

Hastings-on-Hudson School District Organizational Professional Development Plan 2022-2023

PROFESSIONAL DEVELOPMENT PLAN
STATEMENT OF CERTIFICATION
Part 100 Regulations of the New York State Commissioner of Education

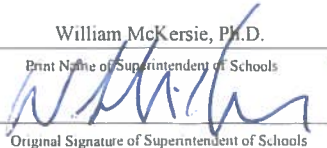
Hastings-on-Hudson U.F.S.D.

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School District: _____ BEDS Code: _____

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.aov/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 100 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.

William McKersie, Ph.D.
Print Name of Superintendent of Schools

Original Signature of Superintendent of Schools
June 9, 2022
Date

Adopted by the Board of Education on Date
June 9, 2022

Original Signature of President, Board of Education

**Hastings-on-Hudson School District Organizational
Professional Development Plan
2022-2023**

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Vision

All students can learn and achieve at high levels. It is the district's responsibility to prepare students with key knowledge and skills, such as collaboration, adaptability, perseverance, creativity and critical thinking skills, that will enable them to successfully navigate and contribute productively to a future that does not yet exist. Each day, students should be engaged and inspired by their teachers to develop purpose, agency, and a growth mindset. We view our schools as communities of learners and commit to developing our collective efficacy in support of students and colleagues. 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 appreciation for individual and group differences. We are committed to creating and maintaining positive, inclusive, intellectually rigorous learning environments where all students, especially those currently and historically marginalized, feel safe, included, supported, welcomed and accepted, and experience a sense of belonging and academic success. Education disciplines and broadens one's mind and aids in the formation of one's judgment. 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 and supports learners as proactive, resourceful problem-solvers. Our primary goal for staff development is to support Hastings' faculty in developing the skills and competencies necessary for assessing, supporting and challenging the intellectual, social, emotional, physical, and aesthetic growth of all children.

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 the intellectual, social, emotional, physical, and aesthetic growth of all children. Children have multiple intelligences and need a variety of approaches. We recognize that each learner comes to us in a different starting place and assist all 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.
- We believe that children need ample opportunities for choice and voice in order to support their ability to make decisions. Our growing learners need to be able to take significant, bold risks, develop a sense of purpose, and cultivate key skills that are necessary to successfully enter a global workforce.

Professional Learning Committee Membership:

Name	Title
Adriana Beaudreault	Data Coordinator
Kristin Calle	Teacher
Amy Cazes	Administrator
Terry Franck	Custodian
Mary Greene	Teacher
Melissa Hardesty	Administrator
Steven Lopez	Teacher
Janet Lyons	Teacher
Walterson Martins-Filho	Teacher Aide
Jenice Mateo-Toledo	Teacher
Britney Skultety	Teacher
Jennifer Spirelli	Administrator
Laura Sullivan	Administrator
Melissa Szymanski	Administrator

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 learning 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, training, and professional development opportunities qualifying for CTLE credits. Such certificates will include participants' name, date of workshop, and number of hours, topic, and type of activity or program.

Philosophy

Professional learning at Hastings-on-Hudson School District is a vital component of our commitment to serving our school district faculty as their essential partners. We are committed to high quality, research-based, data-driven professional learning to provide ongoing growth for practitioners within our organization, as well as to the assessment of ongoing professional learning initiatives. Professional learning provided to internal employees is tailored to the needs of the individual building, progresses across grade levels (K-graduation), and is continuous and sustained. The Hastings Curriculum Review Cycle has been designed to determine priority areas of focus over time and ensure an iterative process of inquiry, analysis, research and planning, design and development, implementation, and evaluation.

We strive to provide professional development in alignment with the New York State Professional Development Standards. These standards can be accessed through the NYSED website at <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 learning opportunities are designed in collaboration with key stakeholders including district administrators, building administrators, teachers, teacher assistants and auxiliary staff.
2. **Content Knowledge and Quality Teaching:** Professional learning expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
3. **Research-based Professional Development:** Professional learning is research-based and provides educators with opportunities to analyze, apply, and engage in research. Focal points will include district-wide professional learning in the area of culturally responsive pedagogies and elementary mathematics to enhance the areas of curriculum, instruction, assessment, professional learning and the learning environment.
4. **Collaboration:** Professional learning ensures that educators have the knowledge, skill, and opportunity to collaborate in a respectful and trusting environment.
5. **Diverse Learning:** Professional learning 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 learning ensures that educators are able to create safe, welcoming and affirming, 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 learning 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. Families and community members will be encouraged to share knowledge of students' interests, learning style, learning preferences, and prior educational experiences with trusted teachers and leaders in the school community.
8. **Data-driven Professional Practice:** Professional learning 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 learning promotes technological literacy and facilitates the effective use of all appropriate technology. Focal points for the upcoming school year are indicated in the State approved 2022-2025 Instructional Technology Plan.
10. **Evaluation:** Professional growth is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Organizational Professional Development Goals

1. Diversify Instructional Strategies to Address the Learning Differences of All Students

- Differentiated instruction
- Culturally and racially responsive pedagogies
- Inclusive practices
- Effective integration of instructional technology to support remote and blended learning

2. Enhance Systems and Structures to Support Student Growth and Achievement

- Multi-Tiered System of Supports (MTSS)

3. Strengthen the Mathematics Program

- Curriculum: Enhance middle school articulation and alignment with mathematics content and practices

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- Curriculum: Enhance the elementary program to ensure alignment with the district vision of mathematics
- Instruction: Student-centered practices, understanding of approaches to promote mathematics learning
- Assessment: Enhanced use of diagnostic screeners, formative assessment, self-assessment
- Learning Environment: Enhance innovation and engagement

4. Strengthen the ELA Program

- Curriculum: Enhance practices around word and language study at the elementary level, including the development of language progressions and instituting walkthroughs
- Curriculum: Strengthen middle school ELA in response to data-driven areas of variation
- Instruction: Differentiation, student-centered practice, resources

5. Strengthen the Science Program

- Curriculum: Launch revised curriculum and monitor efficacy. Provide additional professional learning, as needed.
- Instruction: Collect evidence of student learning and impact. Revise and refine lessons.
- Assessment: Create and implement assessments aligned to the three dimensions of the P-12 Science Learning Standards.

6. Build Leadership Capacity

- Support the transition of new assistant principal
- Support implementation of the Professional Standards for Educational Leaders (Standard 7) in response to feedback received from our recent Tri-State visit

7. Strengthen the Instructional Technology Program

- Instruction: Support students to recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and model behaviors that are safe, legal and ethical.
- Assessment: Assess and improve the use of technology to meet the needs of diverse learners in ways that are culturally responsive.
- Assessment: Assess and support device and software adoption to meet instructional goals and support the CS/ Digital Fluency Standards.

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. While we will consider mentor training for both probationary and tenured faculty, only tenured teachers will be assigned as mentors.

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	<ul style="list-style-type: none"> ● Teachers complete mentor applications ● Assignment of mentors is completed by the administration
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 outcomes
Preparation of Mentors	Each mentor must complete a mentor preparation course offered through the Teacher's Center.
Types of Mentoring Activities	Professional learning, training and guidance will be provided in accordance with the <u>mentoring guide</u> . Additionally, the Mentor Coordinator will facilitate a monthly meeting on a focused topic for all mentees.
Time Allotted for Mentoring	15 hours per semester

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.