

**ECSDM Principles for Professional Development  
Draft April 27, 2005**

The mission of professional development is to prepare and support educators to help all students achieve to high standards of learning and development.

**Planning Principles**

**Focus** – The plan should focus on a realistic, reasonable number of areas possible for individuals and the organization to move from awareness to actual high quality use in the classroom. It should address regulations, mentoring, and ESPD Plan.

**Coordination** – The district will have professional development plans at various levels – the district, individual schools, particular subject areas (e.g., mathematics, special education), and perhaps various levels across some schools (e.g., full day kindergarten, middle schools). All plans should show a direct relationship to the district’s plan and should be coordinated.

**Priorities** – Priorities should be set within long-term plans so that new learning moves through processes of awareness, deeper learning, application, collaboration, practice, feedback, and evaluation. The plan must be persistent and sustained.

**Consistency** – The focus and language of professional development must be consistent with other efforts (e.g., ongoing curriculum development, supervision and evaluation).

**Fit** -- Professional development plans should respond specifically to needs in Middletown, and time needs to be provided so that strategies/concepts presented are incorporated into various approaches that allow these to become part of the instruction in Middletown.

**Alignment** – This will be complemented by professional development opportunities for administrators, paraprofessionals, support staff, and parents where coordinated activities best support objectives.

**Principles for the Professional Development System**

Staff learning that improves the learning of all students:

**Context Principles**

**Time** -- Provides sufficient **time** for staff members to learn and work together to accomplish the district’s and school’s mission and goals.

**Learning Communities** – Organizes adults into learning communities whose goals are aligned with those of the school and district. Develops and maintains internal experts who become resources for teachers and staff (e.g., teacher leaders, “trainer of trainers,” teacher reps.). Focuses on individual, collegial, and organizational growth.

**Resources** – Requires resources to support adult learning and collaboration. Provides adequate funding and resources to enable teachers to master new content and methods and to integrate them into practice.

**Leadership** – Requires skillful school and district leaders who guide continuous instructional improvement. Requires strong administrative leadership, support, and involvement to motivate all staff, school board members, parents and community to be advocates for continuous improvement. Supports and encourages greater teacher effectiveness that can lead to improved student learning.

**Technology** – Provides opportunities for the application of technology to instruction.

### **Process Principles**

**Research-Based** – Reflects best available research, and prepares educators to apply research to decision making.

**Learning** – Applies knowledge about human learning and change.

**Data Driven** – Uses a variety of types of data, including disaggregated student data, to identify areas of student learning needs and to determine adult learning priorities, monitor progress, and help sustain continuous improvement.

**Design** -- Uses learning strategies appropriate to the intended goal and addresses the needs of teachers at different stages of their careers. Uses a variety of staff development approaches to accomplish the goals of improving instruction and student success. For example:

- Direct workshops conducted by experts from outside and within the district
- District and state committees and task forces
- Professional/collegial circles
- Curriculum planning and development
- Collaborative lesson planning
- Examining student work
- Study groups
- Peer coaching
- Mentoring
- Inter-classroom/ school visitations
- Reflective logs
- Meetings
- Action research
- Teacher professional portfolios
- Graduate course work
- State and national conferences

- Educationally oriented community service
- Peer Review
- National Board Certification
- Cooperating teacher for a student teacher
- Teacher leadership roles
- Inter-classroom and school visitations
- Publication of original work

**Collaboration** – Provides educators with the knowledge and skills to collaborate.

**Follow-up** – Provides continuous follow-up and support necessary to ensure improvement.

**Reflection** – Facilitates continuous inquiry and reflection embedded in the daily life of our schools.

**Evaluation** – Uses multiple sources of information to assess effectiveness of professional development strategies and the professional development system as a whole and to guide improvement and demonstrate its impact.

### **Content Principles**

**Equity** – Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments; and hold high expectations for their academic achievement. Enhances teacher skills to effectively manage a diverse student population of different cultural, socioeconomic, and academic backgrounds (general education, special education, limited English proficiency, gifted and talented, and transient population).

**Quality Teaching** – 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. Addresses current issues in curriculum, instruction, and assessment.

