

# **Poughkeepsie City School District**



## **PROFESSIONAL DEVELOPMENT PLAN 2021-2024**

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# Poughkeepsie City School District Professional Development Plan

**DISTRICT NAME: SUPERINTENDENT: ADDRESS:**

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**EFFECTIVE DATE:**

September 2021 - June 2024

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## **Poughkeepsie City School District (PCSD) Vision for Professional Development**

This Professional Development Plan for the Poughkeepsie City School District describes a vision for adult learning that is collaborative, continuous, embedded in daily practice, and focused on the overall goal of improving student achievement, specific to literacy and numeracy across curricular areas.

In addition to the main goal, the plan aims to increase knowledge and use of best practices, retain highly effective instructional staff, align practices across the district, and support a continuous professional learning community. The "community of practice" model -- where staff members work together to collectively refine their craft - builds on the momentum from prior school years and supports collaborative work focused on building a district-wide culture of literacy and numeracy. We are relentless in the pursuit of excellence for students and staff across the Poughkeepsie City School District. We strive to cultivate learning environments that support adult learning strategically linked to student outcomes through the growth of teacher and school leader practices.

### **Mission to Achieve Quality Learning Environments**

Our mission statement is: We are champions of children who inspire and nurture the whole child by providing innovative, high-quality educational opportunities that prepare all students to embark on individual paths of success in a globally diverse community. We plan to achieve this by providing a comprehensive, strategic, coherent system of high-quality professional learning opportunities. These professional learning opportunities will be designed to meet the goal of ensuring that every child is provided a highly effective educational experience that prepares them for college and their career.

### **Purpose**

The purpose of the Poughkeepsie City School District's Professional Development Plan is to provide a framework for district wide consistent adult learning that is collaborative, research-based, continuous, embedded in daily practice, and focused on student achievement.

In addition to the primary goal, the plan aims to increase the knowledge and understanding of research-based data-driven best practices, culturally responsive pedagogy, instructional technology integration, and meet the NYSED requirements for professional development. The plan integrates the NYS core elements for professional practice, the goals of the District Continuation Improvement Plan, and the individual

building goals of the School Continuation Educational Plans. It provides learning opportunities for staff aligned with major school and/or district goals identified through regular needs assessments, state reviews, and a professional development planning process. A district-wide focus on literacy and numeracy using a comprehensive literacy and numeracy model will be the bedrock of professional development activities, as well as a focus on developing effective instructional practices that will enhance the knowledge of curriculum content, design and delivery, and will build skills in key instructional strategies and areas of focus for the Poughkeepsie City School District.

### **Theory of Action for Improvement:**

If the Poughkeepsie City School District:

- Aligns resources (human and fiscal) strategically to develop and support highly effective school leaders and teaching staff;
- Provides targeted support to schools and implements clear standards and data informed processes for accountability;
- Implements high-quality, robust professional development linked to improving student learning;
- Designs and delivers a rigorous, district-wide, Next Generation Learning Standards-aligned curriculum P-12; and
- Aligns systemic processes and targeted support for continuous school improvement

Then; The Poughkeepsie City School District will realize statistically significant improvements in student achievement.

### **Professional Development Planning Process**

The professional development planning process is:

#### 1. Identify school/district goals

- Review existing educational goals for state, district, and schools
- Conduct an annual needs assessment for the district and buildings
- Analyze district and school data: past, present, projected trends
- Identify areas growth and need
- Establish SMART goals based on information gathered in

the needs assessment and data analysis linked to the learning standards and district's goals

## 2. Plan for implementation

- District and Building Leaders will collaborate on identified areas for professional development
- Develop a professional development calendar which outlines professional development workshops for targeted needs
  - Ensure that identified areas for professional development are continuously supported throughout the school year
- Identify when professional development will be provided at the team level, building level, and district level
- Identify sources of expertise to provide professional development in identified areas
- Identify financial resources

## 3. Plan for Assessment of Professional Development Opportunity

- Identify success measures for professional development activities
- Administer feedback surveys and collectively analyze results
- Use data to inform continued professional development and adjust as needed
- Keep records of PD implementation, participation, and feedback

## 4. Plan for Progress Monitoring Professional Development Strategies Implementation

- Use data collected to monitor growth in the area of professional development
  - Classroom Walkthrough
  - Team/Building/District Data Review
  - PLC Agenda, Minutes, and Work Products
- Plan for the articulation of findings and next steps

The PCSD Professional Development Plan is a fluid document that will be informed by the needs that arise from data collected at all levels of the organization. It is a multi-year plan that must be revised yearly to address assessed needs.

