IRVINGTON UNION FREE SCHOOL DISTRICT

PROFESSIONAL LEARNING PLAN

2022-2023

IRVINGTON UFSD PROFESSIONAL LEARNING PLAN
2021-2022

TABLE OF CONTENTS:

Introduction

This document serves as a professional framework for the Irvington UFSD. It is designed to include the core elements of professional planning that is expected to be the foundation for all professional planning for each school year. The Introduction and Section A, serve as the consistent components of the plan, Section B is designed to be developed on a yearly basis in response to data collection and goals. Section C outlines the structures and framework for the development and continued monitoring of the Irvington Professional Learning Plan.

The Irvington School District remains committed to meeting the requirements defined by the New York State Standards for Professional Learning. These Standards serve as a framework and do not specifically identify the actual learning necessary. The decisions regarding professional learning are generated through a deep understanding of District and building goals. These goals are developed with the vision and expectations for our students in mind. What do we want our students to know and be able to do? And, what professional learning must take place to reach our goals? The Professional Learning Planning Team (PLPT) is a representative group committed to the ongoing dialogue and planning that will ensure that all professional learning is purposeful and aligned with both District and building goals.

Plan Goal: To create a culture of professional learning and learners, where the expectation for growth and deep knowledge of practice is the norm.

Professional Learning Planning Team Mission Statement
The mission of the Professional Learning Planning Team is to develop a professional plan that will improve teaching and learning for all teachers and students. The foundation of the plan is grounded in the application of the Charlotte Danielson Framework for Teaching, which is the District-adopted resource and tool for best teaching practices.

The Mission Statement was developed and aligned as a reflection of the District Strategic Plan and Theories of Action and Goals.

Professional Learning Planning Team (PLPT) Membership
The role of the Planning Team is to review the progress of the plan, conduct a needs assessment, receive input from teachers, and make changes to the plan that reflect the District's needs. Members of the team are from the

Irvington Faculty Association (IFA) and the Irvington Administrators Association (IAA).

The following members of the 2021-22 PLPT team participated in the development of this plan:

- Kari Carlson, 2nd Grade Teacher
- Joyce Chapnick, Main Street School, Principal
- Allyson Daley, Irvington Middle School, Assistant Principal
- Nancy Beck- Deakin, Instructional Coach
- Michelleann DeFilippis, Irvington High School, Assistant Principal
- Gail Duffy, Assistant Superintendent for Instruction/HR
- Amy Falk, IHS Teacher
- Kristopher Harrison, Superintendent of Schools
- Andrea Kantor, Dows Lane Elementary School, Principal
- Kyle MacDowell, Elementary Special Education Teacher
- Linda Palumbo, MS Special Education Teacher
- Jeff Rieck, 8th Grade Social Studies Teacher
- Christine Rosner, Instructional Coach, Dows Lane/Main Street School
- Sara Rust, Instructional Coach, Irvington MS/Irvington HS
- Nicole Santariga, 2nd Grade Teacher
- Sara Savalli, IFA Chief Negotiator
- Jay Strumwasser, Director of Technology
- Susan Schermerhorn, School Psychologist
- David Sottile, Irvington Middle School, Principal
- Diane Watkinson, 4th Grade Teacher

The following members of the 2019-20 PLPT team also participated in the development of this plan:

- Kari Carlson, 2nd Grade Teacher
- Joyce Chapnick, Main Street School, Principal
- Allyson Daley, Irvington Middle School, Assistant Principal
- Nancy Beck - Deakin, Instructional Coach
- Mary Ellis, Interim Assistant Superintendent for Instruction/HR
- Amy Falk, IFA President
- Juliet Gevargis-Mizimakoski, Irvington High School, Principal
- Kristopher Harrison, Superintendent of Schools