**Technology** – Provides opportunities for the application of technology to instruction.

**Family Involvement** – Provides educators with knowledge and skills to involve families and other stakeholders appropriately.

<b>Goal 1: Strategic Instruction</b>		
Objectives: <ul style="list-style-type: none"> <li>• Develop a Repertoire of Research-Based Instructional Strategies</li> </ul>		
<b>Year 1 Strategies</b>	<b>Year 2 Strategies</b>	<b>Year 3 and Strategies</b>
<p>Provide training in the Research-Based Instructional Strategies such as those identified by Robert Marzano.</p> <ul style="list-style-type: none"> <li>• Setting objectives &amp; providing feedback</li> <li>• Vocabulary</li> <li>• Questions, cues, and advance organizers</li> <li>• Summarizing &amp; notetaking</li> </ul> <p>Provide opportunities for practice and reinforcement.</p>	<p>Continue training:</p> <ul style="list-style-type: none"> <li>• Train teachers new to district in initial strategies</li> <li>• Continue reinforcing strategies with veteran teachers</li> <li>• Introduce additional (remaining) strategies: <ul style="list-style-type: none"> <li>○ Homework &amp; Practice</li> <li>○ Non-linguistic representations</li> <li>○ Reinforcing effort &amp; providing recognition</li> </ul> </li> </ul> <p>Assess Implementation and utilization of strategies</p>	<p>Provide year 1 and year 2 training and support as needed to new teachers.</p> <p>Continue to monitor use of instructional strategies.</p> <p>Enhance and refine instructional strategies</p> <p>Assess implementation and utilization of strategies</p> <ul style="list-style-type: none"> <li>• Cooperative learning</li> <li>• Generating &amp; testing hypotheses</li> <li>• Identifying similarities and differences</li> </ul>
Implications for Teachers: <ul style="list-style-type: none"> <li>• Constructive feedback to colleagues; Facilitation skills; Sharing of Strategies; Knowledge and skill in strategies</li> </ul>		
Implications for Parent Involvement/Communication: <ul style="list-style-type: none"> <li>• Develop system for “educating” parents, providing information and feedback on their child.</li> <li>• Support for reinforcement in the home.</li> </ul>		
Implications for Administrator Leadership: <ul style="list-style-type: none"> <li>• Provide training in Marzano Strategies</li> <li>• Observe and evaluate evidence of implementation and impact of these instructional strategies</li> </ul>		

<b>Goal 2: Assessment and Use of Data</b>		
Objectives: <ul style="list-style-type: none"> <li>To provide staff with knowledge, skills, and application of research-based Instructional Strategies.</li> <li>To support staff in implementation of research-based instructional strategies.</li> </ul>		
<b>Year 1 Strategies</b>	<b>Year 2 Strategies</b>	<b>Year 3 and Strategies</b>
<p>Develop awareness of the 8-Step Instructional Cycle</p> <p>Provide opportunities for staff to understand and practice the 8-Step Instructional Cycle.</p> <p>Develop assessment practices to measure understanding and implementation of 8-Step Instructional Cycle</p>	<p>Further develop knowledge and skill in the steps in the 8-Step Instructional Cycle based on individual and group needs.</p> <p>Provide Year 1 awareness training and support to new staff</p> <p>Use ongoing assessment practices to measure implementation.</p>	<p>Provide year 1 and year 2 training and support as needed to “new” teachers.</p> <p>Enhance and refine implementation of 8-Step Cycle.</p>
Implications for Teachers: <ul style="list-style-type: none"> <li>Become well-versed in the 8 Step Instructional Cycle and facilitation skills</li> </ul>		
Implications for Parent Involvement/Communication: <ul style="list-style-type: none"> <li>Develop awareness of 8-Step Cycle and implications for student learning and their role as support .</li> </ul>		
Implications for Administrator Leadership: <ul style="list-style-type: none"> <li>Become well-versed in the 8-Step Instructional Cycle</li> <li>Develop facilitation skills in administrators</li> <li>Need to be leaders, implementers, and supporters.</li> <li>Observe and evaluate evidence of implementation and impact of 8-Step Instructional Cycle</li> </ul>		

