

BYRAM HILLS SCHOOL DISTRICT
ARMONK, NEW YORK

Byram Hills School District
Armonk, New York

Professional Development Plan 2018-2020

Prepared by Professional Development Committee Members 2017

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Professional Development Plan 2017-2018

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I. Vision Statement

The Byram Hills School District is deeply committed to ensuring the success of all students. The application of high standards for professional development is consistent with this commitment. The district views high quality professional learning programs as essential to creating schools in which all students and staff members are learners who continually enhance their performance. Educators must continually improve their knowledge and skills in order to maximize student learning.

The Byram Hills Professional Development Committee has created a Professional Development Plan for its teachers that:

- Requires and fosters the district norm of continuous improvement
- Aligns itself with the district's mission and New York State Learning Standards
- Provides adequate time during the school year for staff members to learn and work together to accomplish the district's mission and goals
- Addresses the organization, system and culture in which the new learning will be implemented
- Uses content and methods that are researched-based and have proven valuable in increasing student learning and development
- Requires an evaluation process that is ongoing, includes multiple sources of information and focuses on all levels of the organization
- Uses a variety of approaches to improve instruction
- Provides the opportunity for staff reflection and refinement necessary to ensure improvement
- Requires staff members to learn and apply collaborative leadership skills to conduct meetings, make shared decisions, solve problems and work collegially.

Operating within the District context for high quality teaching and learning, the New York State Professional Development Standards serve as a guideline for the professional development plan. The ten standards for high quality professional development are stated below (see the full document in the attachments.)

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.
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.

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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 skill to meet the diverse learning needs of all students.
6. **Student Learning Environments:** Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
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 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.
10. **Evaluation:** Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

II. *Mission*

To continuously develop and improve professional collaboration and individual professional growth to enhance student learning.

III. *Needs Assessment*

To provide the most comprehensive professional learning possible, the District will regularly conduct a needs assessment in order to evaluate and plan professional learning opportunities. The needs assessment is conducted through the following processes:

1. Review of the New York State Report Card
2. Review of the data analysis reports conducted by the District and building data teams
3. Review and analysis of evaluations and assessments of professional learning activities (see evaluation forms in the appendix of this document)
4. Review of the results of administrative goals
5. Review and analysis of formal and informal classroom observations
6. Feedback received from a variety of sources:
 - Byram Hills Teachers Association
 - Byram Hills Administrators Association

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- Administrative Council
- District Evaluation Committee
- Learning Communities facilitators

IV. *Goals for Professional Learning Initiatives*

1. Utilize the continuous improvement model: studying; planning; implementing; evaluating; reflecting; and revising/refining.
2. Create an environment of professional collaboration. Respect for individual professional learning will be part of the planning process. Additionally, professional learning opportunities will seek to bring together grade levels, teams or departments for collaborative learning experiences.
3. Create ongoing and job embedded initiatives. Demonstration, practice, feedback and coaching will be desirable in linking professional learning activities to job imbedded performance.
4. Provide follow-up on each course, session or innovation to determine the impact on student learning.
5. Link initiatives to well-researched programs of professional collaboration or student improvement.

V. *Strategies for Effective Professional Learning*

1. Increase knowledge and skills about New York State standards and assessment.
2. Develop skills and knowledge about student learning needs and adolescent development.
3. Increase the development and implementation of school and classroom based management systems which maximize student learning.
4. Reflect upon and apply current research to instructional decision making.
5. Promote differentiated instruction to meet the needs of all learning styles and skill levels.
6. Develop skills for interdisciplinary learning.
7. Develop classroom activities that are most meaningful to student learning.
8. Use technology as a tool to support the learning needs of students.
9. Continually use feedback in quantitative and qualitative data to improve professional development planning and programs.
10. Seek consultation from professional associations and networks as necessary.
11. Align goals across the organization.

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VI. *Continuing Teacher and Leader Education (CTLE) Provider*

Byram Hills is a provider of Continuing Teacher and Leader Education (CTLE) programs. This designation allows the District to provide professional learning opportunities for CTLE credits. The criteria in this Professional Development Plan outline the process for determining the areas of focus for professional learning. Furthermore, the following structures are used to provide teacher and leader training. Detailed provider information, including consultants and topics, is listed in Appendix A. Appropriate CTLE activities are those designed to improve the teacher's pedagogical skills, targeted at improving student performance.

A Registered holder of a professional classroom teaching certificate, educational leadership certificate, or Level III teaching assistant certificate is required to successfully complete 100 clock hours of acceptable CTLE during the registration period if they practice in a NYS school district. The CTLE requirement may be completed at any time during the registration period. CTLE completed during a prior registration period may not be carried over.

Permanent classroom teacher and school leader certificate holders practicing in New York State school districts or BOCES will be subject to Registration requirements, but will not be subject to CTLE.

The Byram Hills CTLE Provider Identification Number is: 82

New Teacher Orientation Program

The Byram Hills School District will provide a monthly new teacher orientation program that will support the research on new teacher development. Program components will include:

- Information about the mission and values of the Byram Hills School District
- Information on how to secure instructional resources and materials
- Information on Differentiated Instruction with attention to the needs of students with disabilities and advanced learners
- Review of specific Board of Education policies
- Building management information
- Communication with parents
- A framework for instructional design
- Other topics as needed based on District goals and teacher needs

New Teacher Mentoring Program

The Byram Hills School District will provide a new teacher mentoring program. All newly hired teachers will be provided with an experienced and trained mentor recommended by the Superintendent and building principal to support first year teachers in their development. This program will follow research on mentoring for new teachers. Elements of the program will include:

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- Managing the classroom
- Planning, organizing and managing instruction as well as other professional responsibilities
- Assessing students and evaluating student progress
- Motivating students
- Using effective teaching methods
- Supporting individual student's needs, interests, and abilities
- Communicating with colleagues, administrators, parents and other support staff
- Review of the Byram Hills' teacher evaluation system and the teacher practice rubric
- Support with adjusting to the teaching environment and role
- Receiving emotional support

Learning Communities for Technology Integration

The Byram Hills School District will provide monthly after-school support for all K-12 teachers. Learning Communities facilitators will be selected as lead teachers to facilitate colleagues' learning.

- Learning facilitators will receive training and support in technology, facilitation, and leadership.
- Facilitators will receive training on Internet safety and cyber bullying.
- All teachers will attend a monthly learning community to develop goals through a collaborative process to support: the integration of technology into lesson design to enhance student learning; a focus on curriculum, instruction, and assessment; and additional work related to District or building initiatives.

