



Byron-Bergen Central School District

Professional Development Plan 2021-2022

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Byron-Bergen CSD
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Byron-Bergen Central School District Contact Information:

BEDS Code: 18-07-01-04-0000

Interim Superintendent: Mr. Scott Bischooping

Address: 6917 West Bergen Road Bergen, NY 14416

Telephone: (585) 494-1220

Fax: (585) 494-2613

This plan was developed by the Byron-Bergen Professional Development Committee:

Ken Gropp, Teacher, BBFA Vice-President and Teacher
 Jennifer Back, Teacher
 Elizabeth Overhoff, Teacher
 Kelly Stephen, Teacher
 Debbie Slocum, Teacher/Instructional Coach
 Nicholas Muhlenkamp, Teacher
 Dianne Crea-Powers, Teacher
 Jeanne Rivera, Teacher
 Kerri Smith, Teacher
 Elizabeth Brown, Junior/Senior High School Assistant Principal
 Patrick McGee, Junior/Senior High School Principal
 Rebecca Manfreda, Director of Instructional Services
 Scott Bischooping, Interim Superintendent

Advisory Members:

TBD, Parent Representative
 TBD, Higher Education Representative

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Purpose of the Professional Learning Plan

This plan meets the requirements of the part 100.2(dd) Regulations of the State of New York. The purpose of this plan is to improve student outcomes through ongoing professional development opportunities for the Byron-Bergen Learning Community. This community includes students, faculty (including long-term substitutes), staff, and administration. These learning opportunities will be connected to the overall mission and vision of Byron-Bergen Central School District.

This plan describes the process by which it will plan, facilitate, and review professional learning opportunities for its teachers, long-term substitutes, and administrators in a manner that allows these professional certificate holders to maintain their certificates in good standing based on regulations of the Board of Regents in regards to Continuing Teacher and Leader Education requirements.

Introduction and Philosophy

Two overarching questions drive the development of this plan:

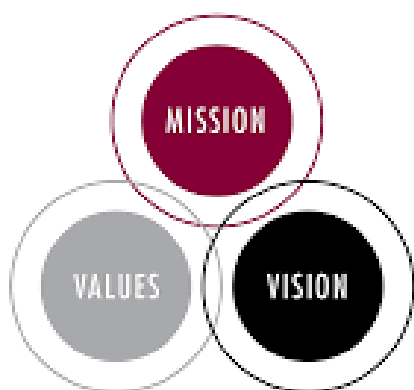
How do students learn best?

What does student learning look like in our classrooms?

In answering these questions, it is evident that the Byron-Bergen Central School District believes that professional development is a key component of continuous improvement. Professional educators commit to enhancing or obtaining new knowledge and skills in order to increase student achievement.

Coupled with these overarching questions, in all that the District aims to accomplish, there is a commitment to intentionality in aligning with the mission and goals of the district.

Our Mission



Byron-Bergen Central School District's **MISSION** is to inspire, prepare, and support using the **VALUES** of compassion, humility, kindness, and persistence with the **VISION** to change the world.

District Goals

- The District will use the Every Student Succeeds Act (ESSA) to assess the readiness of the district for the new Accountability System and create a task analysis to address needs.
- The District will offer effective, high quality, diverse programming and career paths for students to be college and career ready.
- Social and Emotional Learning will be implemented in all PreKindergarten-12 classrooms and all content areas.
- The District will be fully compliant with Education Law 2d to ensure protection from data breaches.
- The District will engage families and community members as integral partners in the education process.

Anchored in the mission and goals of the learning community, Byron-Bergen Central School District believe the following tenets are important to guide decision making around professional learning offerings as well as those providing or facilitating the learning:

- Successful professional learning is supported through a continuous improvement process and reinforced through coaching, learning communities (i.e. grade level and content focused teams), and information repositories that are accessible by all faculty.
- Professional development needs to be student centered and continuous to maximize the integration of the new learning into practice.
- Taking students' needs into account when deciding on professional learning offerings ensure that our professional staff are able to best meet student needs.
- Effective classroom pedagogical practices are the primary focus of professional learning offerings.
- Understanding how technology can be useful to enhance pedagogy practice is more important than the act of mastering instructional technology.
- Learning resources that are shared online and accessible by all faculty can further professional learning and knowledge creation.

Professional Learning Standards

In accordance with the National Staff Development Council's standards for professional development, the Byron-Bergen Central School District believes that high-quality professional development demonstrates the following characteristics:

- It is substantial and continuous.
- It leads to growth in teacher effectiveness and increased student achievement.
- It enables teachers to be reflective.
- It provides opportunities for collaboration and team building.
- It is delivered in a flexible manner in order to best meet the needs of individual teachers or teams of teachers.

- It is relevant to the needs of teachers and students as indicated by performance data and quality indicators (data-driven).

In addition to national standards, Byron-Bergen Central School District aligns its professional learning to New York State's standards and attributes that contribute to high quality professional learning:

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

Plan Review Process

In an effort to measure the plan's effectiveness, the following methods will be utilized during the timeframe of the plan:

- Annual PD survey provided to professional staff
- Post session surveys provided to session participants
- Quarterly PD team meetings to evaluate future PD offerings

In addition, student achievement data will be used as input to the plan to identify student learning needs and in turn planning for professional development relevant to those needs. The following data sources will be used, but is not limited to:

- Regents' Passing Rate on the following exams:
 - Global
 - US History and Government
 - ELA
 - Algebra
 - Earth Science
- Grades 3-8 ELA and Math Assessments
- iReady Diagnostic Data
- Common Grade Level/ Subject Assessments

These data inputs will serve a touchstone for the team to reflect on in efforts to improve the plan in a manner that best meets the needs of the students and learning community. The District's professional development team will work collaboratively with faculty and administration to continue developing methods of analysis of these inputs. In turn, this analysis will guide planning for future professional learning offerings.