**Goal 2 (cont): Assessment and Use of Data**

Given your goal, objectives and the strategies you have identified in Year 1, what types of activities would you like to see organized/supported by the following: (Please list)

District (e.g. Superintendent's Conference Days)	Teacher Center	Schools	Individuals	Other
<p>Awareness Training – 8-Step Instructional Model</p> <p>Research Based Instruction Strategy</p>	<p>Involved in teacher leader training</p> <p>Train in facilitation skills</p> <p>Offer workshops in instructional strategies</p> <p>Gather and disseminate (provide) research and resources</p> <p>Study groups, collegial circles</p> <p>Peer support</p> <p>National Board Certification Support</p> <p>Offer graduate courses</p>	<p>Change the focus of staff / curriculum meetings</p> <p>Create common planning time</p> <p>Mentor / Buddy Program</p>	<p>Seek workshops / conferences</p> <p>Graduate work</p> <p>National Board Certification</p> <p>Study Groups Collegial Circle</p> <p>Sharing information at staff meetings</p> <p>Newsletters</p>	<p>Parent Newsletter Meeting</p>

<b>Goal 3: Design and Development of Standards-Based Classroom Curriculum and Assessment</b>		
Objectives: <ul style="list-style-type: none"> <li>• To provide staff training and support in developing standards-based units of study, lesson plans, and other forms of classroom curriculum.</li> <li>• To support development of standards-based classroom assessment</li> <li>• To align student feedback (grading, etc.) with standards</li> </ul>		
<b>Year 1 Strategies</b>	<b>Year 2 Strategies</b>	<b>Year 3 and Strategies</b>
Train staff in developing standards-based units of study and lessons.  Develop “model” for units and lessons (district-wide) (Standardized components).  Training teachers in types of assessments (formative and summative) and their uses.  Develop assessments and begin implementation.	Ongoing Development, implementation, refinement	Ongoing Development, implementation, refinement
Implications for Teachers: <ul style="list-style-type: none"> <li>• Become well-versed in models of unit and lesson development.</li> <li>• Provide training, support for curriculum work</li> <li>• Become well-versed in Assessment models</li> </ul>		
Implications for Parent Involvement/Communication: <ul style="list-style-type: none"> <li>• Information and clarification on units and lessons</li> <li>• Information and clarification on assessments being used</li> </ul>		
Implications for Administrator Leadership: <ul style="list-style-type: none"> <li>• Training in unit and lesson development</li> <li>• Training in assessment strategies</li> <li>• Observe and evaluate implementation and impact of unit and lesson development and implementation</li> <li>• Observe and evaluate implement and impact of assessments</li> </ul>		

**Goal 3 (cont): Design and development of standards-based classroom curriculum and assessments**

Given your goal, objectives and the strategies you have identified in Year 1, what types of activities would you like to see organized/supported by the following: (Please list)

<b>District</b> (e.g. Superintendent's Conference Days)	<b>Teacher Center</b>	<b>Schools</b>	<b>Individuals</b>	<b>Other</b>
Develop a standard model of lesson components	Unit and lesson development training / Study Groups  More peer review training  Training in types of assessments	Grade level/departments units in content areas (grade level across district)  Faculty meeting to share and collaborate information	Study groups on curriculum and assessment  Peer review	SETRC



<b>Goal 4: Provide Professional Development to Respond to and Support K-12 Literacy</b>		
Objectives: <ul style="list-style-type: none"> <li>To provide professional staff the knowledge, skills and opportunities to apply research based reading strategies K-12</li> </ul>		
<b>Year 1 Strategies</b>	<b>Year 2 Strategies</b>	<b>Year 3 and Strategies</b>
To identify and define “literacy”  Review New York State Core curricula and district curricula  Review relevant research  To develop and revise district plan where necessary  Research literacy assessments (in preparation for baseline)	Develop baseline assessment  Administer pilot program for baseline assessment, interpret test data  Identify needs and provide training and instructional strategies to support literacy (continue to year 3)	Continue training – ongoing  Develop units, lessons and activities (application)  To provide opportunities for professional collaborations
Implications for Teachers: <ul style="list-style-type: none"> <li>Time for research work</li> <li>Need for ownership</li> <li>Personalize for our district (revised)</li> </ul>		
Implications for Parent Involvement/Communication: <ul style="list-style-type: none"> <li>Need information and education as relates to their child and the district program</li> <li>Commitment</li> </ul>		
Implications for Administrator Leadership: <ul style="list-style-type: none"> <li>Support – release time, training, resources, etc.</li> <li>Commitment, implementation and follow-up</li> <li>Promote value of program</li> </ul>		

