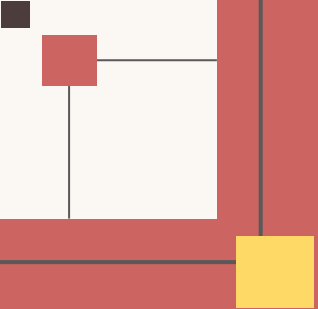# Professional Learning Plan 2023

Bedford Professional Learning Team
CIA Committee Meeting
May 8, 2023

Purpose of Professional Learning Plan

- "The purpose of the Professional Learning Plan (PLP) is to improve the quality of teaching and learning by ensuring that when teachers and leaders participate in substantial professional learning they have opportunities for professional growth, remain current with their profession, and meet the learning needs of their students."

- Comply with NYSED regulations regarding PD plans:

  - The plan shall be developed through collaboration with a professional (development) learning team.

  - The professional learning team (PLT) shall be recommended by the superintendent of the school district for appointment by the board of education (9.21.2022).

  - In the case of a multi-year plan, the PLT shall be required to review the plan on an annual basis and submit to the board of education recommended revisions, if necessary.

  - Any subsequent modification in the plan shall be presented to the board of education on or **before June 1st**, and the board of education shall act on the plan by **June 30th**.

Content of the Professional Learning Plan

BCSD Professional Learning Team (PLT)

Amy Fishkin, Assistant Superintendent for Curriculum & Instruction

Elaine Cuglietto, Interim Assistant Superintendent for Human Resources

David Gee, Director of Technology

Adrienne Viscardi, Director of ESOL Services & Programs

Dr. Toni Ann Carey, Assistant Director of Special Education

Mary Harrison, Principal of Fox Lane Middle School

Tim Montalvo, Assistant Principal of Fox Lane Middle School

Dr. Angelique Johnson, Assistant Principal of Mount Kisco Elementary School

Amy Unger, RTI Coordinator

Carol DeGeorge, Social Studies Teacher / BTA President

Chris Goodrow, Elementary Coordinator

Heather Shaughnessy, Learning Specialist / Bedford Staff Development Center Director

Rosa Hirsch, Social Studies Teacher / Mentor Coordinator

Dr. Stephanie Peborde Burke, Ed Tech Specialist/STEAM Coach

Margaret Browning-Barnickel, Assistive Technology Coordinator

Erica Rogan, UDL Coordinator

Michelle Grier, Elementary Math Coach

Paul Frisch, Science & Technology Teacher/Coordinator

John Shikeka, Manhattanville PDS Liaison

Bedford Staff Development Center

New York State Teacher Center
Statewide Leadership Team
Statewide professional learning

CTLE Sponsor
Continuing Teacher and Leader Education

Professional Learning
Flexible and responsive, driven by teacher needs

Policy Board
Teachers, service providers, administrators, stakeholders

BCSD Vision, Mission & Core Values

BCSD Vision:

Inspiring and Challenging Our Students

BCSD Mission:

The Bedford Central School District shall cultivate curiosity and a passion for learning by providing challenging educational opportunities for all students so they may achieve their full potential as productive and contributing members of society.

BCSD Core Values:

- Students First
- Engagement, Rigor and Passion for Learning
- Curiosity and Creativity
- Safety and Support
- Relationships, Respect, Membership and Voice
- Self-awareness and Independence
- Clarity and Transparency

BEDFORD CENTRAL SCHOOL DISTRICT

Inspiring and Challenging Our Students

Core Values
Students first
Engagement, rigor and passion for learning
Curiosity and creativity
Critical thinking
Safety and support
Relationships, respect, membership and voice
Self-awareness and independence
Clarity and transparency

Mission
The Bedford Central School District shall cultivate curiosity and a passion for learning by providing challenging educational opportunities for all students so they may achieve their full potential as productive and contributing members of society.