Cyber Camp

The Byram Hills School District will provide a summer program for all faculty on technology integration. This program will be designed by the Director of Technology in collaboration with the Building Technology Coordinators. Courses will be taught by Byram Hills' teachers or other technology experts from our region. Cyber Camp courses focus on best practices in the integration of technology into curriculum, instruction and assessment.

The Byram Hills Learning Lab

The Byram Hills Learning Lab -- a collaborative project developed between the BHTA, the BHAA, and the District Office -- provides an opportunity for teachers to engage in rich professional learning experiences in collaboration with colleagues focused on the District goals and priorities. The "learning laboratory" is designed to provide in-service credit opportunities for teachers to *learn in action*. To this end, teachers will explore new concepts or knowledge, apply the new learning in the classroom, and reflect upon the impact on students and the classroom environment. Through inquiry, problem-solving and practice, teachers gain mastery of new theories applied to the classroom environment.

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Professional Growth Options

The Byram Hills Guide to Teacher Evaluation (Annual Professional Performance Review) provides several options for tenured teacher professional learning that is embedded in classroom practice throughout the year. The comprehensive system, called the Professional Growth Plan, includes professional learning, observations of teaching, review of student assessment data, and continuous feedback through ongoing conversations with administrators with an emphasis on professional collaboration and continuous improvement. The Professional Growth Plan options for tenured teachers include:

Individual Professional Growth Plan: This plan is intended to strengthen the ongoing learning of teachers in collaboration with the building administrators through an evaluation cycle that includes professional development, observations of teaching practices, and ongoing feedback. The teacher develops the plan through conversations with their administrator that focuses on an aspect of curriculum, instruction, or assessment relevant to the teaching assignment of the teacher. The recommendations in the teacher's previous year's final evaluation is considered when developing the plan.

Collaborative Professional Growth Plan: This plan replicates the above description of the Individual Plan, but is written and implemented by teams of two or more teachers. The intent of the Collaborative Plan is to support collegial collaboration toward professional learning and growth.

Investigators of Practice: This plan is designed to provide an opportunity for teachers to conduct an inquiry project using a formal "action research" protocol. Teachers will participate in a workshop throughout the year to learn the inquiry process and participate in discussion with colleagues. Teachers will consider an area of inquiry, design a plan, review resources, collect and analyze data, and reflect on their learning throughout the process.

Partners of Practice

Twenty-first Century learning requires that we "assume shared responsibility for collaborative work, and value the individual contributions made by each team member" (Partnership for 21st Century Skills, Framework Definitions, p. 4). As we expect and demand student collaboration, the observation and evaluation system recognizes the importance of collaboration between teachers and administrators, and collaboration amongst teachers. Danielson (2007) argues for professional conversations using a common language: "During conversations about practice... teachers are able to learn from one another and to thereby enrich their own teaching. It is this joint learning that makes the conversations so rich – and so valued" (p. 6). As a result, Byram Hills created *Partners of Practice, an instructional rounds* framework designed to support collegial discussions on classroom practice for the purpose of professional learning and growth. The training course is designed to prepare faculty to visit one another's classrooms and engage in reflective dialogue on classroom practices.

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Monthly Faculty, Grade Level and Department Meetings

The monthly faculty meetings and the grade level or department meetings in each building are designed to engage teachers in ongoing reflective dialogue. To this end, administrators design these meetings based on building and departmental goals and needs that arise through the needs assessment.

Tri State Consortium

The Tri-State Consortium is a dynamic learning organization of public school districts that values systems thinking as the foundation for continuous improvement. The Consortium assists its member districts in using quantitative and qualitative data to enhance student performance and to build a rigorous framework for planning, assessment, and systemic change. Collaborating as colleagues and critical friends, Consortium members apply the standards of the Tri-State model to benchmark member districts' progress in advancing teaching and learning. Byram Hills takes advantage of the many opportunities offered through the Consortium, including: critical friends teacher training and District visits; study groups for superintendents, curriculum leaders, and principals; annual conferences; and the Performance Assessment Design Initiative.

Putnam/Northern Westchester BOCES

Through our participation in the Putnam/Northern Westchester BOCES Curriculum Council, administrators and faculty are afforded numerous opportunities for information and training on all state initiatives as well as training for all state assessments. In addition, participation in Putnam/Northern Westchester BOCES affords Byram Hills opportunities to participate in numerous regional initiatives. Some examples include:

- Curriculum development and instructional strategies to support the Common Core Standards and other NYS standards initiatives
- STEAM and technology initiatives
- Education for Sustainability
- Integrated ELA/Social studies curriculum K-5

Access to regional and national consultants is available to Byram Hills' administrators through participation in the BOCES Curriculum Council. These consultants are selected to support District and building goals and initiatives. Chairpersons/Directors are afforded the opportunity to participate in regional chairpersons meetings to remain current on state initiatives.

Southern Westchester BOCES

Byram Hills' teachers and administrators will be afforded the opportunity to participate in Southern Westchester BOCES' professional development offerings as approved by the Superintendent. Access to regional and national consultants is available to Byram Hills' administrators through participation in the BOCES Curriculum Council.

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Summer Curriculum Work

The Byram Hills School District curriculum budget has provided funds for summer curriculum work. Projects for summer curriculum work are developed by principals, assistant principals, chairpersons and directors in collaboration with faculty. Each year, specific goals are developed through the framework of the Administrative Goals aligned to Board of Education and District goals. Administrators determine specific needs for each summer's curriculum work.

Consultant Support

Each year, Byram Hills identifies specific goals and expert consultants to support specific needs of the faculty to meet high expectations for our students. Consultants from both within the regional networks and outside the networks are utilized. A current list of consultants can be found in Appendix A.

VII. Evaluation of Professional Learning

NYS Requirements

New York State Education Department, in compliance with federal legislation, requires grades 3-8 math and English assessments. In addition, New York State has a long established Regents assessment program for grades 9-12 in: English, Mathematics, Social Studies, and Science.

New York State adopted the Common Core Learning Standards in ELA and Mathematics for implementation in 2011-2012 and will be tested as part of the NYS testing program in 2012-2013 in grades 3 – 8. New York State Education Department adopted new standards in science, social studies and the arts in 2017. The District regularly reviews and evaluates the new state standards and other regulatory requirements to determine necessary and appropriate professional learning opportunities.