<b>Goal 4: Literacy</b>				
Given your goal, objectives and the strategies you have identified in Year 1, what types of activities would you like to see organized/supported by the following: (Please list)				
<b>District</b> (e.g. Superintendent's Conference Days)	<b>Teacher Center</b>	<b>Schools</b>	<b>Individuals</b>	<b>Other</b>
Any Year 1 strategies could be a Superintendent's Day  Stipend / and/or release time	Provide research and resource materials  Offer training in strategies that support literacy  Study groups	Use time to support these areas  Faculty meetings as professional development (time limitations)  Department meetings as professional development (time limitations)  Support study groups	Courses  Join study groups  Participate in curriculum work	NYSUT Courses

<b>Goal 5: Provide Professional Development to Foster a Classroom Environment Where Students are Engaged in Learning Process</b>		
Objectives: <ul style="list-style-type: none"> <li>To provide knowledge, skills, and use of classroom management skills to maximize student engagement and “time on task.”</li> </ul>		
<b>Year 1 Strategies</b>	<b>Year 2 Strategies</b>	<b>Year 3 and Strategies</b>
Identify and define elements of ‘Classroom Management’  Inventory Professional Staff “Best Practices”  Research and Identify “What Works” in other places  Survey needs assessment	Address areas of need <ul style="list-style-type: none"> <li>On-going workshops</li> <li>Study Groups</li> <li>Peer Coaching</li> </ul> (End of Year 2)  Assess and evaluate strategies used	Develop “Middletown Handbook of Best Practices” (to be distributed and reviewed yearly)  Use of reflective practice as on going assessment (All 3 years)
Implications for Teachers: <ul style="list-style-type: none"> <li>Willingness to share</li> <li>Time for research</li> <li>Need for ownership</li> </ul>		
Implications for Parent Involvement/Communication: <ul style="list-style-type: none"> <li>Expectations</li> <li>Need for support</li> <li>Develop Understanding</li> </ul>		
Implications for Administrator Leadership: <ul style="list-style-type: none"> <li>Support release time <ul style="list-style-type: none"> <li>training</li> <li>resources</li> </ul> </li> <li>Commitment, implementation and follow-up</li> </ul>		

**Goal 5: Classroom Management**

Given your goal, objectives and the strategies you have identified in Year 1, what types of activities would you like to see organized/supported by the following: (Please list)

<b>District</b> (e.g. Superintendent's Conference Days)	<b>Teacher Center</b>	<b>Schools</b>	<b>Individuals</b>	<b>Other</b>
<p>Research and identify "what works"</p> <p>Identify and define elements of classroom management</p> <p>Survey / needs assessment</p>	<p>Research and identify "what works"</p> <p>Identify and define elements of classroom management</p> <p>Survey / needs assessment</p> <p>Provide training in effective classroom management strategies</p>	<p>Inventory Professional Staff "Best Practices"</p> <p>Research and identify "what works"</p> <p>Identify and define elements of classroom management</p>		

