-style-type: none"> • Professional learning community • Grade level • Department • House faculty • Whole faculty • Vertical team • Teaching teams • Individual • Administrative teams 	<ul style="list-style-type: none"> • Action research • Peer visitations • Peer mentoring • Coaching • Lesson studies • Book studies • Achievement data and student work analysis • Portfolios • Webinars • In-service courses • Conferences • Technology based 	<ul style="list-style-type: none"> • NECSD educators • National Board Cert Teachers • Leadership development centers • Institutions of Higher Education • Office of Bilingual Education and World Languages • NTC CTLE • Professional organizations • Cohort districts in and out of state • Consultants • Instructional Coaches • Professionals in the field

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NYS Professional Development Guidelines

Professional development will be aligned with district goals and with the NYS Standards for Professional Development, the New York State Teaching Standards, and the ISLLC Administrator Standards (from the Interstate School Leaders Licensure Consortium, a project of the Council of Chief State School Officers). Professional development offerings may be initiated at the district, building, team, or individual level to address student needs. Professional development initiatives will be based largely on the educational plan of each school or of the district as a whole, and informed by student work and achievement data.

The NYS Standards for Professional Development define ten standards for high quality professional development; that NECSD professional development will be based on. Those standards are outlined below:

The Ten Standards for High Quality Professional Development

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

1. **Designing Professional Development Based on Data and Adult Learning.**
2. **Content Knowledge and Quality Teaching**
3. **Research-based Professional Learning**
4. **Collaboration**
5. **Diverse Learning**
6. **Student Learning Environments**
7. **Parent, Family and Community Engagement**
8. **Data-driven Professional Practice**
9. **Technology**
10. **Evaluation**

Commissioner's Regulations Part 154

In accordance with CR Part 154 for English Language Learners, the NECSD will ensure the integration of the following criteria:

- Each school district shall provide “a minimum of *fifteen percent (15%)* of the required professional development clock hours for all teachers must be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English Language Learners.”
- For all Bilingual and English as a Second Language teachers, a minimum of *fifty (50%)* of the required professional development clock hours must be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English Language Learners.
- All school districts must align and integrate such professional development for Bilingual and English as Second Language teachers with the professional development plan for core content area for all teachers in the district.

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IV. Teacher mentoring and requirements of Professional certificate holders

The district strongly believes in providing new teachers as much support as possible as they acclimate to their classrooms, their schools, and the district. The district's mentoring program for new teachers serves to meet these needs by assigning a mentor to each teacher new to the NECSD and each teacher new to the teaching profession.

Provided through the Newburgh Teacher Center, mentor training is aligned to the NYSED Mentoring Standards. This training, includes professional development on how to use the Danielson Framework as a tool for teacher development, how to conduct classroom visitations using low-inference note taking, theory and structures on analyzing student work and responding to that work, structures for encouraging teacher self- reflection and tutorials on how to access and use the electronic mentor logging system.. Mentor candidates are solicited through annual district postings. The mentors are then interviewed at each school building by the building principal and the NTA head delegate. Candidates are jointly selected by the principal and NTA head delegate. Mentors must be tenured in order to be considered for the position

As part of the mentoring role, mentors will be expected to spend the majority of their mentoring hours focusing on quality of instruction with their mentee. These activities might include; modeling a lesson, co-teaching a lesson with the mentee, planning a lesson together, planning a unit together, observing the mentee teaching and then debriefing with feedback, structured reflections, goal setting and monitoring, and analyzing and responding to the data found in student work.

The mentor is expected to complete at least 50 hours of interaction with his/her mentee. These hours can be fulfilled before/after school, during staff professional development days (at the discretion of the building principal), or during other non-instructional times. Mentors and mentees are also able to take four approved school days throughout the school year when they are released from the duties to be able to complete the majority of their hours.