Evaluation of Professional Learning Opportunities

Professional development is designed to improve student achievement through teacher acquisition of knowledge and skills that impact classroom practices. A variety of data should be used to evaluate the quality of professional development and its impact on student learning. Learning Forward (formally the National Staff Development Council) recommends that professional development evaluation includes but goes beyond the (1) initial collection of data on participants' reactions, to include a focus on: (2) teachers' acquisition of new knowledge and skills; (3) how that learning affects teaching; and in turn (4) how those changes in practice affect student learning. In addition, evaluation systems should also include evidence of (5) how staff development has affected school culture and other organizational structures. (<http://www.learningforward.org/standards/evaluation.cfm>)

The District will gather a variety of data using a various strategies to evaluate the impact of professional development. Some strategies might include:

- Analyzing student assessment data from standardized and state tests

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- Reviewing and analyzing student work samples and performance assessments
- Collecting teacher feedback from professional development activities (see attached Professional Development Evaluation Form)
- Reviewing information from formal teacher observations and evaluations
- Conducting informal classroom visits
- Conducting structured classroom visits, such as, learning walks, instructional rounds, etc.
- Organizing small focus groups

Given the changing state standards and high expectations for student performance, the need for continuous learning could not be greater. The District strives to provide high-quality professional learning effectively, efficiently and economically. The administration will seek teacher input and participation when gathering information regarding professional learning.

Continuous Improvement Process

Byram Hills adopts a continuous improvement cycle for curriculum, instruction, and assessment. The process is identified by the following steps: Study; Plan; Implement; Evaluate; Reflect; Revise/Refine. The following structures are used to support the continuous improvement cycle and are used in conjunction with the needs assessment identified in this Plan.

The Professional Development Committee. The Professional Development Committee annually reviews and evaluates the structures for delivering professional learning and the topics based on the needs assessment. Every two years, the Committee reviews and revised the Professional Learning Plan.

Administrative Council. The Administrative Council engages in a goal-setting process annually. This process includes an evaluation of the results from the previous year, alignment with Board of Education and District goals, and reflection on progress toward goals at monthly Council meetings. The Council provides feedback to the District on building and departmental needs for professional learning.

District Data Team. The District conducts a full analysis of the results from state testing and presents the results to the Board of Education annually. The District Data Team reviews and analyzes the data report, and identifies priorities for the year. The Team meets throughout the year with the building-level data teams to identify goals, support the teams, and monitor progress toward the identified goals.

Curriculum Review Cycle. The District engages in a regular review of curricular programs through a Curriculum Review Cycle. The Cycle consists of four phases outlined below:

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Curriculum Review Cycle

PHASE 1 Study & Plan	PHASE 2 Implement	PHASE 3 Evaluate & Reflect	PHASE 4 Revise & Refine
Review achievement data, current curriculum materials, and appropriate standards. Research best practices. Study available curriculum materials. Select new materials and plan implementation process. Plan pilot.	Provide training and additional professional learning as need to support teachers. Monitor implementation process and revise as necessary. Collect evidence of student learning and impact of curriculum. Revise and refine in "real time."	Evaluate and reflect upon success of implementation. Evaluate and reflect upon student learning and achievement. <i>(Evidence includes: observations, surveys, interviews, student work samples, student formative and summative data achievement)</i>	Based upon results of Phase 3, consider: - Adjustments to training and professional learning - Revisions to curriculum scope and sequence - Additional materials - Adjustment to implementation timeline

The current review cycle is noted below. This Cycle drives the current professional learning initiatives.

Curriculum Review Schedule

	PHASE 1 Study & Plan	PHASE 2 Implement	PHASE 3 Evaluate & Reflect	PHASE 4 Revise & Refine
2015-2016	K - 5 Mathematics	Wampus Literacy	K - 2 Literacy	
	K - 12 STEAM	HCC Technology	9-12 Mathematics	
	World Languages	Wampus Literacy		
2016-2017	K - 5 Mathematics	K - 12 STEAM	Wampus Literacy	K - 2 Literacy
	Global Competency	World Languages	HCC Technology	9-12 Mathematics
2017-2018	K-12 Science	K - 5 Mathematics	Wampus Literacy	Wampus Literacy
		K - 12 STEAM	K - 12 STEAM	HCC Technology
2018-2019		K-12 Science	K - 5 Mathematics	K - 12 STEAM
			K - 12 STEAM	World Languages
2019-2020			K-12 Science	K - 5 Mathematics
				K - 12 STEAM

Appendices

- APPENDIX A. Current list of Consultant Support
- APPENDIX B. Building and Departmental Goals
- APPENDIX C. New York State Professional Development Standards
- APPENDIX D. New York State Teaching Standards
- APPENDIX E. Professional Development Evaluation Forms

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APPENDIX A. CURRENT LIST OF CONSULTANT SUPPORT

Consultant Provider: Organization and/or Consultant Name	Topic
Helen Pashley / PNW BOCES	Science K-12 and Enrichment
Mirla Morrison / PNW BOCES	Social Studies and Enrichment
IDE (Dan Gross, Ryanna Hooks, Tasha Austin, and other consultants from IDE as needed) / Southern BOCES	Problem-Based Learning and Enrichment
Metamorphosis (Anne Burgunder) / PNW BOCES	Mathematics
Hannah Schneewind / Southern BOCES	ELA / Litlife
Amanda Seewald / Southern BOCES	World Languages
Fiona Hovestad / PNW BOCES	Executive Coaching
Kathy Mason / PNW BOCES	Coaching
Jackie Taylor / PNW BOCES	APPR; coaching
Giselle Martin-Kneip / Tri State Consortium	Performance Assessment
Diane Cunningham / Tri State Consortium	Performance Assessment; action research
Bard College (Various Trainers)	Writing
University of Michigan Depression Center (Various trainers)	Wellness
Yale Center for Emotional Intelligence (Various trainers)	Wellness
Stanford University / Jo Boaler	Mathematics
University of Michigan School of Education (Various trainers)	Mathematics; assessments
Stanford University – Challenge Success	School climate; wellness
Investigations – Paula Friedonson and others as needed	Mathematics K-5
Heidi Hayes Jacobs	Rethinking schools (ie, time, space, instructions)
Various trainers	Promethean Boards
Marilyn Friend	Co-teaching; specially designed instruction

