

PROFESSIONAL DEVELOPMENT PLAN
STATEMENT OF CERTIFICATION

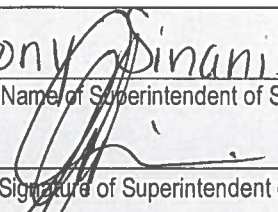
Part 100 Regulations of the New York State Commissioner of Education

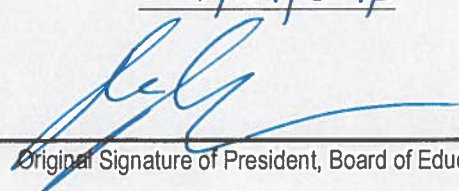
School District: Hastings-on-Hudson U.F.S.D.

BEDS Code: 66 04 04 03 0000

The superintendent certifies to the Commissioner that:

- (1) The planning, implementation and evaluation of the plan were conducted by a professional development team that included a majority of teachers and one or more administrator(s), curriculum specialist(s), parent(s), higher education representative(s), and others identified in the plan.
- (2) The requirements of CR 100.2(dd) to have a professional development plan for the succeeding school year have been met.
- (3) The school district or BOCES has complied with the professional development plan applicable to the current school year.
- (4) The plan focuses on improving student performance and teacher practice as identified through data analysis;
- (5) The plan describes professional development that:
 - is aligned with state content and student performance standards;
 - is aligned with New York State Professional Development Standards at: <http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>
 - is articulated within and across grade levels;
 - is continuous and sustained;
 - indicates how classroom instruction and teacher practice will be improved and assessed;
 - indicates how each teacher in the district will participate; and
 - reflects congruence between student and teacher needs and district goals and objectives.
- (6) The plan describes how the effectiveness of the professional development will be evaluated, and indicates how activities will be adjusted in response to that evaluation.
- (7) The plan complies with CR 100.2(dd) to:
 - describe and implement a mentoring program for new teachers;
 - provide teachers holding a professional certificate with opportunities for completing 175 hours of professional development every five years;
 - ensure that level III teaching assistants and long-term substitute teachers participate in professional development activities;
 - state the average number of hours each teacher is expected to participate in professional in the school year(s) covered by the plan;
 - describe how all teachers will be provided professional development opportunities directly related to student learning needs as identified by multiple sources of data, including but not limited to school report cards;
 - provide staff with training in school violence prevention and intervention; and
 - provide professional development to all professional and supplementary school staff who work with students with disabilities.
- (8) The plan has been reviewed and/or revised in accordance with the most current version of 100.2 (dd).
(The latest version of CR 100.2(dd) can be found at: <http://www.p12.nysed.gov/part100/pages/1002.html>.)
- (9) The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

<u>Antony Sinanis</u> Print Name of Superintendent of Schools
 Original Signature of Superintendent of Schools
<u>7/13/18</u> Date

Adopted by the Board of Education on Date: <u>7/24/2018</u>
 Original Signature of President, Board of Education

**Hastings-on-Hudson School District
Organizational Professional Development Plan
2018 – 2019**

Hastings-on-Hudson School District Organizational Professional Development Plan 2018-2019

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Vision

All students can learn. It is the district's responsibility to prepare students with the knowledge, understanding, skills, and strategies they will need to be productive, responsible citizens in a democratic society. We view our schools as communities of learners. Each individual is valued as a unique person and as a member of the larger group. We model a safe, caring community in which students, teachers, administrators, and parents have real opportunities for collaborative participation through which to attain our educational goals.

We strive to help students develop lifelong capacities to enjoy learning, working, and relating to others. We value education because it is a process that helps each individual to achieve his/her maximum potential. Education helps to provide a person with the skills needed to succeed in a rapidly changing world, to function in harmony with the environment, to enjoy the fellowship of others and to live cooperatively in society with respect for individual and group differences. It disciplines and broadens one's mind and aids in the formation of one's judgement. It refines one's taste and broadens one's outlook; it helps each individual to develop principles by which to guide actions, and values by which to measure them.