The electronic mentor logging system asks mentors to enter the date and duration of their session and to check off which activities were engaged in during that interaction. Furthermore, the mentor is required to check off which components of the Danielson were addressed or relevant to the work they did in that session. Finally, mentors are required to enter a description of the work they completed with mentees verifying the entries. This information is monitored by the Newburgh Teacher Center Coordinator and used as data to ensure accountability, inform feedback and future professional development sessions that are offered to mentors.

Teachers, who hold a Professional teaching certificate, and holders of a Teaching Assistant III certificate, must complete 100 hours of professional development every 5 years, as per Commissioner's Regulations Part 100.4. (Refer to the NYSED website for more details.) Teachers with Permanent certification are exempt from this requirement.

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V. Communication & Evaluation Plan

Communication

The goal of the NECSD PDP Committee for all educators to know and understand the rationale and vision of this plan. Training will be provided to all faculty members through the following venues:

- Administrators will be trained at a monthly Administrator Leadership Academy
- Staff will be trained by building administrators during a monthly faculty meeting or a method deemed appropriate by the building administrator

Facilitating Professional Development

Professional development can be provided via the following avenues:

- Superintendent, Assistant Superintendent, Principal, Supervisor, or Director
- Teacher initiated through a professional development proposal
- Turnkey training
- Newburgh Teacher Center

Initiators of professional development must complete a proposal, which outlines the content, form, and alignment of the staff development to the NECSD Professional Development Plan and to the district or building's education plan, and must be approved by building and central office administration. A sample of the hardcopy (from the CTLE In-Service Course Proposal from the Newburgh Teacher Center) is provided in the Forms and Documents section of this plan. In the event that PD proposals are submitted to the C&I office, the NTC course proposal form can be used as applicable and should include the PDP goal it aligns to. This form can be found on the District website.

Participants of specific turnkey training may also offer in-house PD that aligns with the NECSD Professional Development Plan. Certain topics that are designated by the district as viable turnkey opportunities may produce an environment for facilitating by a willing educator. This method may be subject to the same process as the professional development proposal as determined by the district.

Courses may also be offered through the Newburgh Teacher Center. Requirements and forms governing this process are aligned with the NYSED Continuing Teacher and Leader Education (CTLE) and can be found at <http://www.highered.nysed.gov/tcert/resteachers/ctle.html>

Evaluation of the Plan and Professional Development

This plan was designed with the intention of fostering professional growth for all staff members of the district. Through this growth, it is expected that the data identified during the needs assessment will change. In order to monitor the effects of the plan, in addition to the formal collection of state and local

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assessment data, school surveys, high school graduation rates, and formal observation data, this committee will collect the following:

- Committee Self-Reflection Rubrics
- Professional Development Facilitators Self-Reflection Rubrics
- Professional Development Participants Evaluation Rubrics
- Suggestions for further Professional Development Needs Survey

All professional development forms will be available online. A hardcopy of each is provided as a part of this plan in the Forms and Documents section.

Committee Self-Reflection

In addition to monitoring the data regularly collected by the district and the reflections of facilitators and participants of professional development, this committee will complete self-reflections twice a year (2 full days) monitoring the following categories:

- Plan for Professional Development Programs
- Vision / Commitment to Improve Teaching and Learning
- Implementation / Reflection on Knowledge / Skills Learned
- Delivery of Professional Development Programs

Rubrics are adapted from NYS A Framework for Professional Development available through www.nysed.gov

This committee must abide by the same ratios as pertain to the composition of the TC Policy Board.

Responsibilities of this committee will include (may not be limited to):

- Monitor implementation of professional development plan,
- Analyze data, identify needs, and make recommendations.

Facilitator and Participant Reflections

All facilitators and participants of professional development will be expected to complete a form evaluating the course content and alignment to professional development needs. For tracking purposes and ease of data collection, these documents will be available electronically. A hardcopy of this form is provided as a part of this plan in the Forms and Rubrics section. The committee will use this data to ensure alignment to the plan as well as to monitor initial learning.

As the plan continues to be implemented, the committee will seek to add additional methods for monitoring the effectiveness of the professional learning opportunities offered.