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APPENDIX B. BUILDING AND DEPARTMENTAL GOALS

Jen Lamia, Superintendent	<i>What does it mean to Create the Leaders of the Next Generation?</i>
<ul style="list-style-type: none"> • Students will have curricular opportunities that permit individual choice in classroom learning. • Students will have curricular options to experience a multicultural approach to education, and leadership opportunities. • Students (grades 6-12) will reflect upon their learning and experiences through a self-assessment of skills needed for resiliency and motivation. • Students will be supported to learn about their emotions and regulate them. • Students will have access to physical settings that promote creativity, problem-solving, and teamwork. 	
Tim Kaltenecker, Deputy Superintendent	<i>What is worth learning and how do we learn it?</i>
<ul style="list-style-type: none"> • Students will solve real-world problems, both individually and collaboratively, through authentic learning experiences. • Students will make decisions regarding their learning pathways and processes. • Students will use assessment feedback to reflect upon their strengths and weaknesses as they establish and monitor their own learning goals. • Students will develop and use leadership skills to improve their community. 	
Peggy McInerney, Human Resources and Curriculum K-5	<i>What is the appropriate progression of responsibility in academic, social and emotional domains as students progress from a state of dependence to a state of independence?</i>
<ul style="list-style-type: none"> • Students will be able to regulate their emotions. • Students will know and be able to articulate their academic strengths. Students will know and be able to articulate their academic challenges. • Students will identify and act upon the positive behaviors that help them learn. Students will be responsible. • Students will be respectful of themselves and others by recognizing social cues and adapting to them. 	
MaryBeth Crupi, Coman Hill Principal	<i>How do we build the foundation for the leaders of tomorrow?</i>
<ul style="list-style-type: none"> • Students will explain how math is used in the real world. • Students will be problem finders and problem solvers both individually and collaboratively • Students will assess their writing and develop their own individual writing goals 	
Teresa Letizia, Coman Hill Assistant Principal	<i>How do we lay the foundation for the leaders of tomorrow?</i>
<ul style="list-style-type: none"> • Students will explain how math is used in the real world • Students will be problem finders and problem solvers both individually and collaboratively • Students will gain a deeper understanding of math and its applications to the world outside of the classroom • Students will use the new Technology Library Center (TLC) as they engage in problem based learning 	
Deborah Cagliostro, Wampus Principal	<i>How do we build a learning environment that supports the development of essential skills- collaboration, creativity, critical thinking, communication, and community-needed for leadership in the 21st Century?</i>
<ul style="list-style-type: none"> • Students will develop and reflect upon the strategies they use to manage their time in problem-based learning activities • Students will make decisions regarding the strategies they use in ELA and set their own learning goals • Students will self assess and peer assess using rubrics • Students will show evidence of the 5 Cs: collaboration, creativity, critical thinking, communication, and community • Students will use the Mood Meter to identify and regulate their emotional state and be aware of the emotions of others 	
Judy Brewster, Wampus Assistant Principal	<i>How do we build a learning environment that nurtures exploration of interests through solving authentic, real world problems?</i>
<ul style="list-style-type: none"> • Students will make decisions regarding the strategies to use in problem based activities. • Students will set their own goals. • Students will identify a felt need that will help drive their work. • Students will apply the tenets of RULER training to their everyday lives at school, and will learn effective strategies to 	

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<p>cope with stress and conflict.</p> <ul style="list-style-type: none"> • Students will understand the importance of “naming and taming” their feelings in order to become accessible to learning. 	
<p>Kim Lapple, HCC Principal and Angelo Ancona, HCC Assistant Principal</p>	<p><i>How do we, at H.C. Crittenden, create an active learning community in which everyone is empowered to take risks and to embrace rigor, while maintaining a balanced, healthy mindset?</i></p>
<ul style="list-style-type: none"> • Students will make decisions regarding their learning pathways and processes. • Students will solve real-world problems both individually and collaboratively. • Students will use assessment feedback to reflect upon their strengths and needs as they establish and monitor their own learning goals. • Students will develop and use leadership skills to improve their community. • Students will begin to engage in strategies to identify and regulate their emotions. 	
<p>Chris Walsh, BHHS Principal</p>	<p><i>How do we promote the development of Byram Hills students to become self-actualized?</i></p>
<ul style="list-style-type: none"> • Students will show decreased rates of school avoidance and absenteeism. • Students will be assessed through authentic and performance-based assessments. • Students will encounter fewer disciplinary and conduct issues. • Students will exhibit fewer behaviors which would necessitate placement on the Pupil Personnel Team Agenda. • Students will demonstrate increased achievement and growth performance in co-taught classes, particularly English 9. • Students will show an increased ability to articulate their own wellness needs with Guidance Counselors, teachers, administrators, and support staff. • Students will continue to gain acceptance to Tier 1 and Tier 2 colleges and universities at rates consistent with current trends. • Students will demonstrate improved skills for handling the transition from HCC to high school. • Students will report a favorable perception of their Byram Hills High School experience. Students will give feedback on their perception of their experience at the beginning and end of every year. • Students will report a decrease in stress and anxiety caused by tests and assignments at the end of the quarter. 	
<p>Gina Cunningham, BHHS Assistant Principal Kirstan Sautner, BHHS Assistant Principal</p>	<p><i>How can we create an environment that supports educating for the self-actualization of BHHS students?</i></p>
<ul style="list-style-type: none"> • Students will be able to access information and make choices with appropriate assistance. • Students will experience less difficulty when attempting to regulate their emotions in the face of challenging situations or difficult decision. • Students will become empowered to solve their own problems. • Students will reflect upon their behaviors, and as result, make good choices in the future. 	
<p>Jill Boynton, Director of Special Services Karen Kushnir, Assistant Director of Special Services</p>	<p><i>How do we inspire self-determination for students with disabilities?</i></p>
<ul style="list-style-type: none"> • Students will identify their interests, strengths and needs in terms of academics and social emotional development. • Students will make decisions about their own learning/goals and utilize feedback to grow and develop in the following areas: coping strategies, self-awareness and independence. • Students will engage with their individual teachers to record and monitor their progress throughout the school year. • Students will participate in their CSE meetings on the secondary level. 	
<p>Rob Castagna, Director of Athletics and Physical Education</p>	<p><i>Why does wellness matter?</i></p>
<ul style="list-style-type: none"> • Students will identify personal health and wellness goals. • Students will explore and participate in various workout programs. • Students will cite and discuss the health benefits of exercise. • Students will track, monitor and share their thoughts through an exercise and nutrition journal. • Students will analyze and reflect upon their present fitness scores, set goals, develop a plan, and implement the plan. 	
<p>Deepak Marwah, Director of Fine Arts</p>	<p><i>Why are the arts important for the leaders of the next</i></p>

