



**Eastchester Union Free School District
Professional Learning Plan
2019-2020**

Mission Statement

It is the mission of the Eastchester Public Schools to provide a quality education in a safe, stable and secure environment that fosters mutual respect, promotes the uniqueness of the individual, provides opportunities for student successes, and guides all students intellectually, emotionally, physically and socially.

In order that students may become life-long learners and contributing members of society, we encourage students to develop:

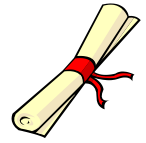
Ethical values, Civic responsibility, Self-motivation, Global responsibility, Processes of learning, Facility of social interaction, Problem solving skills, Life planning skills, and a comprehensive base of knowledge.

Upon the strength and effectiveness of this mission, in partnership with parents and community, rest the future of those children whom we serve.





GRADUATION GOALS



In order to achieve the District's mission, the Education Advisory Committee of the Board of Education comprised of parents, community members, Board of Education Trustees, administrators, teachers, staff and students, with an opportunity for input from all members of the community, identified the following graduation goals for Eastchester students. These goals were adopted by the Board of Education in August 2000.

These are the expectations of what graduates should know (in a general sense), be able to do, and be like (attitudes and behaviors). These goals will guide the district's planning in curriculum and instruction since they will be the foundation for providing students with the essential skills and strategies for high achievement and success in the 21st century.

Goal 1: *An Eastchester graduate will be a **respectful individual**. The student will:*

- ❖ Interact with all members of the school community in a courteous and respectful manner, and take responsibility for own behavior.
- ❖ Demonstrate sensitivity and understanding of the rights, needs, opinions, customs, diversity and concerns of others.
- ❖ Be a community contributor: progress from a school and community to a global sense of respect and responsibility to humanity and the environment.

Goal 2: *An Eastchester graduate will be a **life-long learner**. The student will:*

- ❖ Attain the knowledge, skills and concepts necessary to pursue new learning opportunities.
- ❖ Demonstrate curiosity and enthusiasm for learning.
- ❖ Demonstrate the ability to set priorities and goals, allocate time, and successfully complete projects.
- ❖ Make informed decisions when presented with choices involving academics, behavior, health, career and family

Goal 3: *An Eastchester graduate will be an **effective communicator**. The student will:*

- ❖ Read, write, listen and speak effectively for various purposes and audiences.
- ❖ Use a variety of media to acquire and present ideas and knowledge.

Goal 4: *An Eastchester graduate will be a **complex thinker and problem solver**. The student will:*

- ❖ Apply methods of inquiry, higher order thinking skills and strategies to identify, analyze, and solve a problem, or manage complex issues
- ❖ Access, interpret, and apply relevant information from a variety of resources.
- ❖ Work collaboratively with others to reach common goals.
- ❖ Create quality products at a level commensurate with stated goals and objectives.

Goal 5: *An Eastchester graduate will be a **competent and responsible user of technology**. The student will:*

- ❖ Utilize a variety of technological tools to access, process, organize, analyze, synthesize, evaluate, modify or communicate in all disciplines and fields.

Eastchester UFSD Professional Learning Principles

Many factors contribute to an effective and successful professional learning plan. This plan incorporates the following researched-based principles:

- ❖ Professional development will be an integral part of the district's continuous improvement plan focused on improving instruction and students' learning over time.
- ❖ Professional development will encourage professional collaboration.
- ❖ Professional development will be designed building a climate for growth and success.
- ❖ Professional development will be supported by adequate resources: time and funding are necessary for quality professional development.
- ❖ Professional development will be based on analyses of the differences between (a) actual student performance and (b) goals and standards for student learning.
- ❖ Professional development will prepare educators to demonstrate high expectations for student learning.
- ❖ Professional development will be continuous and on-going, involving follow-up and support for further learning, including support from sources external to the school that can provide necessary resources and new perspectives.
- ❖ Professional development will involve teachers in the identification of what they need to learn and in the development of the learning experiences in which they will be involved.
- ❖ Professional development will use a variety of approaches and opportunities to accomplish the goals of improving instruction and student success.
- ❖ Professional development will be research based and provide opportunities to gain an understanding of the theory underlying the knowledge and skills being learned.
- ❖ Professional development will promote reflective and responsive practice that demonstrates adjustments are made on a continuing basis to improve the effectiveness of instruction and assessment.
- ❖ Professional Development will be all inclusive—Teachers (including part-time and long-term substitutes), Teaching Assistants, and all other groups of employees will participate in professional development.