FORMS AND RUBRICS

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Instructions for Completing a Professional Development Proposal

Proposals for PD sessions must be aligned to the District's Professional Development Plan's goals, learning theories and priority targets.

Proposals must be made electronically. Within 48 hours of the session, facilitators are expected to complete a self-reflection rubric electronically.

Professional Development Proposal – Goals, Learning Theories and Priority Targets

Listed below are the professional development goals and objectives. To complete the Professional Development Proposal, select one priority target, identify the target audience, the knowledge goals, skill or behavior goals, PD format and timeframe, sustainability support, short-term evaluation criteria, and long-term evaluation criteria. Submit the completed Proposal to your building or department administrator for approval.

<i>Learning Theory</i>	<i>Target Goals (Participants will...)</i>
Curriculum: Written, Taught and Assessed <i>Goal 1: Educators promote the success of every student through understanding of content and curriculum, use of meaningful assessments, and ongoing data analysis.</i>	
1.1 If educators are provided with the necessary ongoing training and support in developing and/or using curriculum adaptation techniques, then students in identified subgroups will better understand the curriculum and increase performance on assessments.	Target Goals 1.1 <ul style="list-style-type: none">• Adapt curriculum to learner diversity• Use data to identify the needs of individual students• Develop strategies for designing and/or adapting instruction to meet the needs of all learners
1.2 If educators understand the curriculum and learning standards as well as the instructional implications for practice, then student performance will increase on these assessments.	Target Goals 1.2 <ul style="list-style-type: none">• Understand learning standards and instructional shifts, including common core, for all educators.
1.3 If educators are trained in assessment development and scoring, then all assessments will give meaningful data.	Target Goals 1.3 <ul style="list-style-type: none">• Design and revising assessment• Use data for instructional decision making• Develop and Sustain Professional Learning Communities

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Teaching and Learning Practices <i>Goal 2: Educators implement research-based instructional practices that engage and challenge all learners to meet or exceed the learning standards.</i>	
2.1 Educators are afforded ongoing support with the implementation of research-based instructional strategies, and then classroom practice will better align to instructional shifts, resulting in increased student achievement.	Target Goals 2.1 <ul style="list-style-type: none"> • Implement research based strategies that are aligned to the instructional shifts and address needs of our varied student populations
2.2 If educators and administrators engage in the cycle of reflective practice and provide the opportunity for students to do the same, then students' autonomy and ownership of learning will improve.	Target Goals 2.2 <ul style="list-style-type: none"> • Use reflective practices • Create a classroom culture of reflection for all
2.3 If educators deliver instruction that challenges all learners to meet or exceed learning standards, then student mastery of the skills and content will increase.	Target Goals 2.3 <ul style="list-style-type: none"> • Develop and implement highly effective instruction for all students
School Culture and Collaboration <i>Goal 3: Educators collaborate to promote the success of every student by nurturing and sustaining an inclusive school culture and instructional program conducive to student learning and staff professional growth.</i>	
3.1 If the school creates an inclusive culture that supports every student, then student academic and personal success will improve.	Target Goals 3.1 <ul style="list-style-type: none"> • Mentor students making connections with students beyond the classroom • Create school cultural awareness with regards to issues that affect learning • Implement strategies for including all students • Understand how to communicate with parents in various languages
3.2 If the school creates opportunities for collaboration with parents and the community then we will have a more supportive learning environment.	Target Goals 3.2 <ul style="list-style-type: none"> • Learn how to utilize a variety of ways to communicate with families • Use technology to support collaborative communication with parents and community • Work with parents and community to strengthen and develop collaborative learning opportunities
3.3 If educators and students feel the school is a safe and nurturing environment, then the school culture and instructional program will be conducive to student learning.	Target Goals 3.3 <ul style="list-style-type: none"> • Implement strategies to ensure a safe and nurturing school setting • Learn about existing Federal and State legislations (i.e. DASA)

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Priority Topics and Sample PD Activities can be found in the Professional Development Plan section.

