Port Chester-Rye Union Free School District
Professional Development Plan
2023-24

Sponsor # 801

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New York State Department Regulations and Requirements

This Professional Development Plan is in compliance with Commissioner Regulations 100.2 (dd) that requires each district and BOCES to collaboratively create a professional development plan that is updated annually. Additionally, professional development activities outlined in this plan provide teachers with the opportunities needed to meet and maintain the Continuing Teacher Leader Education (CTLE) requirements as defined by The Board of Regents in Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders.

BOCES and other State approved vendors will provide Professional Certificate holders with certificates acknowledging completion of workshops, trainings, and professional development opportunities qualifying for CTLE credits. Such certificates will include: participant's name, date of workshop, number of hours, topic, type of activity or program, and vendor sponsor number. Port Chester School District accounts for attendance to all district-provided CTLE creditable workshops. Sign-in or virtual attendance sheets are kept on file in the Curriculum Office. *Teachers are required to keep their own records* of attendance as well, including through Frontline software for any workshop that needs approval.

Needs Analysis of the Port Chester Union Free School District

In Port Chester, many students need extra help in foundational skills across subject areas to succeed in school, as evidenced by a variety of assessment tools such as American Reading Company (ARC) literacy assessments (IRLA/ENIL), STAR, and NYS assessments. Port

Chester's highest-needs students are English Language Learners in poverty, who account for the (approx) 1,500 of the 4,600 students in the school district. Annually, roughly 85% of this group district-wide receive free/reduced lunch. An analysis of the results of the NYS standardized assessments in English Language Arts (ELA) and math reveals that most former ELLs (over 500 students annually) do not achieve proficiency in ELA, or else achieve the lowest level of proficiency. The school district must be creative and resourceful in its commitment to minimizing the achievement gap between Limited English Proficient students entering school and the school-ready population.

Based upon teacher assessments of incoming students using multiple academic data points, the priority need of new students in Port Chester is increased literacy. Annually on average, approximately 65% of entering students have identified literacy needs and barriers to learning as indicated by Kindergarten screening data.

The data reveal persistent challenges in raising achievement for high-need students. Port Chester faces challenges in meeting adequate yearly progress with various subgroups of students. All of our schools are working to mitigate learning loss during the pandemic for all students, including our highly affected subgroups: economically disadvantaged students, students with disabilities, and English language learners. District instructional staff are seizing opportunities for teachers to extend their teaching certification in the areas of English as a Second Language, TESOL, and bilingual education through partnerships with colleges and universities the District has partnered with. Port Chester-Rye UFSD seeks to hire bilingual teachers and principals who have demonstrated success in closing achievement gaps. Structures are in place for leadership teams with teachers in formal and informal roles at all schools serving to support the needs of all students. All teachers only teach subjects within their area of certification. As a result, Port Chester schools are staffed with highly qualified educators.

Based on the evidence of current student achievement data and the professional development needs of Port Chester's educators, strengthening educator and leader effectiveness at all levels is a priority. Port Chester experiences changes in expertise each year due to retirements and new hires. To address the ongoing needs of staff in professional development, the professional development committee surveys faculty several times a year, and takes a needs assessment annually, then uses the data to help drive professional development opportunities and direction. Other resources are also used.

Needs Assessment Sources Utilized

- School Report Card
- BEDS data
- Student attendance rates
- Graduation and dropout rates
- Student performance results on NYS assessments disaggregated by ethnicity, gender, ELL status, SES, poverty, and special needs
- District assessments such as STAR 360 and ARC Literacy assessments

- State benchmarks for student performance
- Longitudinal data
- Student/teacher ratios
- Teacher and Parent/Guardian surveys
- Teacher self-assessment
- Title I Grant Comprehensive Plans
- Curriculum surveys
- Teacher and Leader Mentor programs data
- NYS Professional Development Standards
- Lower Hudson Regional Information Center Data

In a careful analysis of the district report card, local data, and educator and parent/guardian feedback, the District has determined that our areas of greatest concern in student performance and focused targets for professional development are:

- Literacy and Math for all students
- English Language Learner performance
- Students with Disabilities performance
- Social Emotional Learning (SEL)

Professional Development Goals and Objectives

The following professional development goals and objectives have been identified for the 2023-2024 school year, in an ongoing effort to create long-term, strategic learning opportunities for staff, aligned to the District's goals. The data collected and analyzed by the Port Chester-Rye Union School District in conjunction with district and school-level plans will support the goals, objectives, strategies, activities, and evaluations of this Professional Development Plan.