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	<i>generation?</i>
<ul style="list-style-type: none"> • Students will develop and share their opinions about art and music in order to recognize their own and weigh others' perspectives • Students will investigate the world and different cultures through the arts • Students will develop ways to use the arts to take action and make a difference in our community • Students will analyze the work of artists and musicians of the past and present by recreating artwork and musical compositions • Students will analyze and study the cultural significance and contributions of art and music • Students will visit cultural institutions to view art presentations and music performances 	
Andrew Taylor, Director of Technology and Professional Development	<i>Under what conditions will empowerment go viral?</i>
<ul style="list-style-type: none"> • Empowered leaders (students) will: <ul style="list-style-type: none"> ○ <i>Model the Way: Student leaders find their voice and affirm shared values.</i> ○ <i>Inspire a Shared Vision: Student leaders envision the future and enlist others in a common vision.</i> ○ <i>Challenge the Process: Student leaders search for opportunities, experiment, take risks, and learn from mistakes.</i> ○ <i>Enable Others to Act: Student leaders foster collaboration and strengthen others.</i> ○ <i>Encourage the Heart: Student leaders recognize contributions, and celebrate values and victories.</i> • Empowered leaders (students) will take on positional or non positional leadership roles. • Empowered leaders (students) will be continuous learners and consumers of new skills/content. 	
Debra Cayea, Science Chairperson	<i>How does inquiry and discovery deepen student learning in our science classrooms?</i>
<ul style="list-style-type: none"> • Students will design and carry out scientific experiments using the scientific and engineering design processes. • Students will evaluate their executive functions skills for strengths and areas for growth, and they will reflect upon ways to improve by setting goals and monitoring their progress. • Students will have multiple opportunities, through standards based grading, to demonstrate mastery of content and skills throughout the year. • Students will utilize peer to peer teaching and learning strategies. 	
Jen Laden, Social Studies Chairperson	<i>How do we teach and assess historical thinking?</i>
<ul style="list-style-type: none"> • Students will analyze sources and evidence for point of view. • Students will make historical connections through comparisons, contextualization, and synthesis. • Students will utilize chronological reasoning in their analysis of causation, change and continuity over time, and periodization. • Students will create and support historical arguments. • Student will participate thoughtfully in classroom discussion using the skills of civil discourse. 	
Michael McGrath, Guidance Chairperson	<i>How can HCC and BHHS students acquire and develop the soft skills that they will need to be successful leaders in the 21st Century?</i>
<ul style="list-style-type: none"> • Students will be able to reflect upon feedback, and identify areas for their personal and educational growth. • Students will be able to establish, monitor, and reach short and long-term goals. • Students will be able to make good choices, self advocate, and employ strategies for reflection, continuous improvement, and growth. 	
Lisa Pellegrino, Mathematics Chairperson	<i>Given advancements in technology, why is math instruction still relevant?</i>
<ul style="list-style-type: none"> • Students will use assessment feedback to grow and improve mathematically • Students will make decisions about their own learning pathways • Students will have the opportunity to enter rich mathematical tasks at their readiness level • Students will explain/justify their choices in solving a problem 	
Duane Smith, English Chairperson	<i>What does it mean to be literate in the 21st Century?</i>
<ul style="list-style-type: none"> • Students will write for self-exploration and critical inquiry. • Students will read for critical exploration with an emphasis on understanding the perspectives of others. • Students will have choice in various project-based learning opportunities, affording them the chance to work 	

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individually or in groups to demonstrate understanding.	
<ul style="list-style-type: none">• Students will give formal and informal presentations at all grade levels.• Students will use diverse technological tools to demonstrate understanding.• Students will engage in self-assessment.	
Melissa Stahl, World Language Chairperson	<i>How do we inspire global participants and contributors?</i>
<ul style="list-style-type: none">• Students reflect upon international issues and initiatives, international relationships, and international group differences and similarities.• Students evaluate local and global perspectives from multiple perspectives.• Students participate in target language related service learning projects/initiatives in order to foster relationships, community building, and development of language skills.	

New York State Professional Development Standards

- **New York State Professional Development Standards (PDF/Word)**
- **Background on the Development of the Standards**

New York State Professional Development Standards

An Introduction

In a commitment to raising the knowledge, skills, and opportunity of its citizens, New York State seeks to enhance students' cognitive, social, emotional and academic achievement throughout its schools. Given that research indicates that teacher quality is the single most powerful influence on student achievement, it is essential to ensure that teachers are provided with ongoing, high quality professional development to sustain and enhance their practice. Indeed, teacher professional development is an essential element of comprehensive school improvement. The professional development needs of other members of school community, including administrators and support personnel, must also be addressed to ensure a focus on continuous learning and to create the conditions necessary for closing the achievement gap and improving the achievement of all students. These standards provide guidance for achieving high quality professional development planning, design, delivery and assessment, and should serve as a foundation for all professional development in our schools.

New York State's Commitment to Professional Development

The efforts of the New York State Board of Regents, the State Education Department, and the State Professional Standards and Practices Board for Teaching have resulted in formal processes that promote and support professional development for all educators and other school personnel. Listed below are existing State requirements and systems that build a strong foundation for professional development in New York:

- Commissioner's Regulation 80-3.6 (b)(1) requires that Professional certificate holders and Teaching Assistant III certificate holders complete professional development every five years (175 hours for teachers and school leaders and 75 hours for TA IIIs) in order to maintain their certification.

- Commissioner's Regulation 100.2(dd) Professional Development requires each district and BOCES to collaboratively develop a plan for professional development that is annually revised and approved by its board of education.
- Commissioner's Regulation 100.2(o) Annual Professional Performance Review (APPR) focuses on the process of teacher evaluation and improving professional practice in the context of local needs and resources. This regulation requires that those with unsatisfactory performance receive a teacher improvement plan with appropriate professional development.

The State Education Department also administers a number of State and federal programs that support on-going sustained professional development to schools and BOCES, such as the State's Teacher Center Program, the Mentor-Teacher Internship Program, and NCLB Title IIA Teacher Quality grants. In addition, various State-supported professional development networks share the goal of improving student achievement by supporting educator growth and change in practice, for example, Boards of Cooperative Educational Services (BOCES), Special Education Training Resource Centers (SETRC), and Bilingual/ESL Technical Assistance Centers (BETAC).

The New York State Professional Development Standards and the related indicators will guide high quality professional development offered by these and other providers. Use of the standards will increase coordination of effort and consistency in providing professional development to all school personnel throughout the State.