II. District Professional Development Goals, Objectives, and Priorities

Professional Development Proposal

This form will be available electronically with drop down boxes for ease of completion. Please complete this proposal form with all pertinent information regarding the proposed PD initiative. A proposal must be submitted electronically for each PD initiative. All PD must be aligned to the district's PDP goals, learning theories and priority targets.

Contact Name & School/Dept.	Date of PD
PD Facilitator	
Title of PD initiative	
District PDP Goal, Learning Theory, and Priority Target:	
Audience (e.g., grade level, subject area, group structure)	Location
Format of PD	Time Frame
What goals in knowledge do you expect the participants to gain and how will you know those goals have been reached?	
What goals in skills or behavior do you expect the participants to gain and how will you know those goals have been reached?	
What types of supports and/or materials will be provided to participants in order to sustain the learning?	
What criteria will you use to evaluate the longer-term effects of this PD initiative?	

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PD Facilitator's Self-Reflection

Name: _____ Title of PD Offering: _____

Date of PD _____ Audience: _____

<p>Level 1: <i>Not Meeting Standards</i> - PD does not meet all of the intended goals, does not engage all learners, and / or does not model effective instruction</p> <p>Level 2: <i>Developing - Partially Meeting Standards</i> – PD attempts to reach and/or reaches some goals, some learners are engaged and/or some aspects of effective instruction are modeled</p> <p>Level 3: <i>Meeting All Standards</i> – PD reaches all intended goals, engages all learners and models effective instruction</p> <p>Level 4: <i>Exemplifying Standards</i> – PD exceeds intended goals, proactively plans for and engages all learners at a high-level throughout the session, and provides an exemplary model of effective instruction</p>			
Strategic Design	Shared Goals	<ul style="list-style-type: none"> • PD has specific and measurable goals or outcomes • PD goals align with the goals of the Professional Development Plan • PD facilitator explicitly communicates expected outcomes, and shares evidence of meeting outcomes by the end of the PD 	
	Adult Learning Strategies	<ul style="list-style-type: none"> • Learning strategies align with intended outcomes, adult learner needs, and content • Multiple learning strategies are used to provide application of principle to practice • PD includes best practice demonstration or exemplar modeling • PD structure supports learners at various stages of implementation and levels of use, and accommodates various learning styles, preferences and motivations to learn 	
	Follow-up Support	<ul style="list-style-type: none"> • PD facilitator encourages participants to self-assess areas of strength and need relative to PD content, and to reflect upon connection between PD content and professional growth goals • Accountable action steps or action plans have been created in collaboration to define next steps for implementation • Expectations for ongoing support and assessment of progress are outlined and integrated with school follow-up structures (peer observations, administrative observations and feedback, department meetings, new teach mentors, etc.) 	

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Modeling Effective Instruction	Quality Teaching	<ul style="list-style-type: none"> Content and delivery of PD models aspects of quality teaching and essential elements of effective instruction, including: <ul style="list-style-type: none"> Anticipatory / warm-up activity Teaching input Modeling Multiple checks for understanding Guided practice Independent practices Proving activity Closure with opportunity for feedback (exit slip / ticket) 	
	Effective Use of Time	<ul style="list-style-type: none"> The majority of PD time is focused on learning related to the strategic focus rather than announcements of other ‘business’ Appropriate time is allocated to each segment of professional development (i.e. warm-up) to ensure that there is time to complete the proving behavior and provide closure Structures are in place to ensure smooth transitions between topics and appropriate opportunities for balanced teacher input 	
Data	Data Analysis	<ul style="list-style-type: none"> The PD content is aligned with the data-driven needs of the school / district Evidence has been researched and presented to confidently suggest that current PD or strand of PD will produce desired results PD facilitator has communicated what data will be reviewed and how frequently it will be reviewed to determine progress toward implementation of goal or student performance target 	
Collaboration	Collaborative Learning Community	<ul style="list-style-type: none"> The PD lesson-design promotes collaboration and group problem solving on issues of importance to student achievement relative to the PD goal Collaborative groups are strategic, allowing participants to interact and learn with a variety of colleagues (grade-level, subject alike, etc.) PD participants are encouraged to provide constructive feedback to one another and engage in reflective dialogue. Each PD participant has a personal understanding of the role s/he 	
Evaluation	Evaluation	<ul style="list-style-type: none"> Participant learning is measured and affirmed before the end of the session Impact of participant learning over time is measured in terms of: <ul style="list-style-type: none"> Organizational change Participants’ use of new knowledge and skills Student learning 	

Reflecting on the session,

What worked well with this session was ...