## **District Goals for 2021-2024**

The Poughkeepsie City School District is committed to being **champions of children who inspire and nurture the whole child by providing innovative, high-quality educational opportunities that prepare all students to embark on individual paths of success in a globally diverse community.** To this end, the Superintendent of Schools, District Administration, and the PCSD School Board identified four overarching



district goals and six strategic objectives to address system-wide improvement.

**Goal 1: Student Achievement:**

- Increase Student Achievement
- Provide equitable opportunities and access for all students
- Improve culture, climate, and school safety in all schools
- Build staff capacity and improve support
- As partners, engage, educate, and foster empowerment among our families
- Engage and expand partnerships with community stakeholders

**Goal 2: Resource Stewardship:**

- Ensure fiscal responsibility and stability
- Align resources to strategic priorities
- Create equity in allocation of resources for schools, departments, and program

**Goal 3: Internal Processes, Systems, and Structures:**

- Improve effectiveness and efficiency of district
- Improve internal and external communication and collaboration
- Emphasize data acquisition, accountability and verification

**Goal 4: Organizational Effectiveness:**

- Foster a culture of high expectations to support college, career, and civic readiness for all students
- Transform and develop effective and sustainable leadership
- Develop 21st Century learning environments
- Ensure a culture of accountability

**Strategic Objectives:**

- Rigorous Early Ed and Literacy
- Strong community schools
- College, Career, and Civic Readiness
- High Need student support
- Equity in our schools
- Acquisition, Development, and retention of highly skilled staff

**New York State Professional Development Standards**

**NYS Professional Development Standards**

New York State's professional development standards provide a blueprint for a high-quality professional development for all educators to improve instruction and to raise student achievement results. These standards promote and sustain continuous

development, growth, and examination of practice. They also provide clearly defined expectations and commitment to change. They are aligned with the New York State Learning Standards and are based on an analysis and adaptation of Learning Forward (formerly National Staff Development Council) Standards for Staff Development as well as other national, state, and professional standards. The New York State Professional Development Standards are based on fundamental knowledge about contextual factors from converging research about effective professional development and its ultimate impact on student learning.

<b>Designing Professional Development</b>	Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
<b>Content Knowledge &amp; Quality Teaching</b>	Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
<b>Research-based Professional Learning</b>	Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research.
<b>Collaboration</b>	Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.
<b>Diverse Learning</b>	Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
<b>Student Learning Environments</b>	Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
<b>Parent, Family and Community Engagement</b>	Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.
<b>Data-driven Professional Practice</b>	Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
<b>Technology</b>	Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
<b>Evaluation</b>	Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

**The National Staff Development Council Standards for Staff Development**

<b>Context Standards</b>	
LEARNING COMMUNITIES	Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district.
LEADERSHIP	Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement.
RESOURCES	Staff development that improves the learning of all students requires resources to support adult learning and collaboration.
<b>Process Standards</b>	
DATA-DRIVEN	Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.
EVALUATION	Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.
RESEARCH-BASED	Staff development that improves the learning of all students prepares educators to apply research to decision making.
DESIGN	Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal.
LEARNING	Staff development that improves the learning of all students applies knowledge about human learning and change.
COLLABORATION	Staff development that improves the learning of all students provides educators with the knowledge and skills to collaborate.
<b>Content</b>	
EQUITY	Staff development that improves the learning of all students prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement.
QUALITY TEACHING	Staff development that improves the learning of all students deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately
FAMILY	Staff development that improves the learning of all students provides

INVOLVEMENT	educators with knowledge and skills to involve families and other stakeholders appropriately.
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## **PCSD Professional Development Plan Strategies Aligned to NYS Professional Development Standards & National Staff Development Council's Standards**