Ensuring Consistent High Quality Professional Development Leading to Increased Student Achievement

New York State's Professional Development Standards provide a blueprint for high-quality professional development for all educators to improve instruction and student achievement. These standards promote and sustain continuous development, growth, and examination of practice. They also provide clearly defined expectations and commitment to change. They are aligned with New York State Learning Standards and are based on an analysis and adaptation of the National Staff Development Council's Standards for Staff Development as well as other national, state, and professional standards. The New York State Professional Development Standards are based on fundamental knowledge about contextual factors from converging research about effective professional development and its ultimate impact on student learning. Attributes of effective professional development include the following:

- **Effective professional development fosters a culture of continuous improvement for all engaged in the learning endeavor.** Practices address the needs of professionals throughout their careers and embrace other stakeholders as participants in learning. Activities are evaluated both for effectiveness and impact on student learning.

- **Effective professional development 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.** These expectations are reflected in the New York State Code of Ethics for Educators, district Professional Development Plans, Annual Professional Performance Reviews, and Commissioner’s Regulations related to teacher preparation and certification. They are also enumerated and reflected in collective bargaining agreements, job descriptions and assignments, performance appraisal systems, systems of rewards and incentives for teachers, and in the design and content of teacher professional development.
- **Professional development is most effective when it takes place in professional learning communities.** These learning communities might take various forms, but they are all characterized by ongoing learning. They encourage individual and collaborative exploration, practice, and reflection. They foster collegiality and problem solving, and they emphasize continuous improvement in classrooms and schools.
- **Professional development is most effective when there is collaborative leadership and shared responsibility for improving teaching and learning.** Collaborative leadership for professional development recognizes that the pursuit of excellence is never-ending and embraces the individual and collective goals and talents of teachers, paraprofessionals, parents, school administrators, school boards, district and state staff, institutions of higher education, unions, and other stakeholders.
- **Professional development is most effective when it is job embedded, directly relevant to classroom practice, provided over time, and when it provides opportunity for practice of new strategies, time to reflect on changes, and time to integrate new learning into the teaching practice.**
- **Professional development is most effective when adequate resources are provided.** Resources include money, people, and time. Resources necessarily come from a variety of sources, and must be sufficiently sustained over time to insure the full impact of professional development. Resources are adequate when they ensure that all educators can study, practice, reflect, receive feedback on practice, and implement knowledge and skills necessary to be effective with their students and others.

The Ten Standards for High Quality Professional Development

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.

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.
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 skill to meet the diverse learning needs of all students.
6. **Student Learning Environments:** Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
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 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.
10. **Evaluation:** Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

New York State Professional Development Standards and 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.

Background on the Development of the Standards

The New York State Professional Development Standards were approved by the Board of Regents in February 2009.

In its report to the Regents Higher Education Committee in October 2007, the State Professional Standards and Practices Board for Teaching discussed the project it had undertaken to draft standards in the area of professional development in order to assist schools in providing high quality professional development to teachers and others in the school community.

The standards were developed to align with the New York State Learning Standards and were based on an analysis and adaptation of the National Staff Development Council's Standards for Staff Development as well as other national, state, and professional standards. In late fall of 2007, the Department sent a preliminary draft set of standards to the field for review. Response to the proposed standards was overwhelmingly positive and hundreds of comments and suggestions were received over the six-month comment period.

In June 2008, the Standards Board presented a draft of the proposed New York State Professional Development Standards to the Regents Higher Education Committee. The Regents provided guidance on its further development and suggested revisions. Input from

the Regents and from the field was incorporated into the final draft document, which was approved by the Board of Regents at its February 2009 meeting.

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**The
New York State
Teaching Standards
September 12, 2011**

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Standard I: Knowledge of Students and Student Learning

Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.

Element I.1:

Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.

Performance Indicators:

- a. Teachers describe orally or in writing an understanding of the developmental characteristics of their students.
- b. Teachers create developmentally appropriate lessons that address students' learning differences and needs.
- c. Teachers implement lessons and modify instruction based upon students' developmental needs.

Element I.2:

Teachers demonstrate knowledge of current research in learning and language acquisition theories and processes.

Performance Indicators:

- a. Teachers design lesson plans and adjust instruction to include a variety of strategies that support the learning needs of each student.
- b. Teachers design lesson plans and adjust instruction to include a variety of strategies that support the language acquisition needs of each student.
- c. Teachers explain their instructional decisions citing current research.

Element I.3:

Teachers demonstrate knowledge of and are responsive to diverse learning needs, strengths, interests, and experiences of all students.

Performance Indicators:

- a. Teachers vary and modify instruction to meet the diverse learning needs of each student.
- b. Teachers create, deliver, and adapt instruction to address each student's strengths, interests, and experiences.

Element I.4:

Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.

Performance Indicators:

- a. Teachers utilize strategies that enable two-way communication with each student's parents, guardians, and/or caregivers.
- b. Teachers use a variety of techniques to accommodate the communication needs of each student's parents, guardians, and/or caregivers.

Element I.5:

Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students' learning.

Performance Indicators:

- a. Teachers incorporate a knowledge and understanding of the school community when planning and implementing instruction.
- b. Teachers incorporate an understanding of their students' strengths and limitations, and the environmental factors that influence their students' learning.
- c. Teachers attend to an individual student's personal and family experiences by incorporating multiple perspectives.

Element I.6:

Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning.

Performance Indicators:

- a. Teachers use technological tools and a variety of communication strategies to engage each student.
- b. Teachers assist students to become knowledgeable and critical consumers and users of quality information.

Standard II: Knowledge of Content and Instructional Planning

Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.

Element II.1:

Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s).

Performance Indicators:

- a. Teachers incorporate key concepts during instruction through the use of multiple representations and explanations.
- b. Teachers engage students to use key disciplinary language with comprehension through instruction.
- c. Teachers demonstrate the effective use of current developments in pedagogy and content.
- d. Teachers design learning experiences that foster student understanding of key disciplinary themes.
- e. Teachers demonstrate knowledge of the learning standards and their application throughout their instruction and practice.

Element II.2:

Teachers understand how to connect concepts across disciplines, and engage learners in critical and innovative thinking and collaborative problem-solving related to real world contexts.

Performance Indicators:

- a. Teachers facilitate students' ability to develop diverse social and cultural perspectives.
- b. Teachers incorporate perspectives from varied disciplines and interdisciplinary skills in their instruction.
- c. Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.
- d. Teachers model and encourage effective use of interpersonal communication skills to build student capacity for collaboration.
- e. Teachers create opportunities for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems.