Given a chance to revise this workshop, I would like to change the following ...

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Participant's Evaluation

Name: _____ Title of PD Offering: _____

Date of PD _____ Subject / Grade: _____

<p>Level 1: Not Meeting Standards - PD did not meet all of the intended goals, did not engage all learners, and/or did not model effective instruction</p> <p>Level 2: Developing - Partially Meeting Standards – PD attempted to reach and/or reached some goals, some learners were engaged and/or some aspects of effective instruction were modeled</p> <p>Level 3: Meeting All Standards – PD reached all intended goals, engaged all learners and modeled effective instruction</p> <p>Level 4: Exemplifying Standards – PD exceeded intended goals, proactively planned for and engaged all learners at a high-level throughout the session, and provided an exemplary model of effective instruction</p>			
Strategic Design	Shared Goals	PD had specific and measurable goals or outcomes informed by data	Score
	Adult Learning Strategies	Learning strategies were: <ul style="list-style-type: none"> • research-based • aligned with intended outcomes • appropriate for my learning styles 	Score
	Follow-up Support	I am aware of the specific follow up activities that are available to me to enhance my learning in this area and/or about this topic	Score
Modeling Effective Instruction	Quality Teaching	Content and delivery of PD modeled aspects of quality teaching and essential elements of effective instruction, such as: guided practice, independent practice, and closure with opportunity for feedback	Score

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	Effective Use of Time	Time was focused on learning related to the intended outcomes and appropriate time was allocated to each segment of PD	Score
Data	Data Analysis	PD outcomes, content, and activities were based on and aligned with the data-driven needs of my class, my school, and/or the district	Score
Collaboration	Collaborative Learning	<ul style="list-style-type: none"> • I was able to collaborate with my colleagues on issues of importance to student achievement • Opportunity was provided to engage in reflective dialogue and to offer and receive constructive feedback 	Score
Evaluation	Evaluation	My understanding was measured and affirmed before the end of the session	Score
Comments/Feedback/Suggestions: (purpose of PD session, usefulness, what worked best, desired additional PD offerings)			

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PDP Committee Self Reflection (adapted from Framework for Professional Learning www.NYSED.gov)			
	High Success Indicators	Progressing Indicators	Developing Indicators
<i>Plan for Professional Development Programs</i>			
Research	<ul style="list-style-type: none"> Review of current research is evident in the planning process 	<ul style="list-style-type: none"> A limited review of professional development research is evident 	<ul style="list-style-type: none"> There is no evidence of professional development research in the planning process
Data Driven	<ul style="list-style-type: none"> Continuous collection and analysis of quantitative and qualitative data forms the basis for decision making 	<ul style="list-style-type: none"> Inconsistent collection and analysis of quantitative and qualitative data 	<ul style="list-style-type: none"> Limited collection and analysis of quantitative and qualitative data
Standards Based	<ul style="list-style-type: none"> The professional development activities continuously address and provide evidence of integration of multiple standards and content areas. 	<ul style="list-style-type: none"> The professional development activities inconsistently address and provide evidence of integration of multiple standards and content areas. 	<ul style="list-style-type: none"> The professional development activities address and provide limited evidence of integration of multiple standards and content areas.
Collaboratively Designed	<ul style="list-style-type: none"> There is continuous participation by all members of the school community professional in the development planning process The needs of all members of the school community, including teachers, non-instructional staff, parents, and students are addressed in the professional development program 	<ul style="list-style-type: none"> There is inconsistent participation by all members of the school community in the professional development planning process The needs of teachers are addressed in the professional development program 	<ul style="list-style-type: none"> The professional development plan addresses only the needs of teachers The needs of teachers are not addressed in the professional development program

