

Elmsford Union Free School District Professional Development Plan 2024-2027



Adopted by the Board of Education: October 16, 2024

DISTRICT NAME: Elmsford Union Free School District
BEDS CODE: 66-04-09-02-0000
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YEARS(S) PLAN IS EFFECTIVE: 2024-2027

COMPOSITION OF PROFESSIONAL DEVELOPMENT TEAM

District Team

5 Administrators - Dr. James Ryan, Mr. James Yap, Ms. Samone Grixti, Dr. Andrea C. Hamilton, Mr. Joseph Engelhardt

3 Teachers - Adrienne Capocci, Kim Breen, Carrie Silva

Number of school buildings in district: 3

1.0 Professional Development: Mission

The mission of the Elmsford Union Free School District is to optimize teaching and learning for student achievement. The district continues to work toward improving achievement for all students and to meet or exceed the New York State Next Generation Learning Standards. Professional development in the Elmsford Union Free School District will focus on providing professional staff with the opportunity to grow as well as maximizing the commitments identified in the EUFSD Strategic Plan. Opportunities for professional development will be engaging, relevant, and built upon best practices.

2.0 Professional Development: Definition

Professional development is a process that provides opportunities resulting in long-term, positive change in schools. Such efforts include sharing current research, enhancing instructional strategies, and strengthening leadership to promote professional growth, collaboration, and development. Professional development experiences that utilize collegiality, collaboration, discovery, and problem-solving enhance the collective abilities of the educational community. Professional development for all staff results in learning for educators, which develops the knowledge, skills, and practices they need to help students perform at higher levels. The process includes planning, risk-taking, trial and error, monitoring results, and continued commitment to excellence. Professional development is data-driven and results-oriented.

3.0 Professional Development: Standards

- Standard 1: Designing Professional Development
- Standard 2: Content Knowledge and Quality Teaching
- Standard 3: Research-based Professional Learning
- Standard 4: Collaboration
- Standard 5: Diverse Learning
- Standard 6: Student Learning Environments
- Standard 7: Parent, Family and Community Engagement
- Standard 8: Data-driven Professional Practice
- Standard 9: Technology
- Standard 10: Evaluation

For a more in-depth perspective on the Professional Development Standards, please visit the following website: <https://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>

4.0 Professional Development: Critical Attributes

- *High Quality*
- *On-Going*
- *Data-Driven and Researched Based*
- *Evaluated and Assessed*
- *Specific and Embedded in Professional Practice*
- *Next Generation Learning Standards-Based*
- *Culturally Responsive and Sustaining*
- *Adequately Funded and Supported*
- *Reflective of District Goals*

5.0 CTLE Requirements (<http://www.highered.nysed.gov/tcert/resteachers/ctle.html>)

Educators who hold one or more of the following certificates are subject to the continuing teacher and leader education (CTLE) requirement:

- Professional certificate in the classroom teaching service
- Professional certificate in the educational leadership service (i.e., School Building Leader, School District Leader, and School District Business Leader)
- Teaching Assistant Level III certificate

Examples of educators who do not need to complete the CTLE requirement include, but are not limited to, educators who:

- Hold only Permanent certificate(s)
- Hold a Statement of Continued Eligibility (SOCE) and Permanent certificate, and does not also hold a Professional or TA Level III certificate; and
- Have "Registered - Inactive" status (e.g., not practicing in an applicable school).

The registration and CTLE requirements do not apply to educators who hold a certificate in the pupil personnel service (e.g., School Attendance Teacher, School Counselor, School Psychologist, School Social Worker) or hold a Teaching Assistant Level I or Level II certificate.