<b>Goal 6: To Provide Professional Development to Enable School Personnel and Administrators to Integrate Technology Effectively into Curriculum and Instruction That are Aligned with State Standards</b>		
Objectives: <ul style="list-style-type: none"> <li>• To integrate use of technology resources to support standards-based curriculum in the classroom.</li> <li>• To increase staff knowledge and use of district technology.</li> <li>• To develop a set of core classes based on district need (Smart-board, MS Office)</li> <li>• To enhance use of technology for management of standards-based curriculum, instruction and assessment, and student learning.</li> </ul>		
<b>Year 1 Strategies</b>	<b>Year 2 Strategies</b>	<b>Year 3 and Strategies</b>
Provide on-going training to integrate technology into their classroom instruction based on district need (literacy)  To provide training on district equipment and software <ul style="list-style-type: none"> <li>• Survey staff needs (technology)</li> </ul>	Train new staff with Year 1 training  To provide technology training in specific content areas  Survey staff needs (technology)	Maintain Year 1 and 2  Survey staff on technological needs
Implications for Teachers: <ul style="list-style-type: none"> <li>• Accessibility – person to go to for help at the building level</li> <li>• Availability of equipment</li> </ul>		
Implications for Parent Involvement/Communication: <ul style="list-style-type: none"> <li>• Technology workshops (how to use equipment; how to use with your child)</li> </ul>		
Implications for Administrator Leadership: <ul style="list-style-type: none"> <li>• Accessibility at their building</li> <li>• Supporting technology initiative</li> <li>• Availability of equipment</li> </ul>		

<b>Goal 6: Technology</b>				
<b>Given your goal, objectives and the strategies you have identified in Year 1, what types of activities would you like to see organized/supported by the following: (Please list)</b>				
<b>District (e.g. Superintendent's Conference Days)</b>	<b>Teacher Center</b>	<b>Schools</b>	<b>Individuals</b>	<b>Other E2T2 Grant</b>
<p>Training on new technology initiative (Outlook)</p> <p>Target groups (Secondary = Smart-board training)</p> <p>Elementary group – nylearns.org</p>	<p>NYIT (New York Institute of Technology) Masters Program</p> <p>Workshops, courses, study groups that support technology integration into the classroom</p>	<p>Grade level / Department meetings on exemplary tech-enriched lesson planning</p>	<p>Study-groups</p>	<p>MS Office</p> <ul style="list-style-type: none"> <li>• Word</li> <li>• Excel</li> <li>• Power Point</li> </ul> <p>Kidspiration / Inspiration</p> <p>Smart Board training</p>

<b>Goal 7: Provide Professional Development Focusing on Effective Strategies for Responding to Diversity and Poverty</b>		
Objectives: <ul style="list-style-type: none"> <li>• To increase the understanding of generational poverty</li> <li>• To increase multicultural awareness and interactions</li> <li>• To develop and increase knowledge of available support services</li> <li>• To implement effective strategies for responding to diversity and poverty</li> </ul>		
<b>Year 1 Strategies</b>	<b>Year 2 Strategies</b>	<b>Year 3 and Strategies</b>
To provide data on an annual basis to teachers reflective of our students' cultural and economic base.  To provide training to all teachers around issues of generational poverty  To provide training in multicultural awareness	To provide training in intervention strategies in the content areas  To define and identify characteristics of at-risk students  To provide support to teachers as they implement strategies	To continue to support teachers as they implement strategies  To develop a process to assess the impact of the interventions setup for these populations
Implications for Teachers: <ul style="list-style-type: none"> <li>• Form committee</li> <li>• Provide support</li> <li>• Time for Communication</li> <li>• Include ESL/Bilingual</li> </ul>		
Implications for Parent Involvement/Communication: <ul style="list-style-type: none"> <li>• Include in committee</li> <li>• Commitment</li> <li>• Attend workshops to learn of support systems</li> </ul>		

Implications for Administrator Leadership:

- Provide time for collaboration and communication
- Facilitate training and communication
- Make sure all in building are trained
- Make sure new teachers in building are trained
- Prioritize needs for building
- Be trained with teachers



**Goal 7 (cont): Provide Professional Development Focusing on Effective Strategies for Responding to Diversity and Poverty**

Given your goal, objectives and the strategies you have identified in Year 1, what types of activities would you like to see organized/supported by the following: (Please list)