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Additions / Adaptations	<ul style="list-style-type: none"> Continuous input was sought and formed the basis for program modifications. 	<ul style="list-style-type: none"> Inconsistent use of evaluation data for program improvement 	<ul style="list-style-type: none"> Limited use of evaluation data
<i>Vision / Commitment to Improve Teaching and Learning</i>			
Administrative Support	<ul style="list-style-type: none"> Professional development is valued as a powerful change agent for total school reform / improvement 	<ul style="list-style-type: none"> The extent of professional development is determined by resources available 	<ul style="list-style-type: none"> Superintendent days are the major form of professional development
Communication to the Whole School Community	<ul style="list-style-type: none"> Evidence of professional development permeates the school environment Feedback mechanisms are in place and encouraged so that adjustments can be made on a continual basis to professional development initiatives At least annually, a formal presentation is made to the community on the overall status of professional development 	<ul style="list-style-type: none"> There is evidence of professional development in various schools and program areas Feedback mechanisms are used for evaluation only 	<ul style="list-style-type: none"> Professional development opportunities are posted in public areas Feedback mechanisms are limited in use

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Buy-in / Ownership by the Whole Community	<ul style="list-style-type: none"> Participation in planning professional development includes the broadest spectrum of the school and community 	<ul style="list-style-type: none"> The participation in planning professional development by school and community members is limited 	<ul style="list-style-type: none"> The professional development program is designed for teachers only
<i>Implementation / Reflection on Knowledge / Skills Learned</i>			
Practice using new information	<ul style="list-style-type: none"> Atmosphere of support and challenge that is non-threatening, allowing for experimentation but with accountability Structure that encourages opportunities for practicing and evaluating new learning Opportunities for relearning are embedded in the school day There is on-going support and opportunity for further refinement 	<ul style="list-style-type: none"> Atmosphere of support and challenge but with accountability Structure that allows for practicing and evaluating new learning Opportunities for relearning are available There is on-going opportunity for further refinement 	<ul style="list-style-type: none"> Atmosphere of skepticism Structure that allows for practicing new learning “One shot” delivery of professional development
Individual Reflects	<ul style="list-style-type: none"> Teachers are engaged in regular reflective writing / journaling on their practice 	<ul style="list-style-type: none"> Some teachers engage in reflective writing on their practice 	<ul style="list-style-type: none"> Limited reflective writing by teachers on their practice

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Reflect on Student Work	<ul style="list-style-type: none"> Teachers use student data continuously for lesson design Teachers use a wide variety of techniques to assess student results Teachers create a consistent environment of problem solving around student needs 	<ul style="list-style-type: none"> Teachers use student data inconsistently for lesson design Teachers begin to expand their use of a variety of techniques to assess student results Teachers create an inconsistent environment of problem solving around student needs 	<ul style="list-style-type: none"> Teachers use student data for lesson design on a limited basis Teachers rely on limited techniques to assess student results Teachers create a limited environment of problem solving around student needs
Change in Classroom Practice	<ul style="list-style-type: none"> Classroom application of new learning is documented consistently Adjustments in teaching based on use of student data and professional development 	<ul style="list-style-type: none"> Classroom application of new learning is documented inconsistently Adjustments in teaching based on new learning based on professional development 	<ul style="list-style-type: none"> Classroom application of new learning is documented on a limited basis Adjustments in teaching based on new learning from professional development
Feedback to Delivery	<ul style="list-style-type: none"> A mechanism exists for practitioner comment relative to the particular professional development experience Continuous communication loop between teacher and delivery of professional development 	<ul style="list-style-type: none"> A mechanism exists for practitioner comment relative to the particular professional development experience Inconsistent communication between teacher and deliverer of professional development 	<ul style="list-style-type: none"> A mechanism exists for practitioner comment relative to the particular professional development experience Limited communication between teacher and deliverer of professional development