There is one CTLE requirement per educator (e.g., 100 clock hours), regardless of the number of certificates held that are subject to CTLE. Educators who are subject to CTLE and practice in an applicable school throughout their five-year registration period must complete 100 clock hours of acceptable CTLE. All educators subject to CTLE are responsible for their record-keeping of professional development hours. Additionally, all educators subject to CTLE are responsible for keeping a record of all supporting documentation. This would include, but is not limited to:

- Title/Date of professional development activity or session
- Location of professional development activity or session
- Verification of attendance from host, sponsor, or provider
- Hours completed

- Approved CTLE host, sponsor, provider's name, email address and phone number
- Type of activity (content, pedagogy, language acquisition)
- Accurate representation of the attendee's name any other identifiable information necessary

It is the responsibility of the educator who is subject to CTLE to ensure the information is accurate and current.

For school-based and district-based professional development, a NYSED Certificate of completion and attendance will be available for all participants. This certificate will be available through My Learning Plan. In addition to the NYSED Certificate of Completion and Attendance, all educators who are subject to CTLE will still have to maintain their records for CTLE hours: [NYSED Certificate](#)

6.0 Acceptable CTLE Activities

<http://www.highered.nysed.gov/tcert/resteachers/ctle-acceptable.html>

Educators must take continuing teacher and leader education (CTLE) from a CTLE sponsor approved by the Department. The list of approved CTLE sponsors is available [online](#). Professional development or professional learning not designated as CTLE by an approved CTLE sponsor does not count towards the required CTLE clock hours.

School districts that are approved CTLE sponsors can offer CTLE outlined in their Department-approved professional learning plan. Districts must issue CTLE certificates of completion for CTLE clock hours and maintain records of the CTLE awarded.

Acceptable CTLE Activities

Acceptable CTLE activities are designed to improve the teacher or leader's pedagogical and/or leadership skills and are targeted at improving student performance, including but not limited to formal CTLE activities. Such activities also shall promote the professionalization of teaching and educational leadership, as applicable, and be closely aligned to district goals for student performance.

Acceptable CTLE includes activities:

- **Content area(s)** of the certificate(s) held,
- and/or **Pedagogy**,
- **and Language Acquisition** addressing the needs of English language learners.

The CTLE in the content area can be in the content area of any certificate held, including certificates not subject to CTLE (e.g., Initial, Permanent certificates). CTLE activities in pedagogy could be appropriate general pedagogy or pedagogy specific to the content area of the certificate(s). The CTLE language acquisition requirement is described [here](#).

University or College Course Credits

Courses completed at an institution of higher education (IHE) can count towards the CTLE requirement only if the IHE is an [approved CTLE sponsor](#) and awards CTLE clock hours for the courses.

For credit-bearing university or college courses, each semester hour of credit equals 15 clock hours of CTLE, and each quarter-hour of credit equals 10 clock hours of CTLE. For all other approved CTLE activities, one CTLE clock hour is a minimum of 60 minutes of instruction/education.

Working with Colleagues and Student Teachers

Peer review teachers or principals acting as independent trained evaluators who conduct a classroom observation as part of the teacher evaluation system under Section 3012-d may count such time towards the CTLE requirement. The acceptability of other types of collaborative work between educators would be determined by the school, district, or BOCES that is an approved CTLE sponsor, and the sponsor would award the CTLE clock hours accordingly.

At the discretion of the school district or BOCES, teachers who provide mentoring may earn CTLE clock hours in the following manner, effective December 31, 2019.

- Teachers acting as mentors to new classroom teachers as part of a school district's or BOCES' mentoring program may, at the discretion of the school district or BOCES, credit up to 30 hours of such time towards their CTLE requirement in each five-year registration period.
- Teachers acting as mentors to teacher candidates may, at the discretion of the school district or BOCES, credit up to 25 hours of such time towards their CTLE requirement in each five-year registration period.

The school, district, or BOCES must keep records and award CTLE certificates for educators who earn CTLE clock hours by working with colleagues and student teachers, documenting that they approve of the CTLE as the approved CTLE sponsor.