The district professional development goals and each of the objectives designed to achieve such goals were identified through an analysis of student data using local sources, as well as data provided by the Lower Hudson Regional Information Center Data Warehouse. Additionally, recurring and ongoing annual commitments to professional development are noted.

Goal and Objective #1

Students will achieve College and Career readiness upon graduation from Port Chester High School, including the improvement of graduation rates of sub-group populations, in accordance with District Board Goal #1, *Increase Student Outcomes Through Multiple Pathways and a Data Informed Culture."*

Goal and Objective #2

Our programs and practices will continue to meet the requirements of the Regents Reform Agenda. We will align programs and practices with the Regents Reform Agenda, including New York State Next Generation Learning Standards, NYS assessments, Annual Professional Performance Review (APPR), and data-driven decision-making. We will determine the effectiveness of professional development given in part through the use of the Danielson Rubric during teacher observations.

Goal and Objective #3

Our program, practices, and professional development will meet the requirements of Part 154. We will align programs and instructional practices with all requirements of the Commissioner's Regulations under Part 154 as they relate to services for English language learners.

Goal and Objective #4

Our professional development will meet the needs of our students and teachers as determined by a variety of quantitative and qualitative data sources. We will align professional development to the New York State Next Generation Learning Standards and NYS assessments, STAR assessments, IRLA/ENIL progress monitoring, student needs, including linguistic, cultural diversity, and special needs, and strongly consider teacher, administrator, and family/community/Board of Education feedback.

Goal and Objective #5

Our PD program will meet the needs of professional certificate holders' CTLE requirements, and all teachers' 15%/50% ELL professional development requirements under the regulations. We will provide teachers and administrators who hold a professional license, and Level III Teaching Assistants with opportunities to maintain their certificates in good standing based upon successfully completing 100 hours of professional development every five years as prescribed in the Continuing Teacher and Leader Education (CTLE) mandates. In addition, we will give teachers the opportunity to work with grade level and department teams, as well as vertically, to enhance their learning.

Educators will participate in all mandated, district-provided professional development activities held on Superintendent's Conference Days which are designed based on the needs of the students in the district. There are four Superintendent's Conference Days each school year. In addition, faculty meetings are held monthly, Instructional Support Specialists run workshops in various buildings, consultants provide ongoing training, and the district funds the registration costs of BOCES as well as other workshops. The accumulation of hours of these opportunities provides teachers, Level III teaching assistants, and administrators holding a Professional License with more than the requisite 100 hours over five years needed in order to maintain their certificates in good standing.

<u>Plan to provide Part 154 required training to staff members</u>

Through the district-planned professional development days, all ESL and bilingual extension teachers will receive a minimum of 50% of their PD in workshops that address language acquisition aligned with core content, co-teaching strategies, and integrating language instruction for English Language Learners.

In addition, all other teachers and level III teaching assistants will receive a minimum of 15% of this training. Documentation of all training is kept in the Office of Curriculum and Instruction. All employees are accounted for to ensure attendance at each training.

ELL Professional Development that meets Part 154 requirements

The Director for K-12 ENL/BIL, instructional Supervisors, and the Instructional Support Specialist for K-5 ENL/BIL train and support teachers in modifying the curriculum to include the instructional strategies learned. With the Instructional Support Specialist for K-12 ENL/BIL position added as of July 1, 2022, our district has the additional support and expertise needed to ensure professional development is provided and assistance is given to teachers in order to ensure instructional needs are met across the district.

