South Orangetown Central School District

Professional Development Plan

2022-2023

Introduction

Professional Development Plan and Evaluation Component

Appendices

a. Information on the New York State Professional Development Plan

b. Mission Statement of the South Orangetown Central School District

c. South Orangetown Central School District Mentoring Program

d. New York State Professional Development Standards

e. Annual Professional Performance Review

INTRODUCTION

The District's Professional Development Committee will undertake the work described in this document during the 2022-2023 school year. The Professional Development Committee (PDC) reviewed the requirements of the most recent Commissioner's Regulations, the existing district Professional Development Plan, and the current needs of teachers, administrators, and staff. This document represents the mechanism by which Professional Review and Professional Development continues to advance in South Orangetown. The committee believes that quality results will be evaluated by means of the document, the quality of thinking, cooperative dialogue, and collaboration that takes place within this committee and district staff. At the end of the Plan, there is a reference section aligning goals and objectives with suggested evaluation tools.

2022 – 2023 Committee Members

Chairperson
Brian Culot, Ed.D. Assistant Superintendent for Curriculum and Instruction

Board of Education Member:TBD
Alternate Member: TBD

Administration:
Sheila Beglin, Principal – William O. Schaefer Elementary School
Alt – Brian Galvin, Assistant Principal – William O. Schaefer Elementary School

Karen Ramirez, Principal – Cottage Lane Elementary School
Alt – Rob Schliessman, Assistant Principal – Cottage Lane Elementary School

Chad Corey, Ed.D. Principal – South Orangetown Middle School
Alt – Danielle Rodriguez – Assistant Principal – South Orangetown Middle School

Rudy Arietta, Principal – Tappan Zee High School
Alt - Melissa Luciano, Assistant Principal – Tappan Zee High School

Karen Tesik, Executive Director of Pupil Personnel Services

Joseph Lloyd, Director of Staff Relations

George Brady, Director of Technology

Teachers:

Heidi Hill – William O. Schaefer Elementary School
Kathleen Chichetti – Cottage Lane Elementary School
Emily McKay – South Orangetown Middle School
Nicole Lai – Tappan Zee High School
Steven Cohn - Tappan Zee High School

Parent Representative:

Liz Dudley– Parent

Revised/Updated: May, 2022

SOUTH ORANGETOWN CENTRAL SCHOOL DISTRICT

Professional Development Plan

Our Professional Development Plan contains five components: ***Preamble, Theory of Action, Student Needs, Goals and Objectives, Implementation, and Evaluation.***

Professional development activities are aligned to one or more objectives of the Professional Development Plan. When conceived and implemented, professional development activities must include an indication of which evaluation activities will be used to determine the extent to which objectives were achieved. When professional development activities are completed, evidence will be provided on how the objectives were achieved.

Each year, the Professional Development Team will review activities directed at achievement of goals and recommend adjustments or changes in the Plan.

Preamble:
Teachers will meet the needs of all students by continually re-examining their beliefs, actions, programs and expectations. A broad range of both quantitative and qualitative evaluation tools may be employed to measure and monitor student success.

Theory of Action:
If we develop a culture of trust which enables people to take risks through providing ample opportunities to discuss and share best practices, while engaging in professional development then teaching and learning will continuously improve.

Student Needs:

Student needs are viewed as positive needs rather than as deficiencies.

- Students will be actively engaged and self-reliant learners.
- Students will be critical thinkers and problem solvers.
- Students will be effective communicators.
- Students will develop intellectual curiosity and a love of learning.
- Students will acquire knowledge and understanding through discussion and
- Collaboration on real-world problems. .
- Students will appreciate and experience the social context of learning and growing.
- Students will have opportunities and supports that will enable them to reach their full potential.

Goals and Objectives

Goals are aligned with the District's Strategic Plan, including Focus Area A: Promoting academic success for all students by ensuring equitable access to rigorous curriculum, aligned instructional materials, and meaningful assessments that guide instructional practice, and Focus Area B: Developing and retaining a team of highly-qualified staff through recruitment and professional development.

Goal 1:   Teachers will stay current with Best Practices and support their students in becoming responsible, self-reliant, and life-long learners and provide them with the skills to Promote Academic Success.

Goal 2:   Teachers will be supported in helping students develop a growth mindset and skills needed to be independent readers, writers, mathematicians, communicators, and researchers.

Goal 3:   Teachers will address the diverse needs of all learners by using formative and summative assessments to differentiate lessons and activities to meet students' needs.

Goal 4:   Teachers will create a community of learners that help to support the social and emotional needs of all students.

- ○ We support new teachers with mentors using Title II funds for professional development and ongoing mentoring support.

- ○ We provide all teachers with support through a blended model of professional development, which includes instructional coaches for literacy, math, science, and technology to enhance teaching and learning.

- ○ Our Instructional Coaching Model helps provide specific feedback to teachers to help them improve. Our coaches primary roles are:

  - ■ Model best instructional practices.
  - ■ Help teachers implement effective instructional strategies, new ideas, often by planning with and observing a teacher to provide feedback, demonstrating a lesson, or co-teaching.
  - ■ Curriculum: Excel at understanding content state standards, how the components of a curriculum link to strong instructional practice,
  - ■ Data: Leads conversations that assists teachers in analyzing data and then applying the data to strengthen instruction.
  - ■ Provides resources that are aligned with New York State Standards, including curriculum maps.