2022-2023 Success Plan

GOAL 1: ADVANCE ACTIVE, CONNECTED LEARNING

Strategy 1: Active Learning
Support learning environments in which students can think critically, collaborate effectively, ask questions, solve problems, communicate new ideas, and create content rather than only consume it [2,3]

Objectives:
A. Cultivate interdisciplinary experiences
B. Advance reading instruction
C. Implement new elementary mathematics curriculum
D. Expand enrichment

Strategy 2: Connected Learning
Support inclusive learning environments in which students feel supported, connected, engaged, a sense of belonging, choice & voice, and equitable access to opportunities in order to discover their passions and purpose [4]

Objectives:
A. Expand RULER approach to Social-Emotional Learning (SEL)
B. Expand application of AVID framework to build student confidence, executive functioning skills and relational capacity for academic and future success
C. Advance Universal Design for Learning (UDL) and inclusive practices

GOAL 2: ADVANCE SAFETY, TRUST & ENGAGEMENT

Strategy: Develop reliable systems to support high levels of physical and emotional safety, promote trust, convey competence, and facilitate authentic, robust multi-directional communication and engagement

Objectives:
A. Strengthen safety and security
B. Develop financial forecasting and reporting
C. Expertly manage bond-funded construction
D. Develop and execute a communications plan
E. Measure and benchmark culture and climate

Clarity affords "focus"[1]

[1] Hamilton, Reeves, Clinton, Hattie, *Building to Impact*, 2022 and Thomas Leonard / [4] Mitchel Resnick, *Lifelong Kindergarten*, 2017 /
[2,3] ISTE Standards for Students, 2016 [4] Tony Wagner, *Creating Innovators*, 2015

#1: Research on Effective Professional Learning

Re-imagining the Way We Plan and Evaluate Professional Development

- Thomas Guskey, Professor Emeritus at University of Kentucky

- Learning Forward Conference, December 2022

- Problems with Professional Development:
  - Limited evidence & little agreement on effectiveness of professional learning
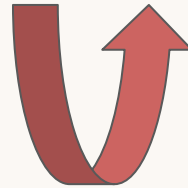 - Qualities of strong professional learning culture

5 Levels of Planning and Evaluating Professional Development

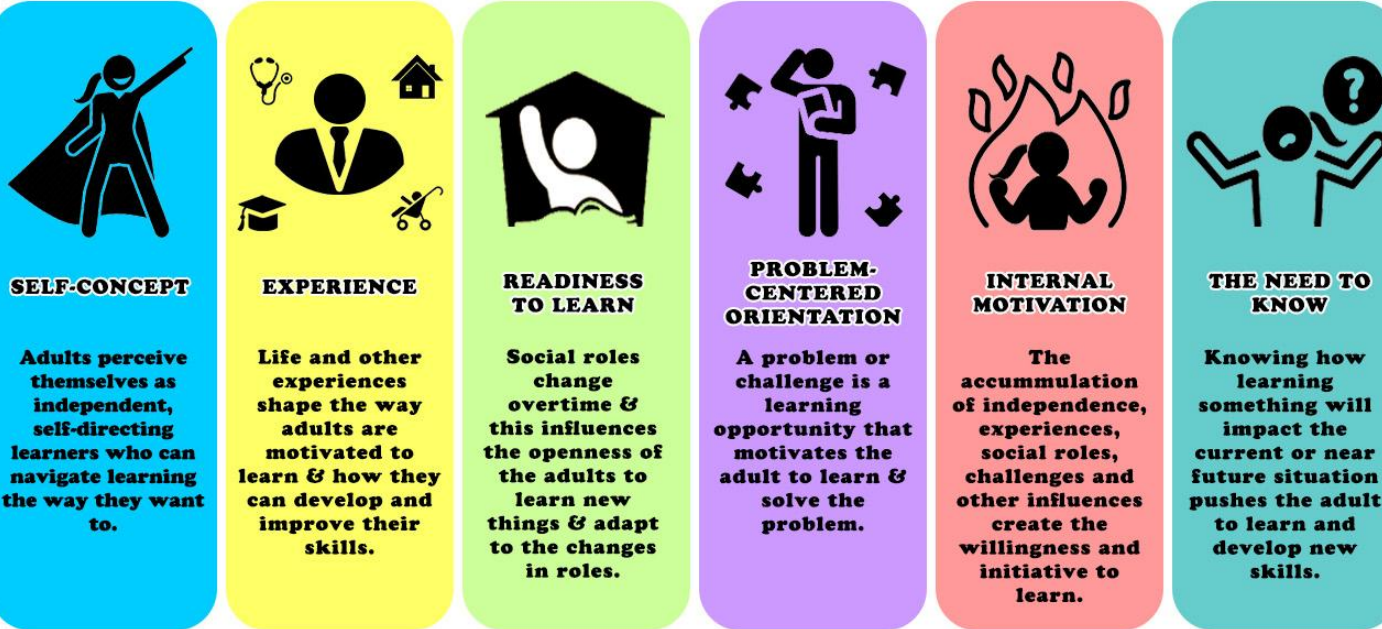## 5 Levels of **Evaluating** Professional Learning