Professional Development Program Evaluation

The PD committee convenes several times throughout the school year and conducts an annual survey and evaluation of the professional development that occurs on Superintendent's Conference Days and other days in the district. The purpose of this survey is to collect qualitative data to assist in ascertaining the success of the PD that has been offered during that year, help determine the effectiveness of the programs offered, and determine if further training is needed in any particular area. Results are shared with committee members, teacher groups, leadership, the district's Professional Development School partner Manhattanville College, and other support professionals to determine needs and plan ahead. In addition, student data is consistently reviewed and discussed between administrators and teachers in order to plan professional development based on student needs. Furthermore, professional development is an agenda item for Principal and Leadership Team meetings, as well as Cabinet meetings during the year as we plan for teacher and leader learning in a continuous and sustainable model.

School Violence Prevention

The district is committed to providing the requisite two (2) clock hours of school violence prevention training to each employee that is mandated to receive it. This training is accessible via the Global Compliance Network Training portal and includes training on school violence prevention and intervention, DASA, child abuse recognition, and the needs of children with autism. *(This workshop may not count towards CTLE credit.)*

Global Compliance

The district is committed to providing the state mandatory training to all staff members through an online program, the Global Compliance Network Training. Staff members are provided an

account to take the training individually online within a given time frame. The software records all attendance.

Continuing Teacher and Leader Education (CTLE) Requirements:

Beginning July 1, 2016, any holder of classroom teaching, school leader, and teaching assistant certificate that is valid for life (Permanent, Professional, and Level III Teaching Assistant) must register every five years through TEACH, in their birth month. Renew registration in the fifth year thereafter.

Certificates issued after July 1, 2016, are automatically enrolled and certificate holders must renew registration after the five-year period.

During the five-year registration period, Professional certificate holders and Level III Teaching Assistants must obtain 100 hours of CTLE (professional development).

CTLE must be provided by approved sponsors. See addendum A attached. 1 credit hour = 60 minutes of instruction by an approved sponsor. For credit-bearing university or college courses, each semester hour of credit shall equal 15 clock hours of CTLE credit. Each quarter-hour of credit shall equal 10 clock hours of CTLE credit.

Acceptable CTLE Activities - Please see the NYSED website for further details

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.

- *The course must be completed during the educator's registration period*
- *The course must be in either the content area of a certificate held, pedagogy, or language acquisition*

- *The college must award CTLE credit and a certificate of completion for the course*

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

Certification requirement workshops such as DASA, may not be counted towards CTLE credit.

Records must be kept by the school district as well as the certificate holder for three years after the five-year registration period, for a total of eight years.

Mentoring program

PORT CHESTER – RYE UNION FREE SCHOOL DISTRICT NOVICE TEACHER MENTORING PROGRAM FOR ALL TEACHERS NEWLY CERTIFIED AFTER FEBRUARY 2ND, 2004.

Purpose

Teachers who are newly certified professionals and who are about to embark on a teaching career are at a critical phase of their professional development. The support they receive as beginning practitioners is crucial to their success. The Port Chester Mentoring Program plays a significant role in supporting novice teachers to become skillful and reflective practitioners and builds self-confidence. The District Mentoring Program provides personalized and intensive support to novice teachers as they are introduced to the Port Chester School District and/or to the teaching profession.

Outcomes for teachers:

The most important goal of the program is to increase the novice teacher's skill at addressing the needs of his/her students and to improve the teacher's ability to support students to achieve high-performance levels. In addition, we expect the mentoring program to have a positive impact on the novice teacher in the following areas in order to increase the retention of well-qualified professionals:

§ Understanding the nature of our student body
§ Developing a varied instructional repertoire that supports strong classroom management and student engagement
§ Developing the ability to assess individual student needs
§ Developing the ability to work both independently and collaboratively

Coordination

A committee is formed annually to coordinate and implement the mentoring plan. Members of this committee include the Assistant Superintendent for Curriculum and Instruction, a principal/AP, and teacher leaders chosen by the PCTA. To facilitate and monitor the Port Chester School District