NYS Professional Development Standards & Indicators

Standard 1: Designing Professional Development

Standard:

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.

Indicators:

- 1a. Professional development design begins with a needs assessment that is grounded in the analysis of multiple sources of disaggregated teaching and learning data.
- 1b. Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity.
- 1c. Professional development design is grounded in the New York State Learning Standards and student learning goals.
- 1d. The intended beneficiaries of professional development are substantively involved in all aspects of professional development design.
- 1e. Professional development design addresses the continuum of an educator's experience and level of expertise, and is based on an analysis of individual educator needs; current knowledge and skills; and district, building and educator learning goals.
- 1f. Professional development formats include, but are not limited to, lesson study, demonstrations, observations, analysis of student work and assessment data, collegial circles, feedback, action research, reflection, and opportunities for collaboration and problem solving.
- 1g. The format of professional development incorporates technologies to provide more extensive and diverse content, expand access and participation, and create virtual professional learning communities.
- 1h. Professional development is sustained over time and provides continued support such as follow-up, demonstrations, feedback on mastery of new knowledge and skills, peer coaching and mentoring, and continued opportunities for additional study.

Standard 2: Content Knowledge and Quality Teaching

Standard:

Professional development expands all educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

Indicators:

- 2a. Professional development includes learning experiences and resources to ensure that educators understand how the subjects they teach address the New York State Learning Standards and the relationships between the subjects they teach and the other subjects in the curriculum.
- 2b. Professional development provides opportunities for educators to examine, observe, practice, and receive feedback on their use of research-based instructional strategies to improve their students' learning by utilizing methods such as peer review, coaching, mentoring, and modeling.
- 2c. Professional development provides ongoing opportunities for educators to examine a variety of classroom assessments, practice using them in their classrooms, and analyze the results to 1) understand and report on student achievement based on New York State Learning Standards, 2) identify gaps in student learning, and 3) adjust instruction.
- 2d. Professional development provides differentiated instructional strategies to meet the needs of diverse learners.
- 2e. Professional development ensures that educators have the knowledge and skills needed to develop and foster the critical thinking, problem solving, literacy, and technological skills that students need to be successful in the 21st century.
- 2f. Professional development provides the knowledge, skill, and opportunity for educators to make relevant connections between the subjects they teach and the applications of those subjects.

Standard 3: Research-based Professional Learning

Standard:

Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.

Indicators:

- 3a. Professional development is based on current research in teaching, learning, and leadership.
- 3b. Effective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making.
 - 3b.1. Professional development includes ongoing opportunities for educators to read and reflect on current research on topics that are of interest to them and that are consistent with state and local school improvement priorities.
 - 3b.2. Professional development involves discussion of research design, data collection, and analysis to assist teachers in understanding how to interpret research findings, particularly in areas where there may be competing perspectives and conclusions.
 - 3b.3. Professional development provides opportunities for educators to collaborate with higher education and other partners in action research to test their own hypotheses and to report the results about the impact of professional development programs or the effectiveness of particular instructional strategies and programs for educators and students.

Standard 4: Collaboration

Standard:

Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment.

Indicators:

- 4a. Professional development provides skills that educators need to communicate effectively, to listen to the ideas of others, to exchange and discuss ideas, to work in diverse teams, and to share responsibility for work toward a common goal.
- 4b. Professional development provides ongoing opportunities for educators to work with colleagues including teachers, principals, teaching assistants, librarians, counselors, social workers, psychologists, higher education faculty, and others critical to student success.
- 4c. Professional development maximizes the use of technology to broaden the scope of collaboration.

Standard 5: Diverse Learning

Standard:

Professional development ensures that educators have the knowledge and skill to meet the diverse needs of all students.

