

ARLINGTON SCHOOL DISTRICT

PROFESSIONAL DEVELOPMENT PLAN

DISTRICT NAME: Arlington Central School District

BEDS CODE: 131601060000

SUPERINTENDENT: Mr. Donald Rothman

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YEAR(S) PLAN IS EFFECTIVE: September 1, 2000 - August 29, 2003

BOARD OF EDUCATION APPROVED: _____

COMPOSITION OF PROFESSIONAL DEVELOPMENT TEAM(S) (MAJORITY OF TEAM MEMBERS MUST BE TEACHERS)

DISTRICT TEAM (REQUIRED)

2 # ADMINISTRATORS/STAFF

6 # TEACHERS

3* # OTHERS (SPECIFY ROLES BELOW)

*Parent (1), Curriculum Specialist (1), Higher Education (1)

NUMBER OF SCHOOL BUILDINGS IN DISTRICT: 11

The Arlington Professional Development Plan was developed by the Professional Development Team, written by Dr. Michael Muffs and edited by Dr. Edward Lynn.

INTRODUCTION

Subdivision (dd) of Section 100.2 of the Regulations of the Commissioner of Education requires that by September 1, 2000, and annually by September 1 of each school year thereafter, school districts adopt a professional development plan. The purpose of the plan is to continue to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development to remain current in their profession while meeting the learning needs of their students.

The following plan was developed by collaboration among the participants on the Arlington Professional Development Team. The team members consisted of parents, administration, higher education faculty and, predominately, teachers from the Arlington Central School District. The following individuals were members of the Professional Development Team of the Arlington Central School District:

<i>Participants</i>	<i>Names</i>	<i>Position</i>
Superintendent's designee	Barbara Donegan	Asst. Superintendent
Parent	Karolyn Kolankowsky	PTA Representative
Administration	Linda Heitmann	Principal
Teachers	Walter Behrman Joel Freer Donna Doerrier Marc Ouimet Kirsten Endsley Kirk Weiler	High School Elementary Elementary High School Middle School High School
University	Michael Muffs	SUNY at New Paltz
Curriculum Specialist	Ed Lynn	Asst. Superintendent

It should be noted that the Arlington Teachers' Association selected teachers for the Professional Development Planning Team as required by subdivision (dd) of 100.2 of the Commissioner's Regulations. As also required, the Arlington Administration Association selected the administrator and the Arlington District PTA selected the parent representative to the Professional Development Team.

The format and section headings of this Professional Development Plan were recommended by the State Education Department.

SECTION I: CONTEXT

PHILOSOPHY OF THE ARLINGTON CENTRAL SCHOOL DISTRICT

Professional Development in the Arlington Central School District is a process that facilitates the continuing education of teachers, administrators, and others who are engaged in the education of students. By engaging in professional development, staff members should come to know their subjects, their students and their practice - and make informed use of what they know.

Quality professional development in the Arlington School District recognizes that teachers are central to student learning, and that all members of the school community participate in the learning process. Arlington's professional development reflects the most current available research and the best practices in teaching, while promoting continuous inquiry and improvement that is embedded in the daily life of its schools.

CURRENT ARLINGTON CENTRAL SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT ACTIVITIES

Evidence of Arlington's continuous professional development opportunities for staff can be found in the variety of strategies to promote quality teaching and student learning. Highly recognizable are the efforts of the Arlington Schools to improve the quality of teaching that have a direct affect upon meeting the requirements of the New York State Standards K- 12. Specific examples of Arlington's existing efforts to meet the challenge of improving student learning and achievement through the Standards are:

- Basic school-wide participation
 - Building Level Team participation
 - Each building had at least one representative on the K-8 curriculum study groups that reviewed curricula as it relates to the Standards, with continuous cross-school collaboration.
 - At the high school, teams were established that reviewed curricula to ensure a good match with the Learning Standards.
- District sponsored, BOCES, Mid-Hudson Teachers' Center and other organizational in-service programs that consisted of at least fifteen (15) hours of classroom instruction.
- Graduate/collegiate courses offered by colleges and universities
- Curriculum development projects by teams and individuals that were specifically designed to meet the Standards.

- Participation in local, state and national conferences.
- Superintendent Conference Days whose themes were designed to improve teaching and learning in all K-12 curricula after identifying specific areas of need through in-depth analysis of student performance.
- Building faculty and grade level meetings; departmental meetings and work sessions.

ARLINGTON CENTRAL SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT DURING 1998 - 99

The development of the Professional Development Plan as required by Regulation 100.2 (dd) essentially enabled the Arlington schools to document its ongoing commitment to professional development for all of its staff. On an annual basis, Arlington staff members participate in professional development activities that are challenging, creative, current, and rigorous. The following is a summary of the professional development activities and estimated hours of teacher participation during the 1998 - 99 school year.