- Andrea Kantor, Dows Lane Elementary School, Principal
- Raina Kor, Assistant Superintendent for Instruction/HR
- Gail Krieger, Director of Pupil Personnel Services
- Kyle MacDowell, Elementary Special Education Teacher
- Linda Palumbo, MS Special Education Teacher
- Jeff Rieck, 8th Grade Social Studies Teacher
- Christine Rosner, Instructional Coach, Dows Lane/Main Street School
- Sara Rust, Instructional Coach, Irvington MS/Irvington HS
- Matthew Samuelson, Irvington High School, Assistant Principal
- Nicole Santariga, 2nd Grade Teacher
- Sara Savalli, IFA Chief Negotiator
- Susan Schermerhorn, School Psychologist
- David Sottile, Irvington Middle School, Principal
- Diane Watkinson, 4th Grade Teacher

Section A: Goals

Irvington UFSD Strategic Plan Goals

1. Provide students with a rigorous, comprehensive, enriched and diversified curricula that will prepare students to achieve their personal best, and will integrate technology in their learning.
2. Support educators through targeted professional learning and opportunities for collaboration.
3. Encourage innovation, creativity and risk-taking to inspire a dynamic learning environment.
4. Foster the creation of a culture where students are active participants in society.
5. Strengthen local connections to and ownership of our schools.
6. Ensure the fiscal health of the District and provide for a high-quality learning environment.

Irvington UFSD Theories of Action and Goals

Theory of Action #1
If we provide students with rigorous, authentic learning experiences rooted in a comprehensive curriculum, then they will acquire the knowledge, skills and dispositions of successful 21st Century learners that will prepare them to thrive in a rapidly evolving global society.

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

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

Theory of Action #2
If we value and foster the professional learning and growth of all members of our school community, then we will build our collective capacity to support student success.

Goal
In order to increase ownership of our school community and build our collective capacity to support student success, the Irvington School District will:
- engage all members of our school community in the process of continuous improvement through the articulation of District goals
- involve all members of the school community in learning and developing the knowledge and skills to support student success
- provide educators with professional learning designed to support student growth
- provide all staff with professional learning to develop the skills necessary to meet District needs

Theory of Action #3
If we engage in a systematic approach of classroom observation, collecting data and offering feedback to one another, then evidence-based decisions will promote reflective practice, inform instructional design and guide professional learning in order to continuously improve/advance student achievement.

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

Building and Department Goals

Note: Links are updated after 2021-22 goals are developed.

- [IHS 2021-22 Goal Setting and Action Planning](#)
- [IMS 2021-22 Goal Setting and Action Planning](#)
- [MSS 2021-22 Goal Setting and Action Planning](#)
- [DL 2021-22 Goal Setting and Action Planning](#)
- [2021-22 HPE/Athletics Goal Setting and Action Planning](#)
- [2021-22 PPS Goal Setting and Action Planning](#)
- [2021-22 Technology Goal Setting and Action Planning](#)

Section B: New York State Beliefs, Standards and Requirements for Professional Learning

This section outlines the requirements and expectations of New York State for professional learning in all school districts.

Effective professional development:
- fosters a culture of continuous improvement for all engaged in the learning endeavor.
- is that which improves the learning of all students, including those with different educational needs, learning styles, and incremental abilities, and those from diverse cultural and linguistic backgrounds.

Professional development is most effective when:
- there are clear research-based expectations for what teachers should know and be able to do to support student learning
- it takes place in professional learning communities
- there is collaborative leadership and shared responsibility for improving teaching and learning
- it is job-embedded, directly relevant to classroom practice, and provided over time
- when it provides opportunity for the practice of new strategies, time to reflect on changes, and time to integrate new learning into the teaching practice
- adequate resources are provided

New York State Ten Professional Learning Standards

- **Designing Professional Development:** Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
- **Content Knowledge and Quality Teaching:** Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
- **Research-based Professional Learning:** Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research.

- **Collaboration:** Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.
- **Diverse Learning:** Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
- **Student Learning Environments:** Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
- **Parent, Family and Community Engagement:** Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.
- **Data-driven Professional Practice:** Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and help sustain continuous professional growth.
- **Technology:** Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
- **Evaluation:** Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

The key components of the NY State regulation for Professional Learning include the following:
A team/committee representing teachers, administrators, and parents must be formed to develop the Professional Learning Plan. A majority of the members of the Professional Learning Planning Team must be teachers selected by their collective bargaining unit.

The team/committee must work collaboratively to identify student needs, teacher needs, goals, objectives, strategies, and activities for professional development.