National Board Certification

Educators who earn certification from the National Board for Professional Teaching Standards have met the CTLE requirement during the registration period in which the National Board Certification is achieved, provided that the educator also meets the CTLE language acquisition requirement and the National Board certification is renewed every ten years.

Educators Who Hold Multiple Certificates

Educators who hold one or more certificates subject to CTLE could complete acceptable CTLE activities in the content area(s) of their certificate(s) and/or in pedagogy.

For example, an educator with a Professional Biology, Professional Chemistry, and Permanent Earth Science certificate could complete acceptable CTLE activities in biology, chemistry, earth science, and/or pedagogy, in addition to CTLE activities that satisfy the CTLE language

acquisition requirement. An educator with Professional Childhood Education and Professional School Building Leader certificates could complete acceptable CTLE activities in the common branch subject areas, school building leadership, and/or pedagogy, in addition to CTLE activities that satisfy the CTLE language acquisition requirement.

Speech and Language Disabilities Certificate Holders

For educators who hold the Professional Speech and Language Disabilities Certificate, courses taken from an [approved American Speech-Language Hearing Association \(ASHA\) CE provider](#) are acceptable towards meeting CTLE requirements as long as they are documented with the ASHA CE Registry. One ASHA CEU equals 10 hours of CTLE.

7.0 District Professional Development: Learning Forward Standards for Professional Learning

Professional learning that increases educator effectiveness and results for all students:

- Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment and accountability. (Learning Communities)
- Requires skillful leaders who develop capacity, advocate, and create support systems for professional learning. (Leadership)
- Requires prioritizing, monitoring, and coordinating resources for educator learning. (Resources)
- Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning. (Data)
- Integrates theories, research, and models of human learning to achieve its intended outcomes. (Learning Designs)
- Applies research on change and sustains support for implementing professional learning for long-term change. (Implementation)
- Aligns its outcomes with educator performance and student curriculum standards. (Outcomes)

8.0 Individual Professional Development: Guiding Assumptions and Strategies

Professional Development (PD) is an educator-driven, flexible system in which educators engage in planning learning experiences over time, which results in better learning and life experiences for students and educators.

- The purpose of PD for educators is ultimately to make a difference in students' learning and lives. Any effective PD system must keep this point in focus and help participants connect their learning to student outcomes.
- Effective PD is about educators learning and exploring new ideas they can apply in their practice. The educator/learner must be "in charge" of designing their own PD experiences in ways that benefit their own learning, application, and reflection.
- Effective PD allows educators to take the time needed to work extensively with new ideas and information. Only such in-depth learning can be adequately integrated into practice to benefit both educators and students.

- PD never ends. Effective educators pursue learning and growth continually. PD systems should be structured so that educators can periodically revisit and redesign those PD experiences that support their continued growth.
- Every educator's professional experiences are unique. To be most effective and responsive, PD experiences should be designed in light of the particular educator's students, school, and district.
- Educators do not work alone. Increasingly, meeting the needs of children and youth requires groups of educators and others to design effective learning together. PD should promote and provide experiences with this interdependent group learning and purpose.
- The knowledge base of teaching and learning continues to grow and change due to the efforts of university-based and field-based educators and community members. Effective PD should draw upon and contribute to this growing knowledge base.
- The educator/learner should be vested with the responsibility of assessing the results of PD. At appropriate times, the educator collects evidence of the effect of continuing professional development, which is then validated by "friendly critics" representing a broader constituency of professionals and consumers. The effects of PD experiences should be related to student learning, teaching practice, and growth in organizational capacity.
- Holders of Professional English to Speakers of Other Languages certificates or Bilingual Extension Annotations are required to complete a minimum of 50 percent of the required CTLE clock hours in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.
- All other Professional certificate holders must complete a minimum of 15 percent of the required CTLE clock hours in language acquisition addressing the needs of English language learners, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.
- Level III Teaching Assistant certificate holders must complete a minimum of 15 percent of the required CTLE clock hours dedicated to language acquisition, addressing the needs of English language learners, and integrating language and content instruction for English language learners.