Blended Model of Professional Development

We pride ourselves on our blended model of professional development, which includes outside expertise in specific content areas coupled with in-district administrators, instructional coaches, and teachers who help plan and facilitate and differentiate Professional Development for the district. The instructional coaches provide a variety of professional development for a wide spectrum of teachers using powerful methods of coaching that is differentiated to meet individual teacher needs. The coaching relationship emphasizes the importance of community building—of relationships, identities, personal motivation—as well as skill development. The coaches guide students and teachers and find ways to support skill development along with a collaborative, vibrant, and respectful classroom community. The coaches focus on ensuring that we are implementing a model of instruction that provides time for: Direct teaching of explicit content; strategies, and skills; ample opportunities for students to discuss and explore that content through problem solving; and time for assessing that the content has been learned and can be applied in a variety of situations. The instructional coaches also attend the BOCES Curriculum Council for each of their subject areas.

Implementation Component

Implementation of the plan will follow the process below. Each year, it is intended that teachers' professional goals will be aligned with school and district goals.

The District administration and/or the Professional Development Committee will decide on specific activities to achieve the defined goals and objectives. These activities will become part of the District's professional development opportunities and catalog.

Or,

School administrators and/or building teams may decide on specific activities to achieve plan objectives.

Or,

Individual teachers may design professional development activities aligned to the achievement of specific objectives.

The objectives and goals in the plan can be achieved through the use of one or more of these implementation strategies. A key to successful implementation is thoughtful and reflective consideration of one's teaching and learning experiences.

Professional Development

- In-service course work (CTLE Credits)
- Graduate course work
- Workshops and conferences (CTLE Credits)
- Mentor program (CTLE Credits)
- Superintendent Conference Days (CTLE Credits)
- Professional Learning Communities (PLCs) (CTLE Credits)

Innovative Designs in Education (IDE)
- Gene Thompson Grove (CTLE Credits)
- Facing History and Ourselves (CTLE Credits)
- Teachers College Reading and Writing Project(CTLE Credits)
- Data collection and analysis
- Technology-based research
- Peer observations
- Instructional Rounds
- Action research

Observation and Evaluation

Administrative observation and evaluation (3012-d)

Continuing Teacher and Leader Education (CTLE): The New York State Education law requires that holders of a professional certificate in the classroom teaching service or educational leadership service and holders of a Level III Teaching Assistant certificate (not permanent certificates) who are practicing in a New York public school or board of cooperative educational services (BOCES) to complete 100 hours of Continuing Teacher and Leader Education (CTLE) during each five year registration period. SOCSD is an NYSED CTLE Provider. Teachers should review professional learning activities in mylearningplan to determine if an offering qualifies for CTLE credit. It is each educator's responsibility to complete CTLE hours and to maintain documentation.

Evaluation Component:

The intent of this plan is to provide for a variety of methods to assess progress towards achieving the goals of the Professional Development Plan. Each professional growth endeavor must have an evaluation component.

The following tools are available to assess progress towards achievement of goals and objectives:

· Administrative observation and evaluations
· Goals and Evidence Collection
· Action research
· Student interviews and surveys
· Analyses of student work
· Teacher interview and surveys
· Test data analyses (Disaggregated and longitudinal data)
· Formative and summative assessments
· Consultant review/Tristate review
· District/School Report Card
· BEDS Data

District-Wide Opportunities

Innovative Designs in Education (IDE)

IDE Summer Workshop

July 11-14, 2022

In addition to providing CTLE credits for certification, these sessions are in-service workshops that count as credits towards either salary movement or stipend.

The workshop will address equity within classroom culture, instruction, and assessment through IDE Corp.'s 7 Lenses for Instructional Equity: opportunity, access, empowerment, relationships,

representation, authenticity, and cultural responsiveness. The workshop is designed and differentiated for teachers with any level of experience.

We will focus on real-world problems that provide choice and voice for all students.

4-Day Workshop Overview

 Developing Your Equitable Learning Environment.

Given students' varied experiences and cultural backgrounds, it is necessary to plan instruction toreach every student. Only then can we ensure that content/instruction for a student isindividualized and incorporates cultural backgrounds and experiences. Cultural responsivenesshas four areas of focus: home and school partnerships, culture of high expectations, student-driven learning, and teacher facilitation.

During this workshop, participants will explore, but will not be limited to, the following topics:

- Designing facilitation tools and strategies for leveraging language of high expectation
- Developing strategies and tools to create a student-driven learning environment
- Developing structures and activities to increase student representation in the classroom
- Design of authentic learning experiences related to real-world issues, including those of social justice
- Design of materials to build parent/caregiver partnerships

IDE Virtual Learning Communities

In addition to providing CTLE credits for certification, these courses (online) are in-service workshops that count as credits towards either salary movement or stipend.

We will be offering the following online professional development opportunity through IDE Corporation. There are a number of online courses that run asynchronously during the time periods listed below. Although they are asynchronous, the courses run over a specific time period because there are several timed opportunities for online collaboration with the instructors and classmates during the courses.

These courses all involve you creating resources that you can use right away in class, opportunities to reflect on implementing the tools created, many open video conference times to talk with a consultant each week, model a differentiated online environment with choice, and an opportunity to collaborate with teachers from other districts who are also taking the course.

- Creating Lesson Plans that Build Executive Function
- Designing Problem-Based Authentic Learning Units
- Cloud Infusion: Making Technology Count in the Quest for Student Achievement
- Creating a STE(A)M Culture in Your Classroom

Innovative Designs in Education Virtual Learning Communities/Courses

We are continuing to shift our model of professional learning to include more self-paced learning opportunities for staff to maximize time for teaching and learning.

VLC	Session Dates

Reinventing the Classroom Experience
 	
Throughout history, major events have disrupted the norm to produce innovation. The COVID-19 pandemic challenged students, teachers, and parents to identify new ways to provide "schooling" via remote connections. No one could have imagined that schools would close for months, leaving students to learn at home based on remotely delivered lessons. The pandemic was a wake-up call for schools: to be prepared to provide high-quality instructional experiences through structures and strategies that work as well at home as they do in school, such that students can learn anywhere, anytime. This course will help you rethink your instruction to foster academic resilience, facilitate learning acceleration, and ensure achievement and social emotional learning for all students. You will explore structures and strategies to support an innovative learning environment that works regardless of where students are, allowing students to learn anywhere, anytime.
 	