The team/committee must describe the alignment of professional development with the New York Next Generation Learning Standards and assessments. It must also address how the school district will measure the impact of professional development on student achievement and teachers' practices.

Each school district must describe how it will provide their newly certified teachers and Level III teaching assistants with opportunities to participate in 100 hours of professional development every five years (20 CTLE hours per year) by a sponsor approved by NYSED. The professional learning provided by the District must align with the goals outlined in the Professional Learning Plan.

CTLE Hours (Continuing Teacher And Leader Education)

What are CTLE Hours?
The Board of Regents at its March 2016 meeting adopted a new Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders. This plan pertains to 100 hours of acceptable CTLE, every five-year period, in content, pedagogy, and language acquisition.

Current English Language Acquisition Requirements
CTLE language acquisition requirements (ELL) vary by certificate holder. The District annually requests and receives an exemption for the CTLE language acquisition requirement given that the District has less than 5% of English Language Learners (ELLs) enrolled.

Language Acquisition Requirement Chart
https://www.highered.nysed.gov/tcert/pdf/languageacquisitiontable.pdf

CTLE Language Acquisition Requirement:
http://www.highered.nysed.gov/tcert/resteachers/ctle-language-acquisition.html

Who is responsible for tracking CTLE Hours?
CTLE Certificate holders shall maintain a record of completed CTLE. Records should be maintained for 8 years by the employee. CTLE certificate holders maintain a record of complete CTLE hours using My Learning Plan.
Sample Recordkeeping form that educators may use:
Completion of Approved Continuing Teacher and Leader Education (CTLE) Hour(s) Certificate

What "counts" toward CTLE Hours?
Acceptable CTLE must be conducted through activities designed to improve the teacher or leader's pedagogical and/or leadership skills, targeted at improving student performance, including but not limited to formal CTLE activities. Such activities shall promote the professionalization of teaching and educational leadership, as applicable, and be closely aligned to District goals for student performance.

Section C - The Irvington UFSD Plan and Process

This section of the plan outlines the structures and framework for the development and continued monitoring of the Irvington Professional Learning Plan. The planning team, as required by New York State, will have a set of responsibilities and a structure and process for setting and evaluating the plan. Each year the Irvington Professional Learning Plan will be reviewed for relevance and changes as needed by shifting goals, practices, expectations and standards.

Irvington Professional Learning Planning Team Timeline:

- June: Buildings and Departments identify goals for the coming year
- October: Development of Plans for Superintendent's Conference Day
- January: Mid-Year Review of Professional Learning Plan
- April: Develop and distribute Needs Survey to all staff
- May/June: Review survey results and make recommendations for the following year

Irvington Professional Learning Planning Team will:

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

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

It will also be the responsibility of the Committee to:
- consider yearly professional learning goals that will reflect current District initiatives;

- consider opportunities for teachers to enhance their performance in the classroom as primary learners and classroom leaders;
- consider opportunities for in-District CTLE hours;
- support teachers in their teaching practice as the role of the classroom teacher is of primary importance in the success of students.

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

Process for Setting Goals and Projects

Step 1: Goal Setting for Professional Learning
Based on an analysis of student scores from State and local assessments and District-wide strategic issues and goals set the previous year, the professional development support is defined and provided. Individual teacher goal setting in September of each school year reflects the defined goals. The plan will be constructed to reflect the priorities outlined in the New York State Professional Development Standards.

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

Defined goals will meet the needs of teachers and enable students to achieve all New York State learning standards. These include, but are not limited to:
- Next Generation Learning Standards ELA & Math
- The New York Social Studies Framework (including the C3 Inquiries);
- The New York State Science Learning Standards (NYSSLS)
- The New York State Digital Fluency and Computer Science Standards

Step 2: Needs Analysis
Using the goals set in Step 1 as a framework, the Professional Learning Planning Team will create an instrument to elicit input from teachers relative to their needs. A sample of that instrument can be accessed by clicking here.

Members of the Professional Learning Planning Team from each school will distribute the Needs Assessment Surveys, then collect and organize the data. Additionally, grade level and departments, instructional leaders will be asked

to share feedback on thoughts for future PD needs. This data will be used to inform future PD sessions to include teacher choice where possible.