9.0 Professional Development Goals

- 9.1.1 Increase achievement on the NYS ELA Assessment in grades 3-8 with a reduction in non-proficient outcomes by 15% annually
- 9.1.2 Increase achievement on the NYS Math Assessment in grades 3-8 with a reduction in non-proficient outcomes by 15% annually
- 9.1.3 Increase the percentage of the cohort passing the Regents commencement exams at or above a score of 65 in 4 years, with a target of 95% by 2027.
- 9.1.4 Increase the percentage of students graduating with an Advanced Designation Diploma or 15 college credits from the Early College Experience (ECE) with a target of 33% by 2026.

10.0 Descriptors of Plan

It is recommended that teachers participate in a minimum of thirty-five (35) hours of professional development every year or a minimum of 100 hours of professional development over five years. This may include the planning, delivery application, and/or evaluation of professional development activities.

Professional development will be continuous and sustained.

The Professional Development Plan will be measured against student achievement growth as reflected in the *Comprehensive Information Report and Academic Performance Report* (NYS Report Card) and district-developed data collection devices.

The above will be accomplished as follows:

1. Designated district professional development via professional activities as per the Professional Development Plan
2. District In-service and building-level programs
3. Staff-selected professional development
4. Other, as appropriate

11.0 Recommended Professional Development Strategies for 2024-2027

Professional development in the Elmsford Union Free School District will also be responsive to the ever-changing educational landscape. This can be seen across the spectrum, specific to broad, based on changes to:

- NYS educational policy and standards
- District policy and standards
- School/District course offerings/programming
- Environmental Influences (i.e. Pandemic-related)
- School/District student data trends
 - District/School Report Cards
 - Department needs
 - Individual teacher needs
- Multi-stakeholder needs assessment

11.1 Superintendent's Conference Days

The Professional Development Plan (PDP) team recognizes that one of the primary opportunities afforded each year for professional development exists with superintendent conference days traditionally scheduled each year. At least four of the allocated superintendent's conference days should be used exclusively for professional development. It is further recommended that it is necessary to schedule at least two of these four days early in the school year so that initial annual instruction can more readily be impacted by the training provided.

Departments and grade levels for each building will schedule professional learning community (PLC) planning time. These sessions should give teachers opportunities to share new learning and plan specific applications of acquired learning strategies to their units of instruction. Documentation should be maintained indicating the specific results from the collaboration of the PLCs. Superintendent's conference days will provide all teachers with training each year. The remaining hours will be provided through the building, grade level, department, and individual professional development opportunities. Strategies to close the achievement gap in ELA and Math performance include the following, as stated in the EUFSD Strategic Plan:

- Curriculum maps/curricular expectations (K-12) will be aligned with the NYS Next Generation Learning Standards
- Curriculum maps/curricular expectations (K-12) will be aligned with the four principles of the Culturally Responsive-Sustaining Education Framework
- Instructional practices will reflect the revisions, additions, deletions, vertical movement, and clarifications of the current English Language Arts Standards
- Assessment will be congruent with the 2017 NYS Next Generation Learning Standards, embedded in all grade levels, and utilize technology
- Encourage family/community support in improving student achievement with a strong home/school connection
- Continue to analyze data (state and local) using data inquiry teams and student data portfolios to assess progress toward our goals

11.2 Building Staff Development

Each school in the district will provide opportunities for the remaining hours of staff development during the school year (see 9.0). These staff development opportunities should be planned in consultation with each building's shared decision-making core teams. Building staff development should focus on at least one of the following areas determined by the needs of each individual school and in concert with the data analysis:

- Curriculum maps/curricular expectations (K-12) will be aligned with the NYS Next Generation Learning Standards
- Instructional practices (K-12) will include alignment with the Culturally Responsive-Sustaining Education Framework
- Instructional practices will reflect the shift and revisions with the standards
- Assessment will be congruent with the new standards, embedded in all grade levels, and utilize technology
- Encourage family/community support in improving student achievement with a strong home/school connection
- Continue to analyze data (state and local) using data inquiry teams to assess progress toward our goals.
- These sessions may be delivered through faculty meetings, department meetings, grade-level meetings, vertical team meetings, faculty-led workshops, or PLCs.