1. Participants reaction to the experience

2. Participants learning from the experience

3. Organizational support and change

4. Participants' use of new knowledge and skill

5. Results: Student learning outcomes

5 Levels of **Planning** Professional Learning

1. Results: Student learning outcomes

2. Participants' use of new knowledge and skill

3. Organizational support and change

4. Participants learning from the experience

5. Participants reaction to the experience

Knowles' Assumptions About Adult Learning

SELF-CONCEPT	EXPERIENCE	READINESS TO LEARN	PROBLEM-CENTERED ORIENTATION	INTERNAL MOTIVATION	THE NEED TO KNOW
Adults perceive themselves as independent, self-directing learners who can navigate learning the way they want to.	Life and other experiences shape the way adults are motivated to learn & how they can develop and improve their skills.	Social roles change overtime & this influences the openness of the adults to learn new things & adapt to the changes in roles.	A problem or challenge is a learning opportunity that motivates the adult to learn & solve the problem.	The accummulation of independence, experiences, social roles, challenges and other influences create the willingness and initiative to learn.	Knowing how learning something will impact the current or near future situation pushes the adult to learn and develop new skills.

Research on Effective Professional Development

NYSED 10 Standards for High Quality Professional Development

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 is designed to ensure educators:
- Expand content knowledge and quality teaching
- Are provided research-based professional learning
- Have the knowledge, skill and opportunity for collaboration
- Meet diverse learning needs of all students
- Create safe, secure supportive and equitable student learning environments
- Have the knowledge, skill and opportunity for parent,family and community engagement

Professional Development is:
- Data-driven to prioritize professional learning needs and priorities, monitor student progress and sustain continuous professional growth
- Designed to promote technological Literacy
- Evaluated to assess its effectiveness in improving professional practice and student learning

BCSD Professional Learning Plan Guiding Principles:

PROFESSIONAL LEARNING EXPERIENCES THAT ARE:			
RELEVANT	COLLABORATIVE	SELF-DIRECTED	SELF-REFLECTIVE
DATA-DRIVEN & RESEARCH-BASED	INDIVIDUALIZED	CHOICE BASED	DRIVEN BY STUDENT OUTCOMES

AND DESIGNED TO SUPPORT:			
CONTENT KNOWLEDGE	EFFECTIVE TEACHING PRACTICES	EFFECTIVE INTEGRATION OF TECHNOLOGY	SAFE CLASSROOM ENVIRONMENT FOR LEARNING

#2: Goals and Objectives:

- **Goal 1:** Capitalize on internal knowledge/expertise and foster collaboration, inquiry & choice through self-guided professional learning activities

- **Goal 2:** Gain expertise in content knowledge and effective instructional practices that are data-driven, relevant and reflective of current research and directly support student learning

- **Goal 3:** Strengthen instructional practices through a strong induction program, mentor program and classroom intervisitation

#3: Needs Analysis

WHAT? What type of information would you like to learn through professional development?		HOW? HOW would you like to participate in PD? *(For example, choice-based, book studies, self-directed inquiry, having someone model, instructional coaching, etc.)*	WHEN? WHEN (and how long) would you like to participate in PD? *(For example, during Supt. Conference Days, during the school day, for 2 hours, etc.)*
Content *(For example, literacy, math, art, yoga, new standards, technology tools, etc.)*	**Instructional Practices** *(For example, I'd like to get better at co-teaching, small group instruction, classroom management, differentiation, etc.)*		
- Methods of Literacy/ ELA/ Reading/ Writing Instruction - Math - NYS CS & DF - SEL - STEAM - Fitness, health, wellness - Social Studies - Science - Promethean Panel - CPR/AED, First Aid - Crisis Intervention - NYSED CRT - Trauma informed strategies - AVID - Google Workspace - LETRS - DLBE - Content based curriculum updates (Special Education) - Whatever is directly related to what they are teaching	- Differentiation of Instruction - Engaging all learners - Identifying and supporting struggling learners - Co-teaching - Classroom management - Enrichment - PBL - Using data to inform instruction - Questioning Strategies/higher-order thinking - Small group instruction - Student-centered learning - UDL - Critical Friends Protocol - Training made available before the implementation of a program - Tier 1 Interventions - Supporting ELLs and emerging bilinguals	- Online - Self-paced - Time to collaborate - Time to put new learning into practice - Outside Professionals - Collaborate with colleagues who have success - Time built in to every opportunity for practice of new skill or planning for application - Development of an annual professional development learning calendar with Superintendent Conference Days identified - Book Study - Collaborative collegial group model - Modeling of skills with a coach in classes	- Supt. Conference Days - Before School (8:00-8:50) - During the school day - Tuesday/Wednesday/Thursday - During designated meeting time - Summer - After school - Timing is critical: People want access to materials and information in advance of implementation, and want training in real time, and want follow up opportunities to share with colleagues