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Feedback to Plan	Professional development is consistently evaluated in terms of impact on classroom and feedback is given to refine / revise the professional development	Professional development is evaluated inconsistently in terms of impact on classroom	Professional development is limited to identified school needs
Begin new planning	Adjustments / additional professional development are consistently developed in response to teacher comment, evaluation data and impact	<ul style="list-style-type: none"> Adjustments / additional professional development are inconsistently developed based on some data 	Adjustments / additional professional development are developed on a limited basis
<i>Delivery of Professional Development Program</i>			
Sustained, intensive, ongoing	<ul style="list-style-type: none"> Delivery is directly responsive to professional development needs identified in district and building professional development plans Delivery builds on prior learning in a continuous way 	<ul style="list-style-type: none"> Delivery is informed by professional development needs identified in district and building professional development plans Delivery builds on prior learning 	<ul style="list-style-type: none"> Delivery has some links to professional development needs identified in district and building professional development plans Delivery does no build on prior learning

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Standards- and researched-	<ul style="list-style-type: none"> • Delivery focuses on teaching strategies to meet the learning needs of all students • Delivery builds on knowledge of effective teaching and learning strategies 	<ul style="list-style-type: none"> • Delivery addresses the use of teaching strategies to meet the needs of diverse learners • Delivery inconsistently uses the use of effecting teaching and learning strategies 	<ul style="list-style-type: none"> • Delivery refers to student learning standards • Delivery demonstrates applicability to classroom delivery in a limited way
Inquiry-based	<ul style="list-style-type: none"> • Delivery models inquiry, fully engaging teachers as active learners, questioners, and problem-solvers 	<ul style="list-style-type: none"> • Delivery incorporates some opportunities to practice inquiry, engaging teachers as active learners, questioners, and problem-solvers 	<ul style="list-style-type: none"> • Delivery considers the use of inquiry in classroom settings
Focused on student work	<ul style="list-style-type: none"> • Delivery directly addresses helping students meet learning standards by incorporating components of collaborative discussion around student work and assessments. 	<ul style="list-style-type: none"> • Delivery incorporates district or building level data about student learning needs • Delivery incorporates components of student work and assessment 	<ul style="list-style-type: none"> • Delivery responds to some aspect of data about student learning needs • Delivery uses some student work as examples
Job embedded	<ul style="list-style-type: none"> • Delivery provides ongoing consistent opportunities for teachers to practice new learning • System supports are in place that provide teachers daily opportunities to collaborate with peers (i.e. peer observation, team teaching, modeling and feedback, and mentoring) 	<ul style="list-style-type: none"> • Delivery provides regularly-scheduled opportunities for teachers to practice new learning • System supports provide teachers regular opportunities to collaborate with peers, i.e. (peer observation, team teaching, modeling and feedback, and mentoring) 	<ul style="list-style-type: none"> • Delivery provides limited opportunities for teachers to practice new learning • System supports provide teachers with some opportunities to collaborate with peers (i.e. peer observation, team teaching, modeling and feedback, and mentoring)

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Facilitated, collegial, incorporates peer sharing / coaching	<ul style="list-style-type: none"> • Delivery is consistently facilitative and interactive • Delivery is more often than not facilitated by teacher leaders 	<ul style="list-style-type: none"> • Delivery is inconsistently facilitative and interactive • Delivery inconsistently provided by teacher leaders 	<ul style="list-style-type: none"> • Delivery includes facilitative and interactive components on a limited basis • Delivery is provided by teacher leaders on a limited basis
Incorporated participant feedback	<ul style="list-style-type: none"> • Delivery consistently responds to prior feedback from teachers and adapts to meet identified teacher learning needs • Delivery consistently includes an evaluation / feedback component that includes participant impact measures 	<ul style="list-style-type: none"> • Delivery inconsistently responds to prior feedback from teachers • Delivery inconsistently includes an evaluation / feedback component that sometimes includes participant impact measures 	<ul style="list-style-type: none"> • Delivery responds to prior feedback from teachers on a limited basis • Delivery includes an evaluation/feedback component on a limited basis