Introduction

The Hastings-on-Hudson school community believes that learning is an active, constructive and reflective process. We are committed to creating a nurturing, interactive learner centered environment that meets the needs of our diverse student body. Our primary goal for staff development is to support Hastings' faculty in developing the skills and competencies necessary for assessing, supporting and challenging children's growth - intellectual, social, emotional, physical, and aesthetic.

View of Learning and the Learner:

- Learning is an active, constructive, and reflective process. We are committed to creating a nurturing, interactive, learner-centered environment that meets the needs of our diverse student body.
- An understanding of development provides a necessary foundation for assessing, supporting, and challenging children's growth — intellectual, social, emotional, physical, and aesthetic. Children have multiple intelligences and need a variety of approaches. We assist students in learning to inquire, take risks, set goals, and assess their work. Rigor is essential to a caring approach to education. The schools promote deep inquiry and hold high standards for demonstrating understanding and proficiency.

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Staff Development Committee (*For 2017-18: Instructional Council*) Membership

Name	Title
Lou Adipietro	Administrator
Amy Cazes	Administrator
Laura Sullivan	Administrator
Joan Felipe	Teacher
Shannon Mulholland	Teacher
Robin Farrell	Teacher
Tasnim Nagrath	Teacher
Naomi Gilbert	Teacher
Nate Morgan	Teacher
Robert McCann	Teacher

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New York State Department Regulations and Requirements

This professional development plan complies with Commissioner Regulations 100.2 (dd) that requires each district and BOCES to collaboratively create professional development plans that are reviewed annually. Additionally, professional development activities outlined in this plan provide teachers with the opportunities needed to meet and maintain the Continuing Teacher Leader Education (CTLE) requirements as defined by The Board of Regents in 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.

Hastings-on-Hudson School District will provide Professional Certificate holders with certificates acknowledging completion of workshops, trainings, and professional development opportunities qualifying for CTLE credits. Such certificates will include participant's name, date of workshop, and number of hours, topic, and type of activity or program.

Philosophy

Professional development at Hastings-on-Hudson School District is a vital component of our commitment to serving our school district as their Essential Partner. We are committed to high quality, research-based professional development to provide ongoing growth for practitioners within our organization, as well as to the assessment of ongoing professional development initiatives. Professional development provided to internal employees is tailored to the needs of the individual district, and building, progresses across grade levels (K-graduation) and when appropriate, is continuous and sustained.

We strive to provide professional development in alignment with the New York State Professional Development Standards <http://www.highered.nysed.gov/tcert/resteachers/pd.html>.

- 1. Designing Professional Development:** Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn. Professional development opportunities are designed in collaboration with key stakeholders including district administrators, building administrators, teachers, teacher assistants and auxiliary staff.

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2. **Content Knowledge and Quality Teaching:** Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
3. **Research-based Professional Learning:** Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research. One focal point will include the ongoing balanced literacy professional development at the elementary school where teachers will continue to learn about reading workshop.
4. **Collaboration:** Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate in a respectful and trusting environment.
5. **Diverse Learning:** Professional development ensures that educators have the knowledge and skills to meet the diverse learning needs of all students. This has been and will continue to be a focal point in our district with an emphasis on inclusivity, diversity and developing an understanding of biases and how said biases impact our work with families, colleagues and students.
6. **Student Learning Environments:** Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students. School security and safety procedures will continue to be a priority and will be addressed through ongoing training for all staff.
7. **Parent, Family, and Community Engagement:** Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in their children's education.
8. **Data-driven Professional Practice:** Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
9. **Technology:** Professional development promotes technological literacy and facilitates the effective use of all appropriate technology. Focal points for the upcoming school year include the use of instructional technology to effectively differentiate learning opportunities for all students and the importance that all faculty, staff and students will maintain ethical and legal responsibility while utilizing digital resources.