11.3 Grade Level and Department Staff Development

In addition to the district and building staff development opportunities, it is recommended that additional staff development opportunities be planned, implemented, and documented for grade levels Pre-K-6, 7-8, 9-12, and departments K-12. Grade level and department in-service sessions should incorporate activities that fit the district's definition for staff development and include strategic priorities listed in the Elmsford UFSD Strategic Plan. Curriculum coordinators and department chairpersons should document the remaining 11 hours of professional development for grade levels and departments.

Focus for the grade level and department in-service sessions will address one of the following areas:

- Curriculum maps/curricular expectations (K-12) will be aligned with the NYS Next Generation Learning Standards (NGLS)
- Instructional practices (K-12) will include alignment with the Culturally Responsive-Sustaining Education Framework
- Instructional practices will reflect the NGLS
- Assessment will be congruent with the NGLS, embedded in all grade levels, and utilize technology
- Encourage family/community support in improving student achievement with a strong home/school connection

- Continue to analyze data (state and local) using data inquiry teams to assess progress toward our goals

11.4 Individual Staff Development

The district will utilize the My Learning Plan program to collect and disseminate information regarding professional development opportunities provided by the district for individual teachers throughout the school year. Such opportunities may include attendance at conferences and workshops, release time curriculum planning, new teacher orientation, or other activities that engage teachers in meaningful reflective activities related to the instructional process. The PDP planning committee can use a summary of data collected through the My Learning Plan program to analyze the extent of teacher engagement in district-sponsored professional development.

11.5 Cross-Sectional Dynamic Team Activities & Events

The district has established several cross-building teams to address several district-specific focus areas. These teams include:

- District Curriculum Team
- Jr/HS Curriculum Council
- Elementary Curriculum Council
- Primary Curriculum Council
- 5 - 8 MS Team
- District-Wide PLC Committees

11.6 Total Recommended Annual Hours of Professional Development for 2024-2027

Superintendent’s Conference Days

24 hours

Professional Development Models	Definitions	Methods of Availability
Training Models	Instructor or facilitator leads or teaches the learning process, including guided practice and or demonstrations. Model is appropriate for developing awareness, knowledge, and/or skills	As requested by the district
Workshops / EdCamps	Programs provided by In-district personnel, Teacher Centers, through BOCES, local districts, and other reputable educational organizations	School days – release time After School Weekends Summer
Faculty meetings	Focused on teaching and learning and facilitated by teachers, administrators, and/or consultants	As per contract
Graduate coursework	Education coursework completed through an accredited institution approved by the district	As per contract
Assessment Scoring Training	Training with colleagues to score NYS and local assessments using a common rubric	As requested by the district

Consultant	Working with a program consultant or facilitator	School days – release time After School Weekends Summer
Distance Learning	Through a video conference with a trainer consultant or for advanced study. Can be a workshop or inter-school collaboration	School days – release time After School Weekends Summer
Conferences	Through participation in local, state, and national conferences	School days – release time After School Weekends Summer
Partnerships with higher education	Can be a workshop, professional development collaboration, consultation, or video conference	School days – release time After School Weekends Summer

Building Professional Development, Grade Level, Department Professional Development & Individual Professional Development