Participants	Hours of Participation
One half of entire K - 12 faculty participated in in-service programs K-12	4800
Over 100 teachers in graduate programs	4500
Over 150 teachers participated in full day conferences	750
Over 120 teachers in summer curriculum development	3360
Over 600 teachers participated in three (3) Superintendent Conference days	3000
Over one-half of faculty engaged in faculty meeting programs	3000
Over 600 teachers in a variety of full day workshops	3000
Curriculum study group participation	3000
Over 600 teachers participate in departmental and grade level workshops	3000
Total hours that Arlington staffs participated in professional development activities, 1998 - 99	24,410

Not included in the above table are professional development activities by staff such as individual action research projects and study projects that constitute research in specific discipline areas.

MEETING THE MINIMUM 175 HOUR STANDARD

For teachers acquiring an initial teaching certificate on or after February 2, 2004, such teachers must have at least one hundred and seventy-five (175) hours of professional development over a five (5) year period. In the Arlington Central School District there are approximately six hundred (600) staff members. Using the **minimal amount of hours previously calculated of 24,410**, Arlington teachers in general are already participating in well over one hundred and seventy-five (175) hours of professional development over a five (5) year period, and averaging over 35 hours per year. While not a current requirement, and one that will affect new teachers beginning in February, 2004, Arlington's professional development efforts already reflect the new and higher State mandates. (24,410 hours divided by 600 staff members = 40+ hours per year by individual staff. **Over a five (5) year period, this will reflect a minimum of two hundred (200) professional development hours for each teacher.**)

ARLINGTON CENTRAL SCHOOL DISTRICT'S PROFESSIONAL DEVELOPMENT PLAN AND ITS ALIGNMENT WITH NEW YORK LEARNING STANDARDS, ASSESSMENTS AND STUDENT NEEDS K-12

All Arlington professional development activities are designed to develop and implement Arlington's new and revised curricula, including the performance assessment tasks, that have been developed since the 1995-1996 school year as a result of a Board of Education priority. The overall development of these activities since 1995-1996 is a direct result of the District's comprehensive school improvement planning process. Below is a summary of the **baseline sources** that are used to determine the District direction for professional development.

BASELINE SOURCES USED FOR NEEDS ANALYSIS

- School Report Card
- BEDS data (Basic Educational Data System)
- CAR report (Comprehensive Assessment Report)
- Student attendance rates
- Graduation and drop-out rates
- Student performance results on all State assessments differentiated by ethnicity, gender, SES (Socioeconomic Status), and other special needs
- State benchmarks for student performance
- Longitudinal data analysis
- Arlington School District Performance Assessments

- Teacher self-assessment
- Curriculum surveys
- Community employment opportunities
- Review by collaborative groups in schools/community

Utilizing these sources as part of the process for determining baseline need, the Arlington Central School District continues to improve its overall educational program for the purpose of aligning the curriculum and performance assessment tasks with the New York State standards.

Arlington views the task of curriculum alignment with the New York State Standards as a cyclical K - 12 process.

PROCESS FOR CONTINUOUS NEW YORK STATE STANDARDS ALIGNMENT

The Arlington Central School District recognizes that for curricula to be consistently aligned with the New York State Standards, a process must be in place to ensure alignment accountability. To meet this objective, a time tested eight (8) step process is used:

1. Review all curricula K-12.
2. Review State learning standards in **each area** K-12.
3. Modify curricula to move completely within expectations of any learning standard.
4. Receive ongoing feedback and suggestions from individual faculty, building level teams, and school study groups.
5. Workshops developed and sought after steps 1 - 4 to build staff content knowledge and skill.
6. Pilot programs are implemented after step 5.
7. Evaluations conducted by various groups K - 12 to modify and/or change curricula wherever needed.
8. Process begins again commencing with review of the needs analysis data and moves to step one (1) of the process.

Time devoted to each step in this process is never constant. At any time throughout the process, there is the **probability** of recognizing that additional emphasis is needed to meet the Arlington Central School District level of expectation. It should be noted that this occurs frequently in steps four through six (4 - 6).

USE OF NEEDS ASSESSMENT DATA TO PROMOTE A PROFESSIONAL DEVELOPMENT PROGRAM THAT IS CONTINUOUS, REFLECTING A MULTI-YEAR APPROACH TO IMPROVING STUDENT PERFORMANCE

The Arlington Central School District prides itself in being a leader in professional development in Dutchess County. Evidence of this commitment is illustrated by **nine (9) major efforts over the previous four school years** in the following academic areas:

- Performance Standards and Assessments for English Language Arts Grades K - 5 (since July, 1996)
- Performance Standards and Assessments for English Language Arts Grades 6 - 8 (since June, 1997)
- K - 5 Mathematics Syllabus (since June, 1997)
- K - 5 Mathematics Performance Assessment Tasks (since January, 1998)
- Middle School Mathematics Syllabus (March, 1998)
- K - 8 Social Studies Syllabus (September, 1998)
- K - 8 Social Studies Performance Assessment Tasks (November, 1998)
- Middle School Mathematics Performance Assessment Tasks Grades 6 - 8 (since January, 1999)
- K - 8 Science Syllabus (March, 2000)