Indicators:

- 5a. Professional development focuses on developing educators' knowledge of the learning styles, needs, and abilities of their students, as well as the diverse cultural, linguistic, and experiential resources that their students bring to the classroom.
- 5b. Professional development provides opportunities for educators to develop the knowledge and skills necessary to design and implement differentiated instructional and assessment strategies that utilize diverse student, family and community resources, and that meet diverse student learning needs.
- 5c. Professional development provides opportunities for educators to examine their practice in setting and maintaining high expectations for all students to enable them to attain high levels of achievement.

Standard 6: Student Learning Environments

Standard:

Professional development ensures that educators have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students.

Indicators:

- 6a. Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement.
- 6b. Professional development provides opportunities for educators to collaborate with school psychologists and social workers to develop effective strategies for student behavior and classroom management, and to seek creative solutions to conflicts.
- 6c. Professional development provides opportunities for educators to analyze and use data about student behavior (such as discipline referrals, suspension information, school climate surveys, and social-emotional data) to refine educational practices and promote optimal learning environments.

Standard 7: Parent, Family and Community Engagement

Standard:

Professional development ensures that educators have the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.

Indicators:

- 7a. Professional development provides opportunities for educators to develop communication and collaboration skills that enable them to build partnerships with parents, guardians, and the community.
- 7b. Professional development enhances educators' knowledge of varying cultural backgrounds of students, families, and the community, and of how the diversity of these cultural backgrounds can serve as foundations and resources for student learning and success.
- 7c. Professional development includes opportunities for educators to develop skills and strategies that use technology to strengthen partnerships with parents, families, and the community.

Standard 8: Data-driven Professional Practice

Standard:

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.

Indicators:

- 8a. Professional development ensures ongoing opportunities for all educators to learn how to analyze and collect multiple sources of student data throughout the year, to monitor student progress and adjust instructional practice.
- 8b. Professional development provides educators with the opportunity to examine all relevant student data, including Individual Education Plans (IEPs), at the beginning and throughout the academic school year, in order to design effective instruction.
- 8c. Professional development provides educators with current, high quality data analysis presented in a clear, understandable format, to promote optimal student learning.
- 8d. Professional development provides opportunities for educators to use results from local, state and national assessments; student work samples and portfolios; school climate, parent, and teacher surveys; and student behavior data to guide their instruction.
- 8e. Professional development provides ongoing opportunities for educators to use disaggregated student data by race, gender, English language learning, special needs, eligibility for free or reduced price meals, and other factors in order to improve student learning.

Standard 9: Technology

Standard:

Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.

Indicators:

- 9a. Professional development ensures ongoing educator and student technological literacy.
- 9b. Professional development provides ongoing opportunities for educators to learn about new and emerging technologies useful in professional teaching practice.
- 9c. Professional development facilitates the ability of educators to apply technologies to create optimal and equitable learning environments.
- 9d. Professional development promotes technology as a tool to design learning opportunities, to evaluate the effectiveness of instruction, and to monitor student learning.
- 9e. Professional development encourages educators to engage with students in using available technology as it relates to curricular activities, and to assist students in using technology in innovative ways.
- 9f. Professional development provides educators with opportunities to learn and use technology for communication and collaboration.
- 9g. Professional development addresses the legal and ethical uses of technology.

Standard 10: Evaluation

Standard:

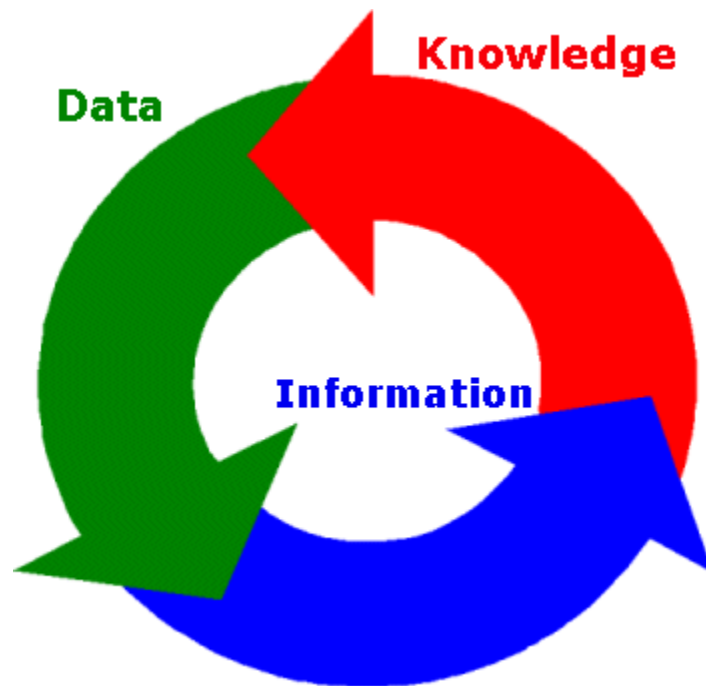
Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Indicators:

- 10a. Resources are provided to plan and conduct ongoing evaluation of professional development.
- 10b. Professional development evaluation uses multiple measures to assess effectiveness of the knowledge and skill acquired in improving professional practice and student learning (such as the use of new learning in instructional planning, the use of student data for the development and adaptation of teaching strategies, or the enhanced student performance following the application of a different teaching strategy).
- 10c. Professional development evaluation includes the use of multiple methods and techniques that provide information to ensure ongoing improvements in the quality of the professional development experience (such as participant reactions, surveys, focus groups, interviews, reflective journals, portfolios, or information about student behavior or performance).
- 10d. Professional development evaluation results are reported to key stakeholder groups in a manner that promotes effective use of the evaluation data for improving both individual educator practice and building- and district-wide professional development plans.

Data Sources

Administrative Council Committee
NYS School Report Cards
School Meter Data
New York State Learning Standards
Common Core Learning Standards
BEDS Data
Student Performance Results
State Assessments
Local Assessment Results
Staff Input



Professional Learning Delivery

- ❖ Workshops and conferences
- ❖ Mentoring
- ❖ Teacher visitation to other classrooms/schools
- ❖ Central Westchester Teacher Center courses
- ❖ NYSUT courses
- ❖ In-District Consultants
- ❖ Action research and/or collegial circles
- ❖ Reading lists and facilitated discussions related to educational literature
- ❖ Share conference/workshop information
- ❖ Professional Development Days
- ❖ Resource material distribution
- ❖ Release periods/days
- ❖ Summer workshops
- ❖ Team or grade or department level analysis of student work
- ❖ Infusion of professional development into faculty meetings, grade level meetings and department meetings

Professional Learning Committee Members

The Professional Development Committee discusses issues pertaining to curriculum and instruction and professional development. The teams meet every other month during the school year.

Ms. Toni Gamils, Elementary Teacher, Committee Co-Chair

Mr. Scott Wynne, Assistant Superintendent for Curriculum and Instruction, Committee Co-Chair

Dr. Ruth Kamar, High School Teacher

Ms. Sandy Nuffer, Middle School Teacher

Mr. Dave O'Neil, Elementary Teacher

Ms. Rachel Tortorella, Elementary Teacher

Professional Learning Service Providers

Eastchester UFSD Employees

Carbone Clinic

Global Compliance Network Training

Marcie Klebanoff, Consultant

Lower Hudson Regional Information Center

Putnam/Northern Westchester BOCES

Southern Westchester BOCES

Rockland BOCES

The Teacher Center of Central Westchester

Altaris Consulting Group

Tri-State Consortium

2019-2021 Eastchester UFSD Curriculum and Instruction Goals

Academic

Goal: Create and support a cohesive, rigorous, aligned K-12 curriculum that meets the needs of all students in the Eastchester School District in their preparation and pursuit for a successful post-secondary school experience.

Vertically and horizontally align the K-12 curriculum in all subject areas.

- Develop district-level curriculum review cycle.
- Expand the opportunities for staff to engage in curriculum alignment/development.

Build awareness of new/updated standards and integrate standards/ pedagogical shifts into curriculum/instruction/assessment.