We are committed to:

- Developing a comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement, drawing on research and best practices.
- Identifying training needs arising from board policies, planning (i.e., District Comprehensive Educational Plan), needs assessments (Diagnostic Tool for School and District Effectiveness and K12 Insight Annual Survey) and implementation of new curriculum and initiatives aligned to the New York State Next Generation Learning Standards
- Providing the required professional development hours as per Part 154 of the Regulations of the Commissioner and NYS's Blueprint for ELL Success,
- Implementing an effective mentoring program for early career teachers and teachers who are new to the district to improve teacher retention and effectiveness.
- Maintaining a district-wide professional development calendar to inform district staff of professional development opportunities.
- Providing intensive professional development for all district and building faculty and staff in core areas that reflect system-wide priorities, policies, and procedures.
- Monitoring and evaluating the effectiveness of professional development programs and initiatives.
- Enhancing communication to ensure that the curriculum and instructional needs of principals and teachers are identified and addressed.
- Maintaining a strong curriculum committee to review the curriculum and assessment tools and resources in order to ensure alignment with district and state goals and standards, data based instructional needs, and research based best practices, and aligning the curricula related professional development activities with adult learning principles so that curricula are implemented with fidelity.
- Using data and needs assessments to identify, maintain, refine, and improve the implementation of professional development at school sites and district-wide.

- Providing training and support for identified high impact instructional strategies across the District (i.e., Focused Instructional Learning Walks).
- Building a district-wide community through partnerships and supports with CBOs, community members, and families to address the needs of the whole child.
- Supporting principals and staff in the creation and implementation of school-based professional development plans aligned with school and district goals, specific to improving literacy and numeracy across the curricular areas, the strategic use of data, improved effectiveness of district policies and procedures, and the effective use of technology.

### Professional Development Facilitators

The District administration, building administration, and teacher leaders will deliver ongoing professional development. Training for professional development facilitators will occur throughout the year in order to ensure that quality professional development occurs. Additional outside trainers may be used based on district and building needs.

Data driven Professional development will be assessed through feedback and survey data, implementation of strategies and student progress to determine the impact of the professional development. All Professional Development will be evidence based and aligned to adult learning best practices.

### New York State Education Department Regulations and Requirements for Professional Development

The regulations and information about CTLE requirements can be access on the NYS Education website:

<http://www.highered.nysed.gov/tcert/resteachers/registrationctlehome.html>

### Continuing Teacher and Leader Education (CTLE) Requirements

Registration & Continuing Teacher and Leader Education (CTLE) Requirements			
Certificate Type	Employment Status	Registration Requirements	CTLE Requirements
<b>Permanent Certificate Holders</b>			
PERMANENT Classroom Teacher/School Leader	Practicing in a NYS Public or Non-Public School, Special Act District or BOCES Active registration is	Active registration is required	NOT subject to

	required		CTLE
PERMANENT Classroom Teacher/School Leader	Practicing in a NYS Public or Non-Public School, Special Act District or BOCES Active registration is required	May choose "INACTIVE" status for their registration	NOT subject to CTLE
PERMANENT Pupil Personnel Services (PPS) such as School Attendance Teachers, school Counselors, School Psychologists, School Social Workers, School Dental Hygiene Teachers and School Nurse Teachers	Practicing OR NOT practicing in a NYS Public or Non-Public School, Special Act District, or BOCES	Not Subject to Registration	NOT subject to CTLE
<b>Professional Certificate Holders</b>			
PROFESSIONAL Classroom Teacher/School Leader	Practicing in a NYS Public or Non-Public School, Special Act District or BOCES	Active registration is required	100 hours in CTLE of required during every five-year registration period
PROFESSIONAL Classroom Teacher/School Leader	NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	May choose "INACTIVE" status for their registration	NOT subject to CTLE if INACTIVE
<b>Teaching Assistant Certificate Holders</b>			
Level III Teaching Assistant	Practicing in a NYS Public or Non-Public School, Special Act District or BOCES	Active registration is required	100 hours of CTLE is required during every five-year registration period
Level III Teaching Assistant	NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	May choose "INACTIVE" status for their registration	NOT subject to CTLE if INACTIVE
Continuing Teaching Assistant	Practicing OR NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	NOT subject to	NOT subject to