SECTION II

NEEDS ASSESSMENT PRIORITIZING

Goal #	District Goal	Teacher Content/Practice Need(s)	Student Performance Deficiency
1	New Teacher Orientation	Provide knowledge of Arlington syllabi and performance tasks and their relationship to new learning standards; provide mentoring to new teachers in using appropriate teaching strategies; help new teachers to become familiar with district policies and regulations.	Language arts, math social studies, and science
2	Integration of technology within Arlington K-12 curricula.	Provide knowledge and skills to utilize a technology-rich learning environment in supporting student attainment of learning standards.	Language arts, math social studies, and science
3	Continue the implementation of the Arlington syllabi and performance tasks as they relate to the learning standards.	Provide opportunities for staff to enhance their content knowledge and learn appropriate teaching strategies based upon the new learning standards.	Language arts, math social studies, and science
4	Continue to facilitate student intellectual, social and emotional growth through "student support programs."	Provide staff with approaches to help students realize appropriate social, behavioral, and emotional responses to their learning environments.	Student Wellness

SECTION III

DISTRICT RESOURCES

Internal and external resources that the Arlington Central School District will utilize to meet the goals of the Professional Development Plan:

Fiscal Resources	Dwight D. Eisenhower Staff Development Budget Curriculum Writing Conference Budget Title I Funds Title IV Funds IDEA Funds
Staff Resources	Curriculum Developers Content Specialist Mentor and Exemplary Teachers
Providers	District In-service Professional Organizations Institutions of High Education Teacher Centers BOCES and its Component Affiliates Consultants
Community	Major Employers Community-based organizations Parents

SECTION IV

IMPLEMENTATION PLAN

Goal #1: NEW TEACHER ORIENTATION

<i>Strategies</i>	<i>Activities</i>	<i>Who</i>	<i>Timeframe</i>
New Teacher Orientation Opening Program	Large group meetings; Breakout groups	Superintendent, Assistant Superintendent, principals, teachers	One full day
Mentor Teaching Program	Conferencing, Daily communication	Mentor teacher	Full year
Sharing of district syllabi and performance tasks	Grade-level, department and faculty meetings; study groups; individual consultations; building team participation	Full staff	Full year

Goal #2: INTEGRATION OF TECHNOLOGY WITHIN CURRICULUM

Strategies	Activities	Who	Timeframe
Outside Conferences	Per conference format	Varied	Full year
District in-service	In-house training	Technology integration teachers, consultants	Full year
Workshops	Per workshop format	Varied	Full year
Graduate courses	Per course	University faculty	Per semester
District and building conference days	Varied by school, content area, and grade level	Teachers and consultants	3- 4 per year

Goal #3: CONTINUE IMPLEMENTATION OF NEW ARLINGTON SYLLABI AND PERFORMANCE TASKS

<i>Strategies</i>	<i>Activities</i>	<i>Who</i>	<i>Timeframe</i>
Summer curriculum writing	Collaborative efforts for given grade levels and/or subjects	Lead teachers	Summer (10 weeks)
Review and modify performance assessment tasks	Collaboration at and across grade levels and/or subjects	Administrators, teachers, lead teachers	Full year
Review student assessment data	Item analyses, disaggregation of data, summary of student responses, and survey data	Administrators and teachers	Full year
Local and State workshops to enhance knowledge of standards	Varied	Varied	Full year
Local and State conferences	Varied	Varied	Full year
District and building study and work groups studying new strategies for application to standards	Graduate courses; building grade level and department meetings; district in-service; action research projects	University faculty, administrators, teachers, lead teachers	Semester

Goal #4: STUDENT WELLNESS

<i>Strategies</i>	<i>Activities</i>	<i>Who</i>	<i>Timeframe</i>
Peer mediation programs	Student/teacher centered group-work; conflict resolution	Subject matter professionals	Full year
Lions' Quest programs	Decision making and problem solving skills acquired by staff for instruction	Subject matter professionals	Full year
DARE program	Teacher directed activities following training and observation	Subject matter professionals	Full year
Conferences, workshops, in-service programs	Per format and varied	Subject matter professionals	Full year

SECTION V

EVALUATION PLAN

Goal	Evaluation Plan
#1 New Teacher Orientation	<ul style="list-style-type: none"> • Survey of new teachers • Feedback from building administration • Feedback from teacher mentors • Annual professional performance reviews
#2 Integration of technology within Arlington K - 12 curricula	<ul style="list-style-type: none"> • Number of teachers who receive technical training • Building observation of use of technology • Review of lesson plans • Monitoring district technology plan
#3 Continue to implement the new Arlington Syllabi and Performance Tasks as they relate to the new learning standards	<ul style="list-style-type: none"> • Student performance results on State assessments • Number of workshops staff attend on new standards • Number of conferences staff attend on new standards • In-service days by building and district • Number of summer curriculum projects as they relate to the new learning standards • Publication and distribution of Arlington Syllabi and Performance Assessment Tasks
#4 Student Wellness	<ul style="list-style-type: none"> • Number of students assigned to in-school suspension • Number of out of school suspensions • Number of 3214 hearings (long-term suspensions of more than 5 days) • Number of times authorities are notified • Number of students involved in extracurricular and intramural activities • Consistency of the graduation rate