Element II.3:

Teachers use a broad range of instructional strategies to make subject matter accessible.

Performance Indicators:

- a. Teachers design instruction that reflects the multiple experiences, strengths, and learning needs of students.
- b. Teachers adapt instruction in response to various levels of student understanding.
- c. Teachers make meaningful connections between content and students' life experiences.
- d. Teachers create opportunities for students to engage in self-directed learning.

Element II.4:

Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement.

Performance Indicators:

- a. Teachers design learning experiences that are aligned with learning standards.
- b. Teachers articulate clear learning objectives that align with learning standards.
- c. Teachers include opportunities for students' to achieve learning goals in a variety of ways.

Element II.5:

Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.

Performance Indicators:

- a. Teachers determine current levels of students' understanding and knowledge of content through questioning techniques, discussion, and other methods.
- b. Teachers address common misconceptions in the content area through instructional methods.
- c. Teachers design learning experiences that connect students' prior knowledge and instruction to new content.

Element II.6:

Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.

Performance Indicators:

- a. Teachers organize physical space to reflect an awareness of learner needs and curricular goals.
- b. Teachers incorporate a knowledge and understanding of technology in their lessons to enhance student learning.
- c. Teachers organize and effectively use time to achieve learning goals.
- d. Teachers select and adapt curricular materials to align with state standards and meet diverse learning needs.
- e. Teachers access appropriate resources to meet specific learning differences or needs.

Standard III: Instructional Practice

Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.

Element III.1:

Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning.

Performance indicators:

- a. Teachers align instruction to standards.
- b. Teachers implement instruction proven to be effective in prior research.
- c. Students are actively and cognitively engaged through teacher facilitation of student-to-student and student-to-teacher interactions.

Element III.2:

Teachers communicate clearly and accurately with students to maximize their understanding and learning.

Performance indicators:

- a. Students understand directions and procedures.
- b. Teachers use a variety of questioning techniques to advance student learning and reflection.
- c. Students' comments and questions are acknowledged and utilized to advance learning.
- d. Students understand lesson content through a teacher's use of multiple modalities, such as oral, written, graphic, kinesthetic, and/or tactile methods.
- e. Teachers adjust communication in response to student needs.

Element III.3:

Teachers set high expectations and create challenging learning experiences for students.

Performance indicators:

- a. Teachers articulate high expectations for all students.
- b. Students have a clear understanding of measures of success.
- c. Teachers challenge and support all students by incorporating various instructional strategies, experiences, and resources.

Element III.4:

Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students, and promote achievement.

Performance indicators:

- a. Teachers use an understanding of students' diverse backgrounds to individualize interactions and differentiate instruction.
- b. Teachers incorporate instructional approaches and technologies to provide students with opportunities to demonstrate mastery of learning outcomes.
- c. Teachers incorporate motivating and meaningful opportunities in instruction to engage students in learning experiences.

Element III.5:

Teachers engage students in the development of multidisciplinary skills, such as communication, collaboration, critical thinking, and use of technology.

Performance Indicators:

- a. Students synthesize and express ideas both in written and oral formats.
- b. Students work effectively with others, including those from diverse groups and with opposing points of view.
- c. Students make decisions, solve problems, and take actions as appropriate.
- d. Students solve problems and/or acquire new knowledge through creative and innovative approaches to learning.
- e. Students utilize technologies and resources to solve real world problems.

Element III.6:

Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.

Performance Indicators:

- a. Teachers utilize various types of formative assessment during instruction to monitor and check for student understanding and assess progress.
- b. Teachers seek and provide feedback during and after instruction.
- c. Teachers adjust the pace of instruction, focus of instruction, and method of delivery based on students' progress.

Standard IV: Learning Environment

Teachers work with all students to create a dynamic learning environment that supports achievement and growth.

Element IV.1:

Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.

Performance Indicators:

- a. Teachers are caring and respectful in their interactions with students.
- b. Teachers embrace student diversity as an asset in the classroom.
- c. Teachers recognize and reinforce positive interactions among students.
- d. Teachers create a climate of acceptance and respect.
- e. Teachers create an environment where students show responsibility to and for one another.

Element IV.2:

Teachers create an intellectually challenging and stimulating learning environment.

Performance Indicators:

- a. Teachers encourage students to set high standards and expectations for their own performance.
- b. Teachers motivate students to initiate their own learning and strive to achieve challenging learning goals.
- c. Teachers promote students' curiosity and enthusiasm for learning.
- d. Students are actively engaged in learning.
- e. Students openly express their ideas.
- f. Students show pride in their work and accomplishments.

Element IV.3:

Teachers manage the learning environment for the effective operation of the classroom.

Performance Indicators:

- a. Teachers establish, communicate, and maintain clear standards and expectations for student behavior.
- b. Teachers develop, implement, and adapt routines and procedures to manage activities and transitions.
- c. Teachers facilitate instructional groupings to maximize student participation, cooperation, and learning.
- d. Students exhibit respectful classroom interactions.

Element IV.4:

Teachers organize and utilize available resources (e.g., physical space, time, people, technology) to create a safe and productive learning environment.

Performance Indicators:

- a. Teachers arrange and adapt the physical environment to accommodate individual and group learning needs and to celebrate student accomplishments.
- b. Teachers ensure that all students have equitable access to available resources and technologies.
- c. Teachers effectively use the services and skills of available volunteers and paraprofessionals.
- d. Teachers know and implement policies and procedures to ensure student safety.

Standard V: Assessment for Student Learning

Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

Element V.1:

Teachers design, select, and use a range of assessment tools and processes to measure and document student learning and growth.

Performance Indicators:

- a. Teachers use appropriate diagnostic and ongoing assessment to establish learning goals and inform instruction.
- b. Teachers use formative assessment to inform teaching and learning.
- c. Teachers use summative assessment to measure and record student achievement.
- d. Teachers design assessments that are aligned with curricular and instructional goals.
- e. Teachers design and select assessments that accurately determine mastery of student skills and knowledge.
- f. Teachers use multiple measures and multiple formats, including available technology, to assess and document student performance.
- g. Teachers implement required testing accommodations.

Element V.2:

Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.

Performance Indicators:

- a. Teachers analyze data accurately.
- b. Teachers provide timely feedback to engage students in self-reflection and self-improvement.
- c. Teachers use assessment data to set goals and design and differentiate instruction.
- d. Teachers engage students in self-assessment of their learning goals, strategies, and outcomes.