- Next Generation Learning Standards - ELA & Math.
- NYS Learning Standards - Science, Social Studies, & the Arts.
- *2018-2019: Awareness; 2019-2020: Development; 2020-2021: Full Implementation*

Develop of the teaching staff's pedagogical skills in the areas of student engagement, differentiation, higher order questioning techniques and authentic assessment.

Develop an articulated and aligned K-12 curriculum and instructional program in the areas of technological skills, coding & logic, engineering & robotics, and the digital arts.

Implement a K-12 instructional coach structure.

Formalize District homework guidelines that support students both academically and social-emotionally.

Engage K-12 staff in an exploratory examination of grading practices and different manners of reporting progress and level of mastery of content to students and parents.

Examine and potentially change report cards to express the District's desire to report student progress in the most effective means possible.

Humanities

Develop, implement & assess a cohesive K-12 writing curriculum.

- 2019-2020
 - Continued professional development of K-3
 - Begin exploration, assessment and development with grades 4-7
- 2020-2021
 - Continue professional development of K-7
 - Begin exploration, assessment and development with grades 8-12

Increase K-12 reading opportunities through the diversification of book in building libraries and classrooms, promotion of independent reading initiatives and development of classroom libraries that meet the needs of all students.

Create and promote a new High School Humanities/Civic research course that would mirror the ASR program in the Humanities curricular areas.

STEM

Implement the Science 21 program in the elementary schools through grade 5.

- 2019-2020 - Grade 3*; 2020-2021 - Grade 4*; 2021-2022 - Grade 5*

**Unless developed otherwise by BOCES*

Expand curricular opportunities at the secondary level for students in the maths and sciences through curriculum development and expansion, exploration of interdisciplinary opportunities and real-world, hands-on experiences.

Response to Intervention

Research and implement a digital platform to track and monitor building level interventions to support student learning.

Update RtI plan for Academics (RTI-A) to better reflect current practices and procedures.

Create RtI plan for Social-Emotional-Behavior Supports (RTI-SEB).

Counseling

Create and implement a cohesive K-12 Guidance Plan that meets and addresses NYSED regulations and the needs of all students.

Assess the overall social-emotional needs of the District and formalize a District social-emotional program that addresses and supports the needs of all students.

Assess the current K-12 post-secondary preparation program (including college admissions, career exploration, non-college options, scholarship program, etc.) and develop and implement an enhancement action plan.

Professional Learning Plan District Initiatives

| Initiative | Description | Provider |
|---|--|---|
| New Teacher Mentor Program | All teachers in their first or second year in the District will be assigned an experienced peer mentor. In addition, the mentee must attend a district-sponsored new teacher course that meets throughout the school year. The course will focus on best practices in pedagogy, education research, and navigating the first years in a new school district. | District |
| District-wide Curriculum Writing and Alignment | Content area and grade level teams of teachers will work vertically and horizontally align curriculum, as well as develop essential questions and enduring understandings for strengthened interdisciplinary curriculum alignment. | District Staff; BOCES; Individual Consultants |
| Eastchester Google Fellowship Program | Fifteen teachers will be accepted into a year-long intensive immersion into the Google Applications for Education platform so they may enhance their practices in the interest of heightening student engagement and raising student achievement. This program meets for a full-day each month. | LHRIC |
| Google Training | Half-day sessions will be provided to teachers to assist them in further exploring, creating and maintaining a collaborative Google environment. | District Staff; LHRIC |
| Regulation Compliance Training | All employees are trained in numerous mandated topics including, but not limited to school violence prevention and child abuse identification annually. | District Staff; GCN; Altaris |
| Crises Response and Emergency Management Training | All employees will participate in targeted building level trainings on responding to crises situations and managing emergencies. | Altaris |
| Thinking Maps Training | Teachers in Waverly School may enroll in a Thinking Maps training course that can provide participants with a foundational understanding of how to best use Thinking Maps in their classrooms. | District Staff |
| Homework | Staff throughout the District will explore and examine homework policies and practices. | Tri-State |

In addition to the various district level professional development opportunities in place, building level faculty and departmental meetings are also venues for professional development. Faculty meetings are generally used to provide teachers opportunities to share and explore instructional best practices.