Annual Time Devoted to Professional Development

All teachers will participate in four Superintendent Conference Days each year. Three of these days are planned jointly with mutually agreed upon professional development topics by the Byron-Bergen Faculty Association and the District through the Professional Development Team. All teachers may participate in various professional development activities: professional development meetings, summer curriculum, professional development summer workshops, Genesee Valley Educational Partnership (BOCES) regional workshops, professional conferences, and regional scoring with neighboring school districts.

Faculty meetings at both buildings will be comprised of professional development throughout the year based on needs as well as meeting schedules. Learning sessions will be intentionally planned to be mindful of content and allotted meeting times for both buildings.

This time and the following plan is supported in part by BOCES (Mid-West Joint Management Team (JMT)), Regional Information Center (RIC), Mid-West Regional Bilingual Resource Network (RBERN), Mid-West Regional Partnership Center (RPC), Teacher Centers, and approved consultants.

Goal 1: Curriculum Development and Review

Create professional development opportunities that will allow the Byron-Bergen Professional Learning Community to develop and maintain ongoing comprehensive local curriculum development based on national and state standards. A comprehensive local curriculum will include content standards, character education, technology integration, interdisciplinary connections, assessment of learning, and local priority standards.

- Train instructional staff/leadership on research based process of prioritizing and unpacking New York State standards.
- Train instructional staff/leadership on research based process of creating and refining viable local curriculum.

Strategies	Evidence
Provide multiple trainings regarding prioritizing and unpacking standards.	Agendas of meetings Professional Learning Registrations Curriculum Templates/documents Curriculum Maps Scopes and Sequences Online repositories of curriculum
Provide learning opportunities and time to discover and develop standards alignment between and among grade level/departments.	
Provide learning opportunities and time to create and refine a comprehensive curriculum guided by research based practices.	
Provide learning opportunities and time to understand and implement a curriculum evaluation process to ensure alignment of the district priorities and state standards.	

Goal 2: Teaching and Learning Practices

Facilitate ongoing professional development around research based practices of teaching and learning.

Focus areas in this goal will include*:

- Formative Assessment
- Instructional Strategies (such as, but not limited to, student engagement and motivation (to include character education and core values))
- Differentiation of instruction

Administration in partnership with the faculty (Joint Planning Team) will develop professional learning opportunities for faculty that target best practices for teaching and learning.

*This will include the effective integration of technology as outlined by the BBCSD Instructional Technology Plan.

Strategies	Evidence
Provide ongoing learning opportunities around research based (i.e.; Hattie, Knight, Marzano, etc.) best practices regarding identified focus areas.	Professional learning course registration Meeting agendas Focus areas addressed during periodic team/departments meetings APPR post conferences and reflection used to guide PD offerings and individual continuous improvement.
Expand professional literature resources within each building's library.	Library system identifies literature is utilized through material usage reports.
Instructional coaching used as ongoing reflection and personalized growth on instructional practice.	Participation in instructional coaching sessions Video recorded lessons provided to coaches and administrators Percentage of professional staff participating in instructional coaching
Utilize support services and resources to support professional development in this area	Professional learning registration Meeting agendas Post conference reflection

Goal 3: New Teacher Program

The Byron-Bergen Central School District is a professional learning community that believes all educators are continuously growing and developing their craft. The District believes in the importance of providing support for new educators through a mentoring process where experienced teachers within the District can provide assistance to new teachers to help ensure their success.

*Comprehensive details are outlined by the BBCSD Mentor Handbook ([LINK](#)).

Objectives of the Mentor Teacher Program:

- Provide support for new teachers to the district;
- Provide an opportunity for goal setting and development;
- Promote professional growth;
- Provide an opportunity for reflection on practices;
- Assist teachers in developing new strategies;
- Communicate district information and expectations; and
- Facilitate collegial relationships among staff.

Mentor Program Outline

	Year 1	Year 2
New Teacher Orientation	2 days prior to the start of the school year (2 days the week before Labor Day)	2 day prior to the start of the school year (1 planned day the week before Labor Day and 1 day worked any time during the summer after the previous year's graduation)
Goal Setting with Mentor	2 goals - one per semester (focus on domains 2 and 3 from Danielson)	1 goal for the year (may focus on any domain from Danielson)
Mentor Observation (Mentor Observing Mentee)	3 times per school year (one may be video and then watched together)	2 times per school year (one may be video and then watched together)
Mentee Observation (Mentee Observing Mentor)	2 times per school year	1 time per school year
Mentor and Mentee Formal Meetings	4 times per school year (once quarterly) - Inform administration at least one week in advance so	2 times per school year (once per semester) - Inform administration at least one week in advance so

	that class coverage can be provided.	that class coverage can be provided.
Professional Development	Mentors will receive instruction coaching PD.	Mentors will receive instructional coaching PD.

Goal 4: SAVE Schools

Byron-Bergen's faculty and staff are engaged in varied professional development opportunities to satisfy the SAVE legislation requirements. Examples of professional development include the following:

- Overview of SAVE legislation regulations including overview of District training at faculty meetings.
- New Teacher Orientation sessions on classroom management, planning instruction to preclude management issues, instructional strategies for hard to reach learners.
- Each school planning team includes goals and action strategies for strengthening the culture and climate in each school. Specific school-wide programs and activities to teach pro-social behavior and respect/responsibility and student leadership are present in each plan.
- Paraprofessionals receive SAVE legislation information through an initial staff meeting and at ongoing staff meetings during the year.