

# BYRAM HILLS CENTRAL SCHOOL DISTRICT

## Professional Learning Plan 2022-2024

The Board of Education of the Byram Hills School District, acting in public session on November 2, 2021 adopted the following Professional Learning Plan, 2022-2024.

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# Professional Development Plan 2022-2024

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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 learning 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 continually improve their knowledge and skills in order to maximize student learning.

The Professional Learning Committee has created a Professional Learning Plan 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 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 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 Learning Standards serve as a guideline for the professional learning plan. The ten standards for high quality professional learning are stated below (see the full document in the attachments.)

1. **Designing Professional Learning:** Professional learning 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 learning expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
3. **Research-based Professional Learning:** Professional learning is research-based and provides educators with opportunities to analyze, apply and engage in research.
4. **Collaboration:** Professional learning ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.
5. **Diverse Learning:** Professional learning ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.

6. **Student Learning Environments:** Professional learning ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
7. **Parent, Family and Community Engagement:** Professional learning ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children’s education.
8. **Data-driven Professional Practice:** Professional learning uses disaggregated student data and other evidence of student learning to determine professional learning learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
9. **Technology:** Professional learning promotes technological literacy and facilitates the effective use of all appropriate technology.
10. **Evaluation:** Professional learning is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

## II. *Purpose*

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:
  - Board of Education
  - Byram Hills Teachers Association
  - Byram Hills Administrators Association
  - 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, learning dispositions, and executive function.
7. Develop classroom activities that are most meaningful to student learning, including problem- and project-based learning, authentic learning, and student-centered environments.
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 learning planning and programs.
10. Seek consultation from professional associations and networks as necessary.
11. Align goals across the organization.

## ***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 Learning 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, and 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 the required clock hours as indicated by NYSED 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**

### **CTLE activities include the following:**

#### New Teacher Orientation Program

The Byram Hills School District will provide a monthly new teacher orientation program for teachers in their first and second years in District 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:

- 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.

Learning Lab course offerings are provided each fall, spring, and summer terms based on current District initiatives, priorities, and feedback from administrators and teachers. Courses are offered for in-service credit, or audit, and a limited number of stipends will be offered for some courses.

### 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 learning, 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.

### Superintendent Conference Days

The District designs the content of the superintendent conference days in collaboration with faculty and the administrators to ensure meaningful collaboration and learning. These days, scheduled throughout the year, include a focus on curriculum, instruction, and assessments, social-emotional learning, data review, and other District, building and departmental priorities established from feedback from all stakeholders,

### 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 focused on District, building and department needs. To this end, administrators design these meetings based on building and departmental goals and needs that arise from faculty input and District priorities.

### Support Staff Training

The District recognizes the important role of the support staff throughout the District. The support staff, including teacher aides, are provided professional learning opportunities in the summer and during the school year. The training is designed to support the curricular and instructional needs of teachers and the operational needs in the buildings. The District seeks input from support staff in designing the professional learning activities.

### 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 New York State Learning Standards and other NYS standards initiatives
- STEAM and technology initiatives
- Integrated ELA/Social studies curriculum K-5
- Social-emotional learning

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 learning 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.

### 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 learning 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 learning and its impact on student learning. Learning Forward (formally the National Staff Development Council) recommends that professional learning 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 learning. Some strategies might include:

- Analyzing student assessment data from standardized and state tests
- Reviewing and analyzing student work samples and performance assessments
- Collecting teacher feedback from professional develop activities (see attached Professional Learning 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 Learning Committee.* The Professional learning 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.