Total Recommended Professional Development: 35 hours per year

11.7 Suggested Models for Professional Learning in the Elmsford Union Free School District

Inter-classroom visitations Interschool visitations	Can be implemented by individuals or groups of staff members. It is a process of learning through peer observation. Appropriate for improving skills or implementation of a new model	School day
Mentoring	A trained colleague (Mentor) works with a staff member (Intern) to assist him/her in improving and acquiring skills	School day
Peer Review	Peers critique work presented by staff	School day
Grade-level, interdisciplinary, or subject-area teamwork	Focused on standards and assessments. Can occur in, before, or after the school day. Can be facilitated by a staff member or consultant. Can be combined with a workshop to provide new learning as a foundation for curriculum work. Meetings can be used to review and critique student work	School day(s) – release time After School Weekends Summer
Action Research Projects	A process of learning through the formal identification of a problem or question. It involves data collection and analysis, reflection, and possible changes in practice. Should be collaborative	School day(s) – release time After School Weekends Summer

Study Group/Book Study	Process of learning through collegial exchange. Identifies a goal, problem, issue, or book. Should be based on best practices. Can be facilitated by a staff member or consultant	After School Summer
Individually Guided Inquiry	An individualized plan for the improvement of skills, competencies, and knowledge	As needed

12.0 Responsibilities for Professional Development Planning/Evaluation

- The Administrative Team should be responsible for coordinating and planning the Superintendent’s Staff Development Days in consultation with the PDP Committee and according to the Elmsford UFSD Strategic Plan.
- Department/grade-level action plans should be collaboratively developed by department/grade-level members. Building principals will approve these plans in concert with the Elmsford Strategic Plan priorities.
- The building principals will review summary goals and staff development evaluations, which shall be made available to the PDP Committee, Administrative Cabinet, and Board of Education upon request.
- All teachers will enter requests for their professional development activities using the My Learning Plan program.

The Elmsford Union Free School District is committed to a data-driven process that effectively measures the effectiveness of all direct or indirect student services. Through this process, achievement measures of the NGLS are identified and analyzed to determine root causes and strategies for improving instruction. The Elmsford Strategic Planning Committee will identify future professional development needs as a major strategy for improving student performance and closing the identified achievement gaps.

The Professional Development Plan will be added to the Elmsford Strategic Plan to organize and further delineate district responsibilities for providing effective staff development opportunities for teachers. The best measure of the Plan’s effectiveness is student achievement, an inherent part of the Elmsford Strategic Plan process.

It is recommended that activities from the PDP be considered in evaluating and extending the Elmsford Strategic Plan. The assumption that a strong relationship exists between instructional effectiveness and student learning outcomes should remain the foundation for such analysis.

Appendix

A. Needs Assessment

This Professional Development Plan aligns with the New York State Next Generation Learning Standards and the Elmsford Strategic Plan for increasing student achievement.

The following are district priorities for the 2024- 2027 academic years.

- Support the Danielson “Framework for Teaching”
- Support Professional Learning Communities
- Complete the Curriculum Mapping process
- Multi-Tiered System of Supports (MTSS)
 - Systems and Processes
 - Analyze Formative Assessment data
 - Progress Monitoring
 - Intervention Strategies
- Analyze Reading and Writing Techniques/Strategies
- Support Technological Instructional Integration and Articulation
- Implement the NYS Next Generation Learning Standards

Pursuant to the requirements of the Regulations of the Commissioner of Education, the EUFSD Professional Development Plan:

This plan addresses the stated purpose of improving the quality of teaching and learning by ensuring that teachers participate in high-quality professional development. This will enable teachers to remain current within the profession and meet the learning needs of their students.

This plan describes:

- Teachers’ expected participation in professional development opportunities
- Articulation of professional development across grade levels
- Efforts made to ensure that professional development is practical and sustained
- How the school district will measure the impact of professional development on student achievement and teachers’ practice

The following resources have been reviewed during the revision of the 2022-2023 PDP:

- School Report Card
- BEDS Data
- EUFSD Strategic Plan
- EUFSD 2022- 2024 Strategic Plan
- Student Attendance Rates