Data-Driven Priorities

Student Achievement Data

- NYS 3-8 ELA and Mathematics exams
- NYS Regents exams
- NYS Science exams in grades 5 & 8
- District Benchmark Assessments
- Advanced Placement results
- Student Report Cards
- Academic Intervention Services and RtI Records
- STAR Grades K-8 Reading and Math assessment data

Surveys

- Professional Learning Evaluation/Feedback Surveys
- Culture & Climate Survey
- Core Values Thought Exchange

Additional Data Sources

- Tri-State Consortium Reports
- Annual Professional Performance Reviews and Observations/Evaluations
- Ongoing Feedback from Instructional Cabinets, Faculty Learning Sessions, Parent Teacher Association Meetings
- Audits Performed by External Consultants
- Action Planning for Annual Success Plan

#4: Professional Learning Activities: *Probationary*

Induction Process:
Becoming a Bedford Teacher

UPDATED

Targeted Content and Instructional Methods:

Danielson Framework

RULER Framework

Skillful Teacher

Literacy Training:

- LETRS Training
- Heggerty Training
- Fundations Training
- Content Literacy

AVID (grades 6-12)

Science 21 Training

Bridges in Mathematics

Induction Timeline (Years 1-4)

Year 1
New Teacher Orientation
Mentoring
Conversations w/ New Teachers
Technology Immersion I

Year 2
Skillful Teacher
Technology Immersion II

Year 3
SIOP Training
(supporting ELLs)
Literacy Training
(Yrs. 1-3)

Year 4
Google Educator I & II
Content-Specific
Training (Years 1-4)
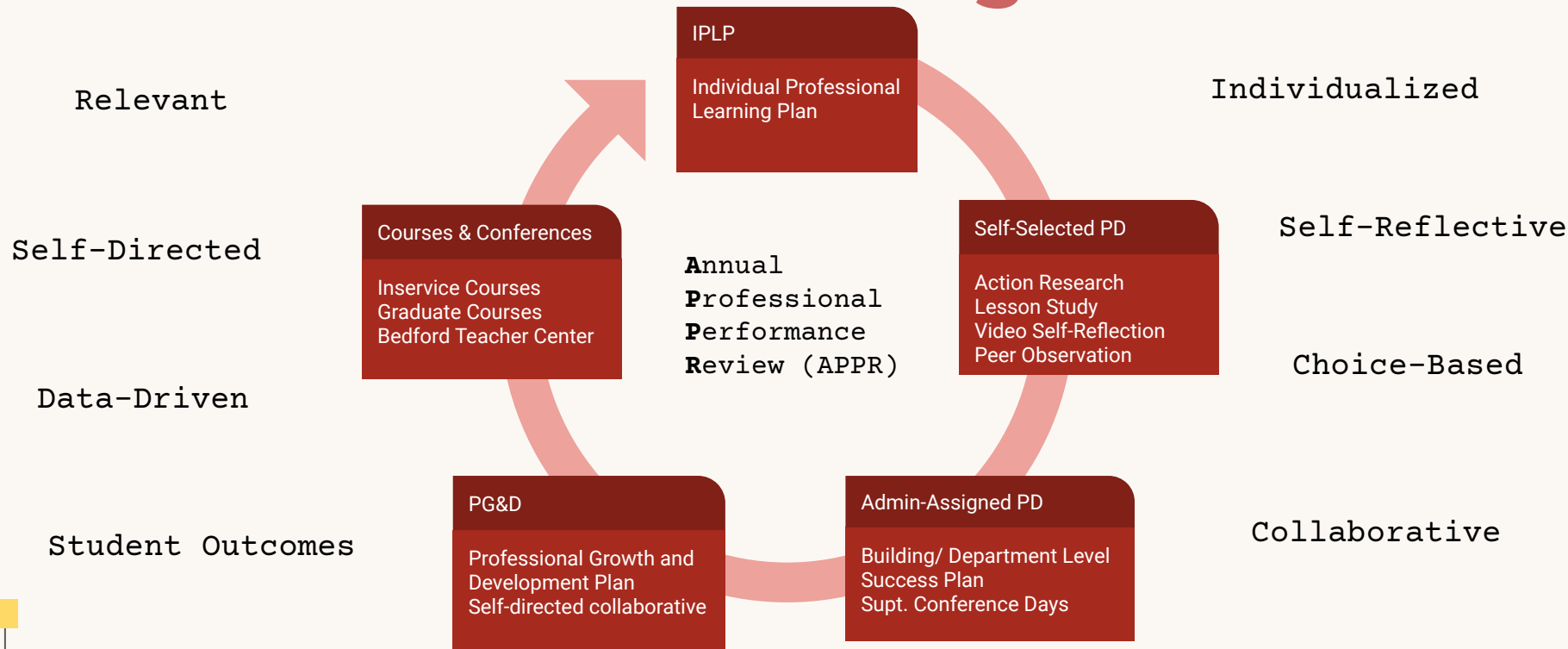
Year 5+
Individual
Professional
Learning Plan (IPLP)