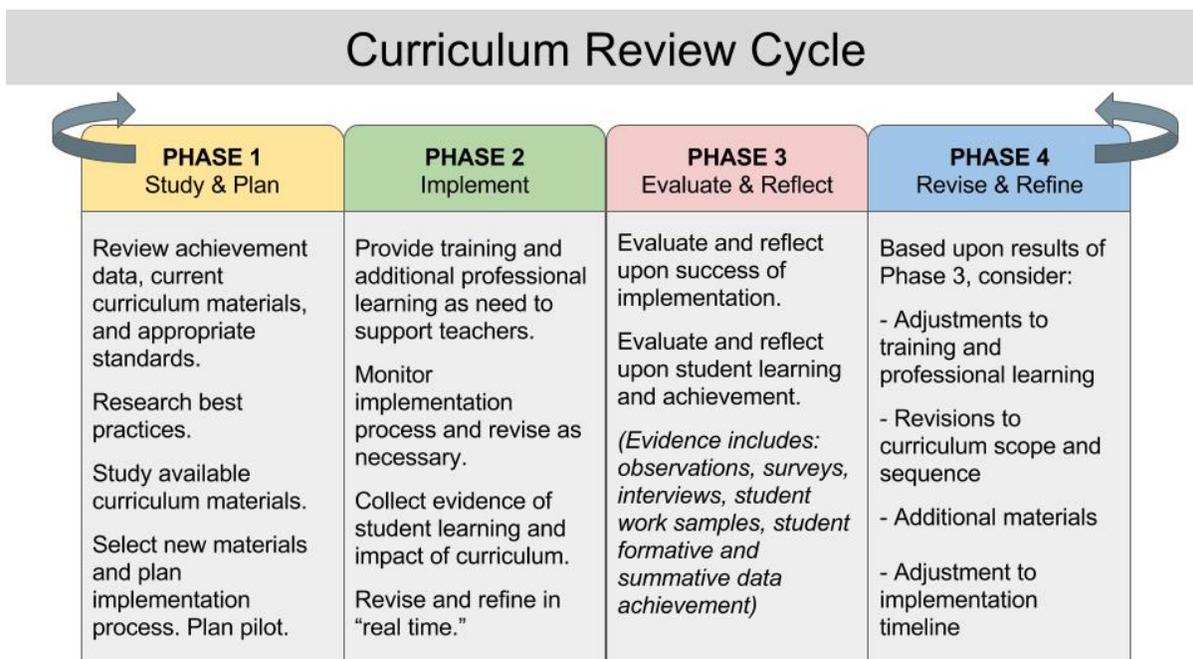
*District Data Team.* The District conducts a full analysis of the results from state testing and presents the results to the Board of Education annually. The District Data Team reviews and analyzes the data report, and identifies priorities for the year. The Team meets throughout the year with the building-level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

*Evaluation Committee.* The Evaluation Committee continually reviews the evaluation processes focused on feedback to teachers, collaboration between teachers and administrators, and

teachers professional learning and growth. Feedback is collected from faculty and administrators and the committee reviews the feedback to suggest refinement of the process.

*Grade Level Reps K-5.* A grade level representative from each grade level in both ELA and mathematics review curriculum and instructional practices in collaboration with the building principals and district office personnel. The representatives turnkey information to the grade levels to provide continuity within and across grades in ELA and mathematics.

*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 and are reviewed annually with the Board of Education and the administrative council.



### VIII. Registration Process

All professional learning must be approved in advance. The process for course registration includes:

- Consult with administrator
- Register for courses through the District’s electronic management system
- Once approved, attend course/workshop
- Submit any documentation, if required.

The District may reimburse for travel expenses incurred while traveling on school related professional learning activities, with prior approval from the teacher’s administrator and District office administrator. Details of expense reimbursement can be reviewed in District policies, 6830 and 6830-R.

## **Appendices**

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

## APPENDIX A. CURRENT LIST OF CONSULTANT SUPPORT

Consultant Provider Information	
Organization and/or Consultant Name	Topic
Putnam Northern Westchester BOCES	Various current topics
Southern BOCES	Various current topics
Tri State Consortium	Various current topics
Helen Pashley / PNW BOCES	Science K-12 and Enrichment
Innovative Designs for Education (Current consultants include: Nancy Sulla, Tanya Bosco, MaryAnne Choma, Nicole Koch) / Southern BOCES	Problem-based learning, student-centered instructional design, assessments and rubrics, technology integration, equity, SEL, and enrichment
Metamorphosis (Including Anne Burgunder) / PNW BOCES	Mathematics
Interprep (Greg Duncan)	World Languages
Fiona Hovestad / PNW BOCES	Executive coaching
Kathy Mason / PNW BOCES	Coaching
Ellie Drago-Severson	Executive 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/social-emotional learning
Yale Center for Emotional Intelligence (Various trainers)	Wellness/social-emotional learning
Stanford University / Jo Boaler	Mathematics
University of Michigan School of Education (Various trainers)	Mathematics; assessments
Stanford University – Challenge Success	School climate; wellness
Mastery Transcript Consortium	Mastery learning
SAVVAS staff developers	Mathematics K-5
Heidi Hayes Jacobs	Rethinking schools (ie, time, space, instructions)
Various trainers	Technology experts
Marilyn Friend	Co-teaching; specially designed instruction
Dana Fulmer	i-Ready; instructional support; coaching
Dignity Consulting (John Krownapple, Trent Hall)	Cultural proficiency
Wonders	K-5 Literacy
World Savvy	Global Competency