<b>District</b> (e.g. Superintendent's Conference Days)	<b>Teacher Center</b>	<b>Schools</b>	<b>Individuals</b>	<b>Other Union</b>
<p>Superintendent's Conference Day</p> <p>Provide Data</p> <p>Survey staff as to level of training</p> <p>Time for collaborative groups</p> <p>"Train the trainer" model</p>	<p>Provide providers for professional development</p> <p>Provide "train the trainer" course</p> <p>Provide resources</p> <p>Creating a Climate</p> <p>Crisis Intervention</p>	<p>Faculty Meetings</p> <p>Collaborative groups (time)</p> <p>List of support services that are available</p>	<p>Willingness to become trainer</p> <p>ESL / Bilingual become part of support</p> <p>ELL office – survey parents – what they need to help their child</p> <p>Same office provide awareness sessions</p>	<p>NYSUT Trainers</p>

## Professional Development Implementation Overview

	Year 1 (2005-06)	Year 2 (2006-07)	Year 3 (2007-08)
Everybody	<ul style="list-style-type: none"> <li>• Standards-based education</li> <li>• Becoming familiar with core curriculum, and on-line access and use</li> <li>• Instructional strategies (4 including vocabulary)</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment and data, including analysis in relation to diversity and technology integration in data management</li> <li>• Instructional strategies (3)</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment and data, including analysis in relation to diversity and technology integration in data management</li> <li>• Instructional strategies (3)</li> </ul>
New to District	See attached. <ul style="list-style-type: none"> <li>• Mentor Teacher Internship Grant</li> <li>• Policies of the Middletown Mentor-Internship Program 2005-2006</li> </ul>	Will be completed 2005-2006 for the 2006-2007 school year	Will be completed 2006-2007 for the 2007-2008 school year.
Developing Teacher Representatives	<ul style="list-style-type: none"> <li>• Assessment/data experts</li> <li>• Literacy experts</li> <li>• Subject Area curriculum experts</li> <li>• Instructional strategies experts</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment/data experts</li> <li>• Literacy experts</li> <li>• Subject Area curriculum experts</li> <li>• Instructional strategies experts</li> <li>• Diversity/equity experts</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment/data experts</li> <li>• Literacy experts</li> <li>• Subject Area curriculum experts</li> <li>• Instructional strategies experts</li> <li>• Diversity/equity experts</li> </ul>
Choices	Provide choices for individual professional development based on District initiatives in the following areas: <ul style="list-style-type: none"> <li>• Integration of Technology into Classroom Instruction</li> <li>• Classroom Management</li> </ul>	Provide choices for individual professional development based on District initiatives in the following areas: <ul style="list-style-type: none"> <li>• Non-linguistic representations</li> <li>• Instructional strategies to</li> </ul>	Provide choices for individual professional development based on District initiatives in the following areas: <ul style="list-style-type: none"> <li>• Identification of similarities and differences</li> <li>• Develop lessons, activities,</li> </ul>

	<ul style="list-style-type: none"> <li>• Developing Standards-Based Units of Study</li> <li>• 8-step Instructional Cycle</li> <li>• Setting Objectives and Aligning Classroom Instruction</li> <li>• Summarizing &amp; Note taking</li> <li>• Vocabulary</li> <li>• Multicultural awareness impact on schools</li> <li>• Generational Poverty and its impact on schools</li> <li>• Questions, cues, and advanced organizers</li> <li>•</li> </ul>	<p>support Literacy</p> <ul style="list-style-type: none"> <li>• Use of technology in content area instruction</li> <li>• Generating and testing hypothesis</li> <li>• Reinforcing effort &amp; providing recognition</li> <li>• Intervention strategies in content areas</li> <li>• Cooperative Learning</li> <li>• Homework &amp; Practice</li> </ul>	<p>and units based on scope and sequence</p> <ul style="list-style-type: none"> <li>• Use of reflection to drive instruction</li> </ul>
School (developed with principals)	<ul style="list-style-type: none"> <li>• Developing leadership teams</li> <li>• Implementing the core curriculum-standards-based units and lessons</li> <li>• Primary buildings – Full day kindergarten and implications for primary curriculum</li> <li>• Intermediate buildings – Literacy</li> <li>• Middle schools and high school – Restructuring</li> </ul>		
Other			