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

Organizational Professional Development Goals

1. Diversify the Instructional Strategies and Assessments Used by Faculty to Address the Learning Differences of all Students

- Differentiated instruction
- Active learning strategies
- Interdisciplinary instruction
- Cooperative learning
- Authentic and performance assessments
- Project and inquiry-based learning
- Effective integration of instructional technology

2. Increase Faculty Knowledge and Use of Instructional Practices to Engage Students

- Pedagogical applications of student engagement
- Multiple intelligences and learning styles
- Student motivation and engagement
- Learner centered practices
- Principles of social emotional learning with an emphasis on Second Step (elementary), RULER (middle school), Challenge Success (high school)

3. Enhance Faculty Knowledge of Meaningful Technology Integration to Support Student Learning

- Meaningfully embedded into the lesson
- Used to enhance or extend the learning
- Used as a means of collaboration
- Multimedia makes traditional print text visual
- Used to differentiate instruction so all learners can access learning regardless of readiness levels

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Provisions for Mentoring Program

The Hastings-on-Hudson School District Mentoring Program is outlined below:

All new teachers at the Hastings-on-Hudson School District 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.

The mentoring program shall be developed and implemented consistent with any collective bargaining obligation required by Article 14 of the Civil Service Law (i.e., the Taylor Law); however, Commissioner's Regulation does not impose a collective bargaining obligation that is not required by the Taylor Law.

In accordance with Commissioner's Regulations, the elements of the mentoring program include:

Procedure for Selecting Mentors	Teachers complete mentor applications, assignment of mentors is completed by administration in partnership with the New Teacher Mentor Coordinator.
Role of the Mentors	<ul style="list-style-type: none"> • Support new teachers by providing opportunities to increase their understanding of the Hastings school community • Provide support for new teachers to ease the transition from teacher preparation to practice • Increase teacher retention • Develop skills of new teachers in order to improve student achievement
Preparation of Mentors	Each mentor must complete a mentor preparation course offered through the teacher's center.
Types of Mentoring Activities	Workshops, meetings, observations and school based activities
Time Allotted for Mentoring	15 hours per semester

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Provisions for School Violence Prevention and Intervention Training

Hastings-on-Hudson School District is committed to hiring teachers who have fulfilled the requirements of certification, including participation in workshops covering school violence prevention and intervention. Such workshops shall consist of at least two clock hours of training that includes, but is not limited to, study in the warning signs within a developmental and social context that relates to violence and other troubling behaviors in children; the statutes, regulations, and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

Upon request or determination of necessity, Hastings-on-Hudson School District will provide refreshers on school violence prevention and intervention.

In instructional settings, the Hastings-on-Hudson School District will also utilize the interpersonal Violence Prevention Education package provided by the State Education Department. These materials will be incorporated as part of the health or other related curricula or programs for students in grades K through 12.

Provisions for Teachers Certified in Bilingual and English Language Learner (ELL) Education

Teachers possessing a Professional certificate in the certificate title English to Speakers of Other Languages (all grades), or a holder of a bilingual extension under section 80-4.3 of this Title must complete their CTLE hours with a minimum of 50 percent in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. Hastings-on-Hudson School District teachers will utilize the expertise and trainings provided by the Regional Bilingual Education-Resource Network to fulfill these requirements. For all other faculty and staff, Hastings-on-Hudson School District meets and will apply for an exemption from the professional development requirements in language acquisition for ELLs. (*)

**There are fewer than 30 English language learner students enrolled or English language learners make up less than five percent of the Hastings-on-Hudson School District total student population as of such date as established by the commissioner*

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Appendix A

Anticipated workshop topics, trainings, and consultants to be offered and/or utilized during the 2018-2019 school year that will be available across the Hastings-on-Hudson School District organization where CTLE credit will be awarded.

Topic	Organization/Consultant
All Workshops	PNW BOCES
All Workshops	SW BOCES
All Workshops	LHRIC
All Workshops	Edith Winthrop Teachers Center
Response to Intervention/MTSS	Jim Wright PD & Others
ICT Training	G & R Inclusion Group LLC
Balanced Literacy	Gravity Goldberg Consulting
RULER Training	Yale University
Safety & Security Training	District Security Consultant
Inclusivity, Diversity & Equity	Consultant
Embedded Math PD	District Math Coach