## APPENDIX B. BUILDING AND DEPARTMENTAL GOALS

<b>District Office</b>
To develop the leadership capacity of the administrative team by studying leadership theory and tools, modeling leadership practices, and reflecting upon the impact of leadership on professional learning and student outcomes.
<b>Business Management Services</b>
To continually revise and refine District operations and efficiency to benefit the students, staff, administrators and community.
<b>Coman Hill Elementary School</b>
To nurture a caring school community that supports the academic, social, and emotional growth of students by fostering a love for learning and developing the skills to become independent learners.
<b>Wampus Elementary School</b>
To nurture a caring school community that supports the academic, social, and emotional growth of students as they become confident in themselves, empowered to make decisions, resilient in overcoming challenges and resourceful in problem-solving.
<b>H.C. Crittenden Middle School</b>
The H.C.C. learning community will provide an environment in which students are empowered to take risks and to embrace academic rigor, while maintaining a balanced, healthy mindset.
<b>Byram Hills High School</b>
BHHS will nurture students' academic growth, social-emotional wellness, and engagement in our community. We recognize the uniqueness of the new learning environment and that belonging and ownership are the bedrock of a successful high school experience.
<b>Physical Education and Health Department</b>
The physical education and health department prepares students with the skills and knowledge to develop healthy habits that positively influence their emotions, actions and decision-making.
<b>Fine Arts Department</b>
The Fine Arts Department immerses students in authentic visual and performing arts activities to promote critical thinking and creativity through skill development, collaboration, and examination of artistic works.
<b>Special Services Department</b>
To evaluate, revise, and refine programs and supports to meet the changing needs of individual students, while focusing on increasing student engagement and self-advocacy skills.
<b>Technology and Professional Learning Department</b>
The technology department will inspire and accelerate innovation and growth to empower students to become productive and responsible citizens of the 21st century.
<b>Science Department</b>
Through inquiry and discovery, the science department will engage students in the scientific process so students develop an in-depth understanding of science content and key skills in science and engineering practices to strengthen their science literacy as they become curious about the world around them.
<b>Social Studies Department</b>
Through a study and analysis of the past and present, the Byram Hills social studies department prepares students to think like historians by critically analyzing content through the evaluation of multiple perspectives and sources in order to create informed, active, empathetic citizens and decision makers.
<b>Guidance and School Counseling Department</b>
In collaboration with students and families, the School Counseling Department will provide students with the opportunity to assess interests and strengths while exploring career pathways, obtain guidance on academic planning and goal setting, develop plans for college and the world of work, and gain transferable social and emotional skills that will be needed for future success.
<b>Mathematics Department</b>
Through purposeful development of logic and reasoning skills, the mathematics department will empower students to identify and evaluate solutions to any given problem in order to develop confidence in critical thinking.

**English Department**

Through a purposeful study of the literary arts and media, the English Department provides students with the opportunity to develop critical thinking skills, consider personal philosophies to gain a better understanding of self, empathize with diverse points of view, and attain fluency in the various modes of 21st-Century communication.

**World Language Department**

Through a focus on global competency, the world language department prepares students for engagement in respectful communication and cultural understanding in more than one language.

**APPENDIX C. NEW YORK STATE PROFESSIONAL LEARNING STANDARDS**

<http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>

**APPENDIX D. NEW YORK STATE TEACHING STANDARDS**

<http://www.nysed.gov//common/nysed/files/teachingstandards9122011.pdf>

**APPENDIX E. PROFESSIONAL LEARNING EVALUATION FORMS**

**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:

<b>RATING SCALE:</b>	STRONGLY DISAGREE	STRONGLY AGREE
	1 ←	→ 4

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

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?  
 \_\_\_\_\_  
 \_\_\_\_\_

**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**