Element V.3:

Teachers communicate information about various components of the assessment system.

Performance Indicators:

- a. Teachers provide access to information on student assessments.
- b. Teachers provide appropriate information and interpretation of various assessment data.

Element V.4:

Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to make adjustments to it and plan instruction accordingly.

Performance Indicators:

- a. Teachers demonstrate an understanding of assessment measures, grading, and procedures.
- b. Teachers develop a plan for their overall assessment system.
- c. Teachers use their plans and assessment data to adjust teaching and assessment practices.

Element V.5:

Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated.

Performance Indicators:

- a. Teachers communicate the purposes of the assessments they use.
- b. Teachers prepare all students for the demands of particular assessment formats, and provide appropriate accommodations, including accommodations in testing conditions, for students with exceptional learning needs.
- c. Teachers articulate assessment criteria to students and provide parameters for success.
- d. Teachers equip students with assessment skills and strategies.
- e. Students practice various formats of assessments using authentic curriculum.

Standard VI: Professional Responsibilities and Collaboration

Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

Element VI.1:

Teachers uphold professional standards of practice and policy as related to students' rights and teachers' responsibilities.

Performance Indicators:

- a. Teachers demonstrate a high standard of honesty, integrity, ethical conduct, and confidentiality when interacting with students, families, colleagues, and the public.
- b. Teachers are proactive and advocate to meet the needs of students.
- c. Teachers use self-reflection and stakeholders' feedback to inform and adjust professional behavior.
- d. Teachers advocate, model, and manage safe, legal, and ethical use of information and technology, including respect for intellectual property and the appropriate documentation of sources.
- e. Teachers complete training in response to state and local requirements and jurisdictions.

Element VI.2:

Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.

Performance Indicators:

- a. Teachers support and promote the shared school and district vision and mission to support school improvement.
- b. Teachers participate actively as part of an instructional team.
- c. Teachers share information and best practices with colleagues to improve practice.
- d. Teachers demonstrate an understanding of the school as an organization within a historical, cultural, political, and social context.
- e. Teachers collaborate with others both within and outside the school to support student growth, development, and learning.
- f. Teachers collaborate with the larger community to access and share learning resources.

Element VI.3:

Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success.

Performance Indicators:

- a. Teachers invite families, guardians, and caregivers to share information to enhance and increase student development and achievement.
- b. Teachers communicate in various ways student performance, progress, and expectations for student growth, and provide opportunities for discussion.
- c. Teachers suggest strategies and ways in which families can participate in and contribute to their students' education.

Element VI.4:

Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations.

Performance Indicators:

- a. Teachers collect required data and maintain timely and accurate records (e.g., plan books, lunch counts, attendance records, student records, etc.)
- b. Teachers manage time and attendance in accordance with established guidelines.
- c. Teachers maintain classroom and school resources and materials.
- d. Teachers participate in school and district events.

Element VI.5:

Teachers understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities.

Performance Indicators:

- a. Teachers communicate relevant regulations and policies to stakeholders.
- b. Teachers maintain confidentiality regarding student records and information.
- c. Teachers report instances of child abuse, safety violations, bullying, and other concerns in accordance with regulations and policies.
- d. Teachers adhere to board policies, district procedures, and contractual obligations.
- e. Teachers access resources to gain information on standards of practice, relevant law, and policy that relate to students' rights and teachers' responsibilities.

Standard VII: Professional Growth

Teachers set informed goals and strive for continuous professional growth.

Element VII.1:

Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.

Performance Indicators:

- a. Teachers examine and analyze formal and informal evidence of student learning.
- b. Teachers recognize the effect of their prior experiences and possible biases on their practice.
- c. Teachers use acquired information to identify personal strengths and weaknesses and to plan professional growth.

Element VII.2:

Teachers set goals for, and engage in, ongoing professional development needed to continuously improve teaching competencies.

Performance Indicators:

- a. Teachers set goals to enhance personal strengths and address personal weaknesses in teaching practice.
- b. Teachers engage in opportunities for professional growth and development.

Element VII.3:

Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice.

Performance Indicators:

- a. Teachers demonstrate a willingness to give and receive constructive feedback to improve professional practice.
- b. Teachers participate actively as part of an instructional team to improve professional practice.
- c. Teachers receive, reflect, and act on constructive feedback from others in an effort to improve their own professional practice.

Element VII.4:

Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.

Performance Indicators:

- a. Teachers benefit from, contribute to, or become members of appropriate professional organizations.
- b. Teachers access and use professional literature and other professional development opportunities to increase their understanding of teaching and learning.
- c. Teachers expand their knowledge of current research as it applies to curriculum, instruction, and assessment methods.

Byram Hills School District

Professional Development Evaluation Form

Topic/Subject: _____

Name of Presenter: _____ **Date:** _____

Name of Participant: _____

(Your name will not be shared with the presenter.)

Please check appropriate boxes:

Position: Teacher: Administrator: Other: _____

Level: Coman Hill: Wampus: HCC: BHHS: District Office:

RATING SCALE: STRONGLY DISAGREE STRONGLY AGREE
1 ←—————→ **4**

1. OBJECTIVES – Workshop objectives were:
 - a. Clear **1a.**
 - b. Achieved **1b.**
2. SUBSTANCE – Content of the session was substantial and high quality. **2.**
3. RELEVANCY – Session was relevant in terms of your own learning needs. **3.**
4. APPLICATION – Information learned from this workshop can positively affect student performance. **4.**
5. ORGANIZATION – The workshop was well organized. **5.**
6. METHOD – The presenter used effective teaching techniques. **6.**
7. INTERACTION – There were opportunities for exchange of ideas:
 - a. With the instructor **7a.**
 - b. With other participants **7b.**

1	2	3	4

Specifically, what ideas and/or materials from this workshop do you plan to use?

As a result of this workshop, how has your thinking changed?

What further training and/or support would you like to have?

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Please Return to Your Building Administrator to Forward to Tim Kaltenecker at District Office

Byram Hills School District

Professional Development

End-of-Year Assessment

Topic/Subject: _____

Name of Participant: _____ **Date:** _____

.....
Please check appropriate boxes:

Position: Teacher: Administrator: Other: _____

Level: Coman Hill: Wampus: HCC: BHHS: District Office:

-
1. As a result of your participation in professional development this year,
 - a. How has your thinking about the topic shifted as a result?

- b. What have you implemented in your classroom as a result?

2. What support or future activities are needed to continue focus on this topic?

BYRAM HILLS
CENTRAL SCHOOL DISTRICT