#5: Mentoring

- Reinforcing district's culture of ongoing professional collaboration and learning

- Maximizing retention of staff to building capacity to embrace and implement district goals

- Developing confident, engaged, capable, and effective teachers who positively impact student learning and social-emotional well being.

#6: Tenured Teachers: Professional Learning Activities

Relevant

Self-Directed

Data-Driven

Student Outcomes

Individualized

Self-Reflective

Choice-Based

Collaborative

IPLP

Individual Professional Learning Plan

Courses & Conferences

Inservice Courses
Graduate Courses
Bedford Teacher Center

Annual
Professional
Performance
Review (APPR)

Self-Selected PD

Action Research
Lesson Study
Video Self-Reflection
Peer Observation

PG&D

Professional Growth and Development Plan
Self-directed collaborative

Admin-Assigned PD

Building/ Department Level
Success Plan
Supt. Conference Days

#7: Professional Learning Evaluation

5 Levels of Professional Development

Evaluation Level	What questions are addressed	How will information be gathered?	What is measured or assessed?	How will information be used?
1. Participants' Reactions	✓ Did they like it? ✓ Was their time well spent? ✓ Did the material make sense? ✓ Will it be useful? ✓ Was the leader knowledgeable and helpful? ✓ Were the refreshments fresh and tasty? ✓ Was the room the right temperature? ✓ Were the chairs comfortable?	✓ Questionnaires administered at the end of the session	✓ Initial satisfaction with the experience	✓ To improve program design and delivery
2. Participants' Learning	✓ Did participants acquire the intended knowledge and skills?	✓ Paper and Pencil ✓ Simulations ✓ Demonstrations ✓ Participant reflections (oral and/or written) ✓ Participant portfolios	✓ New knowledge and skills of participants	✓ To improve program content, format, and organization
3. Organization Support & Change	✓ What was the impact on the organization? ✓ Did it affect organizational climate and procedures? ✓ Was the support public and overt? ✓ Were problems addressed quickly and efficiently? ✓ Were sufficient resources made available? ✓ Were successes recognized and shared?	✓ District and school records ✓ Minutes from follow-up meetings ✓ Questionnaires ✓ Structured interview with participants and district or school administrators ✓ Participant portfolios	✓ The organization's advocacy, support, accommodation, facilitation, and recognition	✓ To document and improve organizational support ✓ To inform future change efforts
4. Participant use of new Knowledge & Skills	✓ Did participants effectively apply the new knowledge and skills?	✓ Questionnaires ✓ Structured interviews with participants and their supervisors ✓ Participant reflections (oral and/or written) ✓ Participant portfolios ✓ Direct observations ✓ Video or audio tapes	✓ Degree and quality of implementation	✓ To document and improve the implementation of program content
5. Student Learning Outcomes	✓ What was the impact on students? ✓ Did it affect student performance or achievement? ✓ Are students more confident as learners? ✓ Is student attendance improving? ✓ Are dropouts decreasing?	✓ Student records ✓ School records ✓ Questionnaires ✓ Structured interviews with students, parents, teachers, and/or administrators ✓ Participant portfolios	Student learning outcomes: ✓ Cognitive (Performance and Achievement) ✓ Affective (Attitudes and Dispositions) ✓ Psychomotor (Skills and Behaviors	✓ To focus and improve all aspects of program design, implementation, and follow-up ✓ To demonstrate the overall impact of professional development

Guskey, T.R. (2000) *Evaluating Professional Development*, Thousand Oaks, CA: Corwin Press

Continually Reviewed and Evaluated By:

- District PLT (District-led PD)

- Bedford Staff Development Center (Teacher-led PD)

Thank you!