		registration	CTLE
Level I, Level I Renewal, Level II Teaching Assistants	Practicing OR NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
<b>Other Certificate Holders</b>			
Initial Classroom Teacher/School Leader	Practicing OR NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
Provisional Classroom Teacher or Provisional School Administrator/Supervisor	Practicing OR NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
Provisional Pupil Personnel Services (PPS)	Practicing OR NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
<b>Individuals employed in NYS Charter schools and 4410 schools are not required under regulations to choose a registration status of registered or complete CTLE</b>			

(<http://www.highered.nysed.gov/tcert/pdf/registrationtable.pdf>)

## Recordkeeping of Professional Development Hours

Educators must maintain personal records of completed continuing teacher and education leader (CTLE), including:

- The title of the activities;
- Total number of hours completed;
- Number of hours completed in content, pedagogy, language acquisition addressing the needs of English language learners;
- Approved CTLE sponsor's name and number;
- Educators' identifying information listed on the activities;
- Attendance verification; and
- Date and location of the activities.

A sample CTLE recordkeeping form is available [online](#). Educators must maintain CTLE

records and documentation for at least three years from the end of the registration period in which they completed the CTLE.

The district is moving toward implementation of a digital record program to assist in tracking CTLE and Professional Development hours. When this becomes available, appropriate training will be provided district wide.

## **Professional Development Framework and Models**

Through the following methods and approaches for delivery, we will ensure that professional development that aligns with District goals is continuous and sustained:

- District-Wide Staff Development Days
- Superintendent's Conference Days
- Faculty Meetings
- Grade Level Collaborative Meetings
- Department Meetings
- Communities of Practice (COP)
- Focused Instructional Learning Walks (FILW's)
- Mentor Program
- Building Level Professional Development and Trainings
- Workshops & Approved Conferences
- Curriculum Implementation Meetings and Initiatives
- Data Driven Instruction Online and On-site Professional Coursework
- Embedded Professional Development
- Vertical Team Meetings
- Improvement Plan Activities
- New Teacher Orientation .
- Webinars (CTLE Credit Only from Approved Providers)

## **Professional Development Needs Assessment**

As part of the ongoing professional development planning cycle, the Poughkeepsie City School District reviews multiple data sources.

### **Student Achievement Data**

- NYS School Report Card
- NYS Assessments (e.g., NYS 3-8 testing, NYSITELL, NYSESLAT, and Regents exams)
- District Assessment
- Ready Diagnostic Data
- Disaggregated Student Achievement Data Report Cards



- VADIR/DASA Reports
- Supervisor and Department Data Analyses and Recommendations
- Counseling and Social Work Records
- Student Attendance and Discipline Reports
- Graduation and Drop-out Rates
- Longitudinal Student Performance Data
- Special Education Identifications and Annual Reviews
- NYS Learning Standards
- College, Career, and Civil Readiness Data
- Academic Intervention Services and RTI Records
- College Boards (AP, SAT)

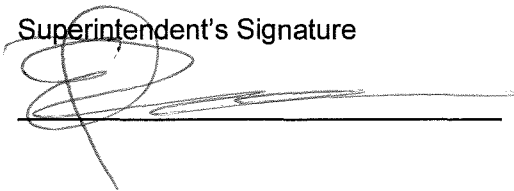
#### **Additional Data Sources**

- DTSDE Reviews
- SCEP Plans
- BEDS Data
- YRBSS Survey Data
- Professional Performance Reviews and Observations/Evaluations
- Teacher Retention and Turnover Rates
- Program Reviews
- FILW Data
- Mentor Program Evaluations
- Feedback from Curriculum and Building Committees
- SED Regulations and Mandates
- Family Workshop Attendance and Participation Data

#### **Surveys**

- Professional Development Needs Assessment Survey via Google Forms
- Professional Development Evaluation Workshop
- Parent Workshop Evaluation Surveys
- DTSDE Survey of Students, Teachers, and Parents

Superintendent's Signature



Date:

9/10/21