Step 3: Synthesis of Goals and Needs
The needs of each building will be synthesized into a framework that shows the relationship between the needs of teachers in each building and the goals established by the Team. Based upon the Needs Assessment Surveys, new goals may be developed.

Step 4: Identifying Specific Programs
Based upon the prioritized list of goals and needs, the specific institutes, workshops, consultants, programs, etc. that will meet needs will be determined at the building level. Recommendations will be developed by the principal, members of the Professional Learning Planning Team, and curriculum leaders.

Step 5: Prioritizing Programs
Based upon the building requests and District resources, the Professional Learning Planning Team will reach a consensus relative to the programs to be implemented the following year.

Process for Evaluating the Impact of Professional Learning

Step 1: Identify Measures of Success
Prior to the implementation of any professional development the Professional Learning Planning Team will identify how to evaluate the impact of the proposed activity. These may include, but not be limited to internal assessment measures, external assessment measures, examination of student work, peer visitation, teacher surveys or student surveys.

Step 2: Identify a Timeline for Evaluation
Prior to the implementation of any professional development the Professional Learning Planning Team will articulate a timeline by which information will be gathered and analyzed, and the results shared with those involved in the professional development activity.

Step 3: Using Evaluation Data for Future Planning
Prior to developing a recommendation for future school year(s), the Professional Learning Planning Team will review all available information regarding the impact of the previous year(s) professional learning. This

information will be considered when recommending that a particular activity/consultant continue to provide professional learning for the staff.

Areas of Focus for Professional Learning:

- Instructional Design
- Social-Emotional Learning - SEL Core Competencies
- CR-SE Framework
- Restorative Practices
- Assessment
- Instructional Practices
- Response to Intervention (RTI)/Multi-Tiered System of Supports (MTSS)
- Data Analysis
- Standards-Based Curriculum Development
- Program Implementation
- Compliance Training
- Support for New Teachers
- Instructional Technology Integration

Instructional Design and Practices

A well-developed unit of study considers the alignment of each unit component using assessment, the social-emotional needs of all students and the creation of welcoming and affirming spaces as the guiding principles in the cyclical process of instructional design and implementation. Instructional design begins with articulation in Unit Planners of Stages 1 and 2. It is the decision of each teacher to select and apply the best instructional practices for the classroom based on the needs of the learners (Stage 3). In addition to the Danielson Framework for Teaching, our guiding document for expectations in our classrooms, we have also articulated a set of dispositions that we believe all graduating seniors should reflect as learners. In addition, the expectations for technology use have increased, and will be further articulated through the technology plan.

Assessment

All classroom teachers are expected to create and implement a balanced assessment system. The system is not prescribed, but rather serves as a framework for planning for Stage 2 of the Unit Planner. All classrooms should reflect an appropriate combination of summative and formative assessment.

The balance is determined through articulation of curriculum and best practices.

Instructional Practices
Instructional practices should take into consideration a range of strategies, approaches and differentiation. Instructional practices are selected for a cohort of students and therefore vary from one year to the next and within a given unit the strategies and approach vary as well - from direct-teaching to ensuring that students have content knowledge, to more student-centered approaches that move beyond the literal and reflect more conceptual understanding that ultimately leads students to enduring understandings. Instructional practices are selected by individual teachers, but also reflect and align with District/building goals and expectations.

Response to Intervention (RTI)/Multi-Tiered System of Supports (MTSS)
Tiered systems of support have become the expectation in all school districts and classrooms. Tier 1 interventions are those that every classroom teacher is prepared to offer to students. Tier 2 and Tier 3 interventions are provided for students requiring increased levels of support. This framework is grounded in data collection and analysis for decision-making and movement within tiers.

Data Analysis
Increased and regular use of data has been established as a goal for the IUFSD. The District Data Plan should serve as a resource to identify valuable professional learning necessary to implement the plan. [The Data Plan for the Irvington Union Free School District can be accessed by clicking here](.).

Standards Based Curriculum Development
As a public school in NYS, we are required to implement all NYS Learning Standards. All unit planners should be aligned to standards and all standards should be assessed as part of all programs. This assessment is part of the balanced assessment system

Program Implementation
In some school years, programs are selected that require training/learning. Examples of this have included Project Lead the Way and Amplify Science. Amplify continues to be a program that requires dedicated time for learning of the content, standards and practices.