- Enrollment
- Graduation and Non-graduate rates
- Special populations: LEP, Individuals with Disabilities
- Teacher/Student Ratios
- Student and Community Demographic Data
- Social/Emotional Needs Data
- Culture & Climate Surveys (Community, Teachers, Students)
- Longitudinal Data
- Tax base
- Sources of district revenue
- Special Designation: Title I
- State benchmarks for student performance

B. Mentoring Section

Mentoring Plan

Educators acting as a mentor to a new classroom teacher as part of a school district's or BOCES' mentoring program may, at the discretion of the school district or BOCES, credit up to 30 hours of such time towards their CTLE requirement in each five-year registration period. Educators acting as mentors to a teacher candidate may, at the school district's or BOCES's discretion, credit up to 25 hours of such time towards their CTLE requirement in each five-year registration period.

Mentor Selection procedure:

- Volunteer mentors are sought at the start of each school year. All applicants are considered. The principals and the superintendent try to match mentors and new teachers within the same grade level and/or subject area when possible
- Tenured teachers are preferred as mentor candidates
- Finding a mentor for a teacher in the same subject area or at the same grade level is sometimes impossible. In those cases, assignments may be made based on the mentor's qualities.

Mentor Training and Preparation:

- Mentors attend the required EUFSD Mentor Training workshop.

A defined set of mentor activities:

- Mentors meet with new teachers and serve as "coaches" in curriculum and instruction, lesson planning, assessment, student behavior, and school procedures. Mentors may provide other assistance as needed.
- Mentoring meetings are informal and focus on the new teacher's professional development needs and the district and school's procedural requirements (e.g., fire drills, data reporting).

Timetable:

- Mentors and new teachers collaboratively develop a schedule of meetings. Most meetings take place after the school day. Mentors are paid for up to 12 hours of professional time at the curriculum rate outlined in the Elmsford Teachers Association Collective Bargaining Agreement.

Other activities for new teachers:

- The district offers a New Teacher Academy program before the start of the school year.
- The Superintendent of Schools and/or his designee may meet with the mentors and new teachers to discuss professional acclimation.
- Building principals contribute to the success of every new teacher and are an ongoing source of professional support.
- Internal and external professional development opportunities are available to all mentors and new teachers.

The mentoring program is evaluated on an annual basis.

C. District Resources

The following internal and external resources will be used:

Fiscal Resources

- Title I (Meeting requirements for student achievement)
- Title IIA (Recruiting and training highly qualified teachers and principals)
- General Fund
- Other Grants

Administrative and Faculty Resources

- District and Building Administrators
- Department Chairpersons and Grade Level Representatives
- Content Specialists

Providers / Partners

- Institutions of Higher Education
- Edith Winthrop Teacher Center
- BOCES / Model Schools
- External Consultants

Community

- EUFSD Board of Education
- Community Based organizations
- Village of Elmsford (Municipality)
- Parents/Guardians

External Providers, Consultants, Etc

- Manhattanville College
- Pace University
- Mercy College
- Edith Winthrop Teacher Center
- SWBOCES / PNWBOCES
- Westchester Jewish Community Services (WJCS)
- Consultants
 - American Reading Company
- Others
 - LHRIC (Lower Hudson Regional Information Center)
 - Village of Elmsford (Municipality)
 - Curriculum Associates
 - College Board
 - Pearson Education
 - Wilson Language Training
 - EdVistas Inc.
 - CUNY NYS Initiative on Emergent Bilinguals (CUNY NYSIEB)
 - Global Compliance Network
 - Hudson Valley Regional Bilingual Education Resource Network (HV RBERN)
 - Rockland/Westchester Teachers' Center Institute
 - Western Suffolk BOCES
 - The Teacher Center of Central Westchester
 - Frontline Education Inc.
 - Lexia Learning Systems

All funds for professional development will be used to implement this plan.

Attachments

1. Teacher Improvement Plan - [Click Here](#)
2. Completion of Approved Continuing Teacher and Leader Education (CTLE) Hour(s) Certificate - [Click Here](#)