Syllabus
 	
1. Explore the unique nature and nuances of instruction that promotes learning anywhere, anytime
2. Map out plans and begin to design resources that promote the following:
    1. Student engagement
    2. Content delivery
    3. Executive function
    4. Social and emotional learning
    5. Assessment
3. Gain strategies and structures around 7 Attributes of a Hybrid Learning Environment.
4. Explore strategies and structures for addressing the needs of students with special needs, those who struggle academically, and English Language Learners.
5. Build knowledge of the capabilities of your district's remote learning platform.
6. Explore opportunities to advance learning acceleration through purposeful facilitation strategies.
 	
Participants in this course will use *Reinventing the Classroom Experience* by Dr. Nancy Sulla as a resource. If you need a copy of the assigned book please contact Ann Quigley at aquigley@socsd.org.   Access to MyQPortal is included for all participants while enrolled in the VLC. **25 credit hours.**
	June 20 – July 10
	
	July 18 – August 7
	
	August 15 – September 4

Designing Problem-Based Authentic Learning Units
 	
Explore the power of problem-based learning in the classroom. Design a problem-based task, a rubric to drive instruction, and a scaffold of rich and diverse learning activities to implement with your students
 	
Syllabus
 	
1. Understanding how "Raising Academic Rigor," "Engaging Students in Learning," and "Building Student Responsibility for Learning" go hand-in-hand
2. Developing authentic, open-ended, problem-based tasks that create a felt-need to learn (expectations adjusted if the participant has taken the introductory course)
3. Designing analytic rubrics to offer clearly articulated expectations, a roadmap for all learners, and challenges for gifted learners
4. Designing a scaffold for learning to develop differentiated learning and practice activities
5. Developing one or more other structures to support the unit, e.g.:
    ○ Formative Assessments to drive instructional planning
    ○ Facilitation Questions to probe students' thinking at higher cognitive levels
    ○ Facilitation Grid to manage your ongoing student facilitation
 	
Watch IDE Corp.'s YouTube video "What's the difference between project-based learning and problem-based learning?".
 	
This course will use your choice of Dr. Nancy Sulla's books, *Students Taking Charge In Grades K-5* or *Students Taking Charge In Grades 6-12* as a resource. Only one is required. If you need a copy of the assigned book please contact Ann Quigley at aquigley@socsd.org. Access to MyQPortal is included for all participants while enrolled in the VLC. **25 contact hours.**
	June 20 – July 10
	
	July 18 – August 7

Building Executive Function to Support Learning Acceleration Executive function is critical to all students' academic achievement; and we now know it can be developed and accelerated. Enhance your academic lesson plans by fostering the six key aspects of executive function, intentionally building critical achievement prerequisites in students. **Syllabus** 1. Understanding how executive function is inextricably linked to the academic achievement of students at all developmental levels through the lens of six levels of increasingly complex life skills 2. Understanding how executive function develops and how growth can be accelerated 3. Understanding the difference between learning and practice activities, and the importance of purposeful "grappling" with content 4. Developing learning and practice activities aimed at building executive function across the seven key components: working memory, cognitive flexibility, planning, reasoning, problem-solving, and self-regulation 5. Creating a plan to implement structures that build executive function in the learning environment 6. Learning to facilitate instruction by asking questions that lead to the development of greater executive function Watch Dr. Nancy Sulla's YouTube videos "Executive Function: The Missing Link to Student Achievement" and "All Students Can Learn with Executive Function". This course will use Dr. Nancy Sulla's book, *Building Executive Function: The Missing Link to Student Achievement* as a resource. If you need a copy of the assigned book please contact Ann Quigley at aquigley@socsd.orgAccess to MyQPortal is included for all participants while enrolled in the VLC. **25 contact hours.**	July 5 – July 24

Designing Equity Driven Learning Environments
 	
Equitable and culturally responsive teaching practices raise the level of rigor and maximize potential for all learners. In this course you will explore the role of teacher as curator to reflect on your learning environment that accepts, appreciates, and advocates for cultural differences and social justice. Participants will explore and brainstorm problems focused on instructional and social equity. They will navigate and design culturally responsive resources, structures, and teaching practices to address bias in and beyond the classroom. This course will position participants to leverage students' culture, language, and life experiences into rigorous academic achievement.
 	
Syllabus
 	
1. Establish working definitions of equity, bias, and social justice in the classroom
    Develop strategies and structures for prioritizing a culturally responsive classroom through needs-identification, resource-access, and tuned-facilitation
    Develop learning activities through a culturally relevant lens to meet cognitive levels and learning styles
    Design opportunities for students to learn in an environment that promotes executive function through structures and facilitation
    Explore facilitation strategies to build and maintain relationships and trust with students
    Brainstorm problems to address social justice and equitable access and opportunity issues within the students' neighborhood
 	
Access to MyQPortal is included for all participants while enrolled in the VLC. **25 contact hours.**
	July 5 – July 24
	
	August 1 – 21

Prioritizing Social and Emotional Learning	Session Dates:
Social and emotional learning (SEL) plays a major role in one's success in life and career. Being in touch with emotions, controlling them, setting and achieving goals, engaging with others in socially appropriate ways, demonstrating empathy toward others, establishing positive relationships, and taking responsibility in life are critical skills that are not necessarily included in school curricula. How can these critical skills be developed while students are not physically in school every day? In the hybrid learning model, synchronous instruction is redesigned to allow for, and in many cases, prioritize, Social and Emotional Learning. In this course, participants will explore a hybrid learning model, and develop strategies to prioritize collaboration, self-awareness, and responsible decision making skills. They are skills that are fostered every day in student-driven learning environments like the Learner-Active, Technology-Infused Classroom. Develop structures and strategies you can employ to build SEL in your classroom or school.	July 6 – July 18
Syllabus	
1. Developing an understanding of the core competencies of SEL as defined by CASEL. 2. Developing an understanding of the interplay among problem-based learning, structures, and teacher facilitation in a Hybrid Learning Environment. 3. Exploring how each of the core competencies of SEL are addressed through the goals of engagement, empowerment, and efficacy in a student-driven classroom. 4. Developing a set of structures for building SEL in a Hybrid Learning Environment. 5. Developing a repertoire of teacher facilitation strategies for building SEL in a Hybrid Learning Environment. 6. Developing learning activities that promote SEL in a Hybrid Learning Environment.	August 9 – August 22
Participants in this course will use *Reinventing the Classroom Experience* by Dr. Nancy Sulla as a resource. If you need a copy of the assigned book please contact Ann Quigley at aquigley@socsd.orgAccess to [MyQPortal](#) is included for all participants while enrolled in the VLC. **25 credit hours.**	

Ten Mindsets for Transformational Leadership	Session Dates:
In this course, participants will engage with the "Ten Mindsets for Transformational Leadership" from Students Taking Charge: Implementation Guide for Leaders by Dr. Nancy Sulla, Julie Marks, and Tanya Bosco. Participants will gain insights, tools, and strategies for leading schools and districts in ways that transform practice and mindsets. They will design action plans to inspire the adaptive change at the core of schools focused on improving student achievement and experience through engagement, empowerment, and efficacy. They will engage in a variety of virtual settings over the course of each month and will engage in collaborative learning with other school and district leaders seeking the same transformational outcomes.	Jul 18 – August 7

Syllabus

1. Engage with Ten Mindsets across multiple activity lists throughout the course
2. Gain insights, tools and resources for use in faculty meetings, observation conferencing, PLCs, learning walks, book clubs and more…
3. View the Mindsets through a systems-based approach, making connections to key components of school and district goals, mission and vision
4. Collaborate and engage with the authors and other school leaders across schools and districts
5. Explore scenarios and develop actionable steps to take each month to move from engagement to empowerment to efficacy

Participants in this course will use *Students Taking Charge: Implementation Guide for Leaders* by Dr. Nancy Sulla, Julie Marks and Tanya Bosco as a resource. If you need a copy of the assigned book please contact Ann Quigley at aquigley@socsd.org. Access to MyQPortal is included for all participants while enrolled in the VLC. **25 contact hours.**

Teaching Through the Power Standards How will schools catch up with the curriculum after the spring closing of schools? How can teachers make the most of their time with students to cover a lot of curriculum. It all comes down to Power-Standards: those standards that drive the mastery of other standards. It's all about starting with the end in mind, which is typically application of learning, building a "felt need" for students to learn, and then providing differentiated learning activities toward achievement. **Syllabus** 1. Deconstruct your standards to identify the power-standards. 2. Develop maps to relate your power-standards to related content 3. Generate related problems to drive instruction through the power-standards. 4. Develop lesson plans to start your year Participants in this course will use Dr. Nancy Sulla's book, *It's Not What You Teach But How* as a resource If you need a copy of the assigned book please contact Ann Quigley at aquigley@socsd.orgAccess to [MyQPortal](#) is included for all participants while enrolled in the VLC. **25 contact hours.**	Session Dates: August 1 – 21

Facilitating Academic Resilience The 2020 School Year changed the way we look at education. How can you ensure that each of your learners is able to access learning and succeed in any learning environment? The teacher's role as a facilitator of learning has become more relevant than ever. Explore strategies to help students navigate their learning environment to build academic resilience, accelerate student learning, and support social emotional learning and executive functioning. This course will help you rethink instruction to prioritize differentiation and scaffolds that will meet all learners' needs. **Syllabus** 1. Explore and develop strategies to help students manage and self-regulate in any learning environment (inclusion, self-contained, or other). 2. Gain strategies and structures to support differentiated student engagement 3. Explore graphic organizers and other scaffolding tools to engage students in the learning process and develop executive function. 4. Develop purposeful opportunities for students to self-assess and reflect, as well as to support students' executive function and social and emotional learning. 5. Create structures and protocols to support students during collaborative activities and develop the 5 competencies of SEL. 6. Explore opportunities to build a learning community with parents, caregivers, aides, and/or paras to create an optimal learning environment Participants in this course will use *Reinventing the Classroom Experience* by Dr. Nancy Sulla as a resource If you need a copy of the assigned book please contact Ann Quigley at aquigley@socsd.org. Access to MyQPortal is included for all participants while enrolled in the VLC. **25 credit hours.**	Session Dates: August 1 – 21

Using Formative Assessment to Drive Instruction	Session Dates:
Explore the structures and strategies you can use to gather formative assessment data to drive instruction that is targeted for increased student achievement. Design formative assessments for use with your students.	August 1 – 21

Using Formative Assessment to Drive Instruction

Explore the structures and strategies you can use to gather formative assessment data to drive instruction that is targeted for increased student achievement. Design formative assessments for use with your students.

Syllabus

1. Developing formative assessments across four categories: temperature gauges, breakpoint assessments, student-directed assessments, and comprehensive assessments
2. Using formative assessment data to differentiate classroom activities
3. Using formative assessment data to drive facilitation of instruction
4. Designing formative assessment grids to allow participants to easily collect and track assessment data while moving about the room and facilitating instruction

Participants in this course will use *Reinventing the Classroom Experience* by Dr. Nancy Sulla as a resource. If you need a copy of the assigned book please contact Ann Quigley at aquigley@socsd.orgAccess to MyQPortal is included for all participants while enrolled in the VLC. **25 credit hours.**

Session Dates:

August 1 – 21

Designing Differentiated Digital Activity Lists In this course, participants will leverage choice and technology to provide students with the ultimate differentiated learning environment. They will develop differentiated digital activity lists rooted in rigorous instruction that offer multiple ways to learn and apply content. Participants will explore autonomy, purpose, and mastery as motivators in all learning environments. They will design differentiated activity lists to put students in charge of their own learning, creating a structure that allows students to make decisions within a structured framework. Making informed decisions is an essential life skill that teachers can support with intentional classroom practices. **Syllabus** 1. Exploring ends-based teaching as a foundation for differentiation. 2. Understanding the difference between learning and practice activities. 3. Connecting student choice and voice to empowerment and academic achievement. 4. Exploring UDL strategies to consider cognitive levels and learning styles when developing learning and practice activities for anywhere, anytime. 5. Building a differentiated digital activity list to provide students choice in how and when they engage in learning and practice activities. 6. Exploring the role of the teacher in an environment that empowers students to take more responsibility for their learning. 7. Exploring the role of technology to leverage opportunities for differentiation in differentiated digital activity lists. 8. Developing instructional videos and activities to support differentiation in digital activity lists. Participants in this course will use *Reinventing the Classroom Experience* by Dr. Nancy Sulla as a resource. If you need a copy of the assigned book please contact Ann Quigley at aquigley@socsd.orgAccess to MyQPortal is included for all participants while enrolled in the VLC. **25 credit hours.**	Session Dates: August 15 – September 4

PBL Implementation — Next Steps in Student-Centered Authentic Learning Units Deepen your knowledge of the power of problem-based learning in the classroom with a focus on implementation strategies. Design differentiated activity lists with multiple ways for students to learn, develop content facilitation grids and questions to support student-driven learning, and implement four types of formative assessments throughout the PBL unit. *Note: Participants will apply course content to a previously created Problem-Based task and rubric.* **Syllabus** 1. Designing activity lists that offer students required activities, choice activities (offering more than one way to build a concept or skill), and optional activities (offering extension opportunities to those who are advanced) from a brainstormed scaffold for learning 2. Developing facilitation grids, laying out skills and concepts to assess student learning as the teacher facilitates instruction. 3. Designing facilitation questions to move students to higher-order thinking. 4. Understanding the role of the Four Types of Formative Assessment to support progress monitoring and growth. 5. Creating a transfer task as a venue for students to apply, or "transfer," their learning from an authentic PBL unit to a new real-world context Watch IDE Corp.'s YouTube video "What's the difference between project-based learning and problem-based learning?". This course will use your choice of Dr. Nancy Sulla's books, *Students Taking Charge In Grades K-5* or *Students Taking Charge In Grades 6-12* as a resource. Only one is required. The assigned book must be purchased in advance. Access to MyQPortal is included for all participants while enrolled in the VLC. **25 contact hours.**	Session Dates: August 15 – September 4

Creating a Climate of Executive Function in Your Classroom Explore how executive function supports the critical life skills of conscious control, engagement, collaboration, empowerment, efficacy, and leadership. Develop activities and strategies for classroom use, as well as targeted facilitation to improve students' executive function. **Syllabus** 1. Understanding the six levels of increasingly complex life skills that depend upon executive function 2. Identifying activities and structures that build executive function focused around the critical six levels of life skills 3. Understanding how teacher facilitation builds the executive function skills around the critical six levels of life skills 4. Designing structures for the classroom to create a culture of executive function 5. Developing tools for teacher facilitation to create a culture of executive function This course will use Dr. Nancy Sulla's book, *Building Executive Function: The Missing Link to Student Achievement* as a resource. If you need a copy of the assigned book please contact Ann Quigley at aquigley@socsd.org. Access to MyQPortal is included for all participants while enrolled in the VLC. **25 contact hours.**	Session Dates: August 15 – September 4

TRI STATE CONSORTIUM PARTNERSHIP

SOCSD has been a member of the Tri States Consortium since 2004, and we have conducted visits in the areas of ELA/Writing, Math, Response to Intervention, Science and Engineering, and Social Studies.

For our next curriculum review, we explored several themes and decided to refocus our efforts on fostering opportunities for students to collaborate and communicate through discussions in authentic and meaningful ways, which has been severely hampered by the pandemic. We are reminded that one of the core competencies our students must continue to develop is their listening and speaking skills. We see a unique opportunity to collect evidence about how students are developing and honing communication skills. The visit will take place March 22-24, 2023.

FACING HISTORY

By integrating the study of history, literature, and human behavior with ethical decision making and innovative teaching strategies, Facing History's program enables school teachers to promote students' historical understanding, critical thinking, and social-emotional learning. As students explore the complexities of history, and make connections to current events, they reflect on the choices they confront today and consider how they can make a difference.

Facing History's unique approach to pedagogy, classroom resources, professional development, coaching, and support equips teachers with the tools and strategies they need to help students become thoughtful, responsible citizens. Facing History fosters empathy and reflection, improves students' academic performance, reinvigorates teachers, and builds safe and inclusive schools

GENE THOMPSON GROVE

Gene is a long-time South Orangetown Educational Consultant that works with administrators and staff on Professional Learning Communities, Response to Intervention, Differentiated Instruction, and Equity, Diversity, and Inclusion.

APPENDIX A

New York State Professional Development Plan

The Professional Development Plan (PDP) is a requirement of New York State Education Commissioner's Regulations. Its purpose is: to improve the quality of teaching and learning by ensuring that all teachers participate in substantial professional development to meet the learning needs of their students. An important feature of the PDP is that professional development must be linked to improved outcomes for students.

The Plan must include a needs analysis, goals, objectives, implementation strategies, activities, and evaluation standards. The Professional Development team reviewed data related to student achievement and determined that our District would be best served by a plan that addressed generic and positive student needs rather than student deficiencies.

We also determined to develop relatively broad goals and objectives to encompass a range of professional development opportunities directed at the student needs. Given that the goals are broad, the evaluation activities are suggestive and intended to be made more specific as specific professional development projects are conceived.

It is expected (and required by Regulation) that all teachers will participate in professional development activities each year through one or more of the mechanisms specified in the implementation component. It is also expected that each professional development activity – whether created at the district level, building level, or by individual teachers – will specify the goals and objectives that are being addressed and the manner by which the participants will know if the objective was achieved.

It is envisioned that the Professional Development Plan along with the Annual Professional Performance Review (APPR) will integrate professional development and teacher review toward the common goal of improved student outcomes.

Highlights of the State Plan

Goals of the Professional Development Plan

· To improve the quality of teaching and learning through differentiated professional development
· To meet the diverse learning needs of students
· To be based on teachers' needs
· To be tied to student achievement
· To provide for participation in planning
· To coordinate planning process
· To strengthen evaluation

Professional Development Plan Required Components

·   Needs analysis
·   Goals
·   Objectives
·   Strategies
·   Activities (Implementation)
·   Evaluation standards

For Teachers:

·   Provides substantial professional development
·   Is aligned with students' learning needs and teacher capacity
·   Participation is expected
·   Is aligned with NYS learning standards
·   Is articulated across grade levels
·   Is continuous and sustained
·   Indicated how effectiveness is determined

For Teachers With Professional Certification
·   Provides CTLE 100 hours of participation every five years to maintain Professional Certification

Members of the Professional Development Team

·   Appointed according to Board of Education policy
·   Must have a majority of teachers (appointed by bargaining unit)
·   Must include Superintendent or designee
·   Must include school administrators (selected by bargaining unit)
·   Must include at least one parent (selected by parent group)
·   Must include a curriculum specialist
·   A higher education representative (where feasible)

Professional Development Team Schedule
·   Has 180 days to develop a Plan
·   Must convene prior to October 8, 2017
·   First year for plan implementation: September, 2000

Board of Education Role and Schedule

· Professional Development Team will submit revised components of plan based on feedback from the Professional Development Committee by 6/30/22
· Board of Education may accept or reject plan in whole or in part by July 1, 2022
· BOE will implement Plan by 9/01/22
· Plan will be in place by 9/1/22
· Plan will be reviewed annually or multi-plan must be reviewed annually by the Professional Development Committee

Reporting Requirements

Superintendent assures:

· That the District has complied with the PDP requirement in the current year
· That the District has a plan in place for the succeeding year

Commissioner may request a copy of the PDP and recommend changes

Other Provisions:

· Voluntary participation by teachers for after-school hours or subject to collective bargaining
· Variance for districts with existing contracts that conflict with regulations.

APPENDIX B

SOUTH ORANGETOWN CENTRAL SCHOOL DISTRICT

MISSION STATEMENT

The mission of the South Orangetown Central School District is to elevate, engage and inspire through personalized and exceptional educational experiences that ensure all students achieve to their fullest potential.

Our values are:

- To challenge our students with the highest quality education

- To foster an inclusive school district community based upon respect, responsibility, equity and global citizenship, and

- To provide a safe and nurturing environment which prepares every student for future success

APPENDIX C

South Orangetown Central School District Mentoring Program

New Teacher Induction and Mentoring Program

Each year we provide mentors to all new teachers. We also provide mentors during the second year if necessary. The district works with EASO to provide the best match between the new teachers and thementors. New teachers meet three times of year with the Assistant Superintendent and the Director of Staff Relations to focus on the district's vision and best practices.

The new teachers are involved in a New Teacher Orientation before school starts. This session will be held on August 29, 2022 and focuses on lesson planning, project-based learning, student-centered classrooms as well as the Teacher Evaluation system (3012-d) used by the district. The new teachers also spend time at their new schools with activities planned by the school leaders. New teachers are issued their passwords and receive technology training. At least three additional new teacher workshop sessions will be planned throughout the 2022-2023 school year.

During each year of the probationary period, each teacher is observed formally at least three times using our district's teacher evaluation program, which includes a pre-observation, observation and post observation. In addition, the teachers are observed informally via learning walks. The teacher has a mid- year and end of year conference with the administrators.

If a probationary teacher is not progressing in a satisfactory manner then a professional teacher improvement plan will be collaboratively developed and implemented by the teacher in need of improvement, school leaders, and EASO representatives (Per EASO contract). Specific goals and outcomes are developed based on identified needs. If the teacher improves, the professional improvement plan will be suspended. The district's expectation is that a teacher receiving tenure will reach effective in most of the evaluated areas.

APPENDIX D

Evaluation System

Our district's APPR is based on an evaluation model developed from Charlotte Danielson's Framework for Teaching. We customized the indicators based on the district's goals and expectations. Administrators are trained in this model every year. Administrators are also provided with re-calibration and inter-rater reliability training as we recognize that providing meaningful feedback to administrators and teachers is a craft that must always continue to be developed.

During the course of the year, the Assistant Superintendent for Curriculum leads professional development on the evaluation model. The principals and assistant principals share their evaluation reports and provide critical feedback to help improve their work. In addition, informal and unannounced observations will occur on a frequent basis. All observations, formal and informal are documented in an online evaluation system (Staff Trac). The central office administrators also observe instructional staff.

Administrators are evaluated using a similar APPR. Each year the administrators develop their goals based on their individual strengths and needs. They review these goals with the Superintendent to develop their yearly plan and meet for a midyear and end of year review.

APPENDIX E

Professional Development Goals/Matrix

Goal # 1: Teachers will stay current with Best Practices and support their students in becoming responsible, self-reliant, and life-long learners and provide them with the skills necessary for promoting academic success in the 21st century.

Objective Teachers will work together to…	Activity	Evaluation
Use critical thinking skills to acquire information that will enable them to understand and contribute to our changing world.	Faculty/Dept. meetings, Supt. Conf. Day activities, in-service/graduate courses, workshops/conferences, consultants · Supt. Conf. Day agenda · Faculty mtg. Agenda · Department Meetings · Team Meetings · Innovative Designs in Education · Habits of Mind · Google Applications for Education · Work with IDE Consultants and IDE Teacher Leaders to plan new units to be more problem-based.	Local and NYS assessments Performance assessments · Curriculum Maps in Google Docs and Word Press · Blogs/Shares Folders · Performance based tasks and assessments · Anecdotal Teacher · Conference Notes · Analysis of student, parent, and staff survey · Instructional Rounds to assess the degree to which students are engaged, active and more responsible for their learning.

Work collaboratively with others and learn the skills to locate, process, and apply information of all types in order to solve problems, think critically and/or acquire knowledge.	Instructional technology training at District and building level In-service classroom and on-line · Web Literacy · Videoconferencing · Enhance teacher web presence · Technology team work · Google Tools	APPR, Performance Assessments: Student projects, reports, presentations · Project-based projects · Technology-based Projects · Engineering based projects · Earth and Space Projects
Enhance students' abilities to think creatively, construct knowledge, and develop innovative products and processes using technology.	Develop long-range technology training plan with scope and sequence based on ISTE standards Technology Leadership Team	Performance Assessments · Evaluation of student work · Implementation of laptops · Integration of technology tools into lessons.

| Exhibit proficiency in technology integration in order to enhance students' abilities to use technology effectively. | APPR, professional development as described above
· Video Conferencing Training
· Smartboard Technology
· Senteo project
· RTI Portal
· IDE
· Website integration workshops K-12 on Supt. Conference Days
· Google training
· Ensemble Training
· Starlab Training
· 1:1 Chromebook Initiative to promote virtual collaboration and learning beyond the classroom (flipped learning and extended learning opportunities).
· VHS - the opportunity to take classes online.
· PLTW - provides students the opportunity to take classes related to engineering, using sophisticated/industry software and showcase it at the School Maker Faire | Performance assessment
Student work
· APPR
· Goal review
· Smartboard Training questionnaire
· Development of online courses and assessments
· School Maker Faire to showcase student learning/projects |

SOUTH ORANGETOWN CENTRAL SCHOOL DISTRICT

Goal #2: Teachers will be supported in helping students develop the habits of mind and skills needed to be independent, efficient, critical readers, writers, thinkers, communicators and researchers.

OBJECTIVES Teachers will work together to…	ACTIVITY	EVALUATION: PERFORMANCE MEASURE/DATA SOURCE
Develop and align ELA curriculum maps with the NYS Standards and Common Core State Standards.	· Professional development in UBD · NTI (New Teacher Institute) · Curriculum Mapping · Curriculum Map audit K-12 · Instructional Coaches · Professional Learning Communities (Cornerstone Connect) · Common Core Alignment · BOCES Module Workshops	· Local/State assessments · Performance assessments · Curriculum Mapping work · Common assessments · Fountas & Pinnell Assessment and Intervention · TC Writing Rubrics · Curriculum Timeline and Writing Outcomes
Provide opportunities for students to interact daily with different types of text and experiences through reading, writing, listening, and/or speaking activities.	· Professional development in UBD · Curriculum Mapping · IDE training · Fountas & Pinnell Leveled Literacy Intervention	· Local/State assessments · Performance assessments · Improving Reading and Thinking Strategies · Curriculum Mapping work

Implement and plan instruction using the workshop model to address individual student needs. Formative and summative assessment should be ongoing to help guide instruction.	· Professional development activities · New Teacher Institute · School-wide units of study · IDE · Curriculum Map audit K-12 · ELA Leadership Team K-12 · Teacher Teams/ Administrators with · Professional Learning Community Work · Reading/Writing partnerships across buildings · Instructional rounds	· Local/State assessments · Performance assessments · HS/MS Department Meetings · Curriculum Review Rubric · Minutes from partnership meetings · Common online assessments
Develop their own practice through self-assessment, collegial interactions, and thoughtful reflections *continued*	· Study groups (Critical Friends training and Coaching Workshop) · Writers Workshop Articulation Meetings (WOS/CLE) · Classroom Inter-visitations · Collaborative Examination of Student Work · Joint Study groups · Joint Department meetings (SOMS/TZHS) · PLC · WOS:CLE partnerships · Instructional Rounds K-12 · APPR workshops for Administrators: Lead Evaluator Training and Recalibration training	Multiple measures of student achievement data · PLC Goals

Goal #3: Teachers will address the diverse needs of all learners.

OBJECTIVE	ACTIVITY	EVALUATION: PERFORMANCE MEASURE/DATA SOURCE
Teachers will be supported through professional development in acquiring the knowledge and skills to deal with the challenges of an academically diverse classroom.	Professional development in Differentiated Instruction, learning styles, models of co-teaching, brain-based learning, All Kinds of Minds & Mindset with Gene Thompson -Grove Differentiated workshops RTI Workshops IDE Balanced Literacy Gifted and Talented Services CST Workshops Fountas & Pinnell Benchmark Assessment & Leveled Literacy Intervention Tristate Visits and Reviews	· State & local assessments · Disaggregated data analysis · Differentiated lessons · Fountas & Pinnell · Improved student performance · Schools in good standing · Graduate/college data
Teachers will understand, develop, and utilize appropriate alternative assessment tools. Performance data will include: teacher-developed tests and other formative assessments, observations of student learning, student work. School developed/administered assessments and State tests will be used by teachers to analyze student learning.	· Professional development in UBD · Workshops in assessment · Performance-based assessment · Strategic Planning and Instructional Rounds · Data analysis workshops · RTI Tracking System · School Based Data Inquiry Team · Wilson Training · STAR Assessment System	Evaluation of student work, projects, etc. · Collaborative analysis of student work · Develop data portfolio and district-wide data analysis plans. · BOCES data analysis · Common assessments at each grade level in every curricular area

Teachers will support each student's individuality by encouraging students to assume responsibility for learning more about themselves and by supporting their pursuit of new and challenging experiences.	Develop student reflection activities On-going implementation of character education programs Development of new courses Math Intervention Specialist	Student work, especially writing TZHS – Course selection Co-curricular and extra-curricular activities. Project Lead The Way-Aerospace Engineering Common Core Algebra and Geometry Honors Courses AP Courses
Teachers will create, assess, select, and adapt a rich and varied collection of resources. These resources will be shared with colleagues.	Develop and communicate school & District resources, on-line and electronic networks, partnerships with professional organizations, etc. Teachers/administration Website RTI Book clubs	Quality instructional practice, lesson plans, and resources SOCSD Shares Folders SOCSD Teacher Blogs Workplace RTI Direct Portal
Teachers will integrate content and skills in their subject areas so that students will be technologically proficient in their ability to access information in the 21st Century. Superintendent's Conference Days - Enhancing blogs and websites work; ensemble video training; work with technology team	Professional development Technology/integrated training; use of internet, webquests/podcasts, wikis Teachers/administration Web Tools	State & local assessments Technology assessments? Technology collaborations via mini grant programs

Goal #4: Teachers will create a community of learners and foster a respectful and engaging learning environment.

OBJECTIVE	ACTIVITY	EVALUATION: PERFORMANCE MEASURE/DATA SOURCE
Teachers will help students develop intellectual curiosity and a love of learning by engaging in professional development that supports character education.	Professional development in instructional strategies that support a warm, inviting learning environment. · School Quality Task Force · Mini-grants · PTA Reflections · Morning Meeting · Blogs · District-wide meetings · Extended Leadership Team · DLT and BLT meetings	Performance assessments Analysis of student, parent, and staff survey
Teachers will establish a caring, stimulating, and safe school community where students can take intellectual risks and practice democratic principles.	Continue to develop character education, anti-bullying programs and training Student initiated clubs Student Advisory Council District-wide Character Ed Committee 7 Habits of Effective Teens	Data analysis of school tone, discipline incidents, etc., community survey · Assess impact of programs. · RTI data · Discipline Referrals · Reports of Bullying
Teachers will foster students' social, emotional, and ethical growth with particular attention to the development of respect for individual and group differences.	Respect & Responsibility Curriculum SOCASA Peer Leadership DASA Training SOS – K-8 Read alouds – WOS and CLE Book of the Month and Word of the Month assemblies Heroes and Cool Kids	Peer leadership – SAC Awards – Student of the Month Golden Lunch Box and Golden Bus Awards Discipline Data

	PTA Assemblies All Kinds of Minds	
Teachers will draw on resources such as other staff, community members and students to support learning.	Develop Professional Learning Community Poetry Workshops D.A.R.E. SOCASA We The People PRIDE Survey Family Engagement Center (FEC)	School/home/community partnerships, curriculum development and implementation · PTA Reflections program · PRIDE survey · School Quality Survey
Teachers will work to create positive relationships with families in the education of their children.	Publishing celebrations, telephone, written and electronic communication, Web Presence, conferences, PTA activities, workshops, Internet safety workshops Principal Chats Meet the Teacher Nights Parent Conferences Powerschool Portal School Newsletter Kindergarten Orientation Kindergarten Screening Kindergarten Transition Family Resource Center	Reduction in parent complaints; increase in parent support, increased attendance at parent workshops and publishing parties

Teachers will align current or develop, adapt, and adopt other programs to provide students with social/emotional support/skills	Make school connections and promote self-esteem; provide an environment in which all students and staff members are respected.
	· character education
	· review building safety plans
	· teacher/student discussions
	· review community resources
	    · identify and share beliefs through building-based learning groups
	· provide safety training
	    · research character education programs
	    · parent/staff/student/ alumni surveys
	· review discipline data
		All students will be provided with the opportunity to become successful, connected and respectful citizens

Attestation:

Consultant	Information
Rockland BOCES	**Professional Development Center Rockland County**
Teachers College	**Reading and Writing Project**
RSE-TASC	**Special Education PD Support**
Innovative Designs in Education	**Problem-Based Learning**
Instructional Rounds	**Teachers visit each other's classrooms in a non-evaluative manner**
Gene Thompson-Grove	**RTI/Mindset/All Kinds of Minds**
Facing History	**Decision Marking, Critical Thinking, Social-Emotional Learning**

Professional Development

· Leadership development and sustainability of effective teachers and principals, including on-site coaching both external and internal.

· Standards-based curriculum alignment to CCLS

· Special Education & ENL/Bilingual classroom implementation of standards based curriculum & instruction using a push-in integrated model

· Promoting a culture of social and emotional learning through character education and our district goal, Fostering a Respectful Learning Environment

- Conferences, workshops, and resources designed to enhance student achievement and engagement in learning

- Workshops focused on the integration of our core district goal, Preparing Students with 21st Skills and the Learner Active Technology Infused Classroom

- Expanded training for all aspects of the Dignity for Students Act (DASA).

- Enhanced resources & supports for Part 154 and 154-3 Implementation

- Supporting ALL learners through instructional practice aligned to Universal Design for Learning (UDL)