Compliance Training

Over the last several years there has been an increased requirement for mandated trainings by New York State. Each school year, compliance trainings must be identified and required deadline dates must be set. The following compliance trainings reflect the 2021-22 school year:

- Prevention and Emergency Response in K-12 Schools
- Sexual Harassment - NY
- Dignity for All Students Act/Code of Conduct - NY
- GCN Training for Student Data Privacy (Ed Law 2D), Cyber Safety/ Computer Use Policies

Support for New Teachers

Professional learning is provided for all new teachers through the Irvington UFSD Mentoring Program. Formal support is provided based on experience and certification. New teachers meet with their assigned mentor on a weekly basis and also meet with Assistant Superintendent for Instruction and Human Resources on a monthly basis as part of the New Teacher Program. Classroom teachers at the elementary level meet with instructional coaches on a regular basis to learn and develop classroom practices aligned with the curriculum. Teachers of the core academics at the 6-12 level meet with the Secondary Instructional Coach on a regular basis to develop classroom practices aligned with District expectations.

Educators acting as a mentor to a new classroom teacher as a 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. Mentors will complete a form on My Learning Plan requesting to use this time towards their CTLE requirement.

Approved Professional Development Providers

The following providers are approved by the State to provide professional learning to teachers in the IUFSD:

- Irvington Union Free School District
  The District will provide professional development relative to each of the above stated goals through curriculum time, study groups, summer work, formal and informal observations.
- Edith Winthrop Teacher Center (EWTC)

The EWTC meets with the Assistant Superintendents of its component districts annually to plan for professional learning opportunities. The courses they offer support teachers in attaining the content knowledge and best practices necessary to improve their practice, in general, and to meet our District goals, in particular.

- Project Lead the Way (PLTW)
  PLTW provides ongoing training and support to its member districts in order to facilitate the high quality implementation of their curriculum.

- Putnam/Northern Westchester BOCES (PNWBOCES)
  PNWBOCES provides professional development on a wide variety of topics. They offer workshops on implementing all NYS standards and on best practices in the content areas, in STEM-D, and in technology integration.

- Lower Hudson Regional Information Center (LHRIC) Model Schools Program. The LHRIC provides professional development in STEM-D and all aspects of technology use and curriculum integration;

- Southern Westchester BOCES (SWBOCES)
  SWBOCES provides professional development on a wide variety of topics. They offer workshops on implementing all NYS standards and on best practices in the content areas, in STEM-D, and in technology integration.

- Hudson River Teacher Center
  The Center provides support on the use and integration of technology.

- NYSUT Education and Learning Trust (ELT)
  NYSUT's Education & Learning Trust provides research-based, innovative, and collaborative opportunities to enhance professional learning.

- InterPrep, Inc. Gregory Duncan
  This organization provides support including training and coaching in the development of a World Language program that reflects a consistent and balanced approach to language learning. The goals of this work are directly aligned to the District's Theories of Action and expectations for students in a global, changing society.

- NYSCATE (The New York State Association for Computers and Technologies in Education)
  This organization supports the integration of Technology in Education, providing on-demand and continuing opportunities for professional development. Sessions may lead to CTLE credit, as necessary.

- New York University (NYU)

This organization provides support including training in the CR-SE framework, modeling centering students and learning with a focus on historically marginalized students and families.

- Gay, Lesbian & Straight Education Network (GLSEN)
  This organization provides support including training on ensuring the LGBTQ students are able to learn and grow in a school environment free from bullying and harassment.

- Collaborative for Academic, Social and Emotional Learning (CASEL)
  This organization provides support including training in the area of Social-Emotional Learning (SEL) with a focus on SEL competencies and District-wide systemic implementation of SEL supports.

- Lori Orestano-James of Nesin Cultural Arts (Music PD K-12)
  This organization provides support including training and coaching in the development of a Music program that focuses on Diversity, Equity and Inclusion (DEI) and SEL learning and outcomes. Additionally, alignment to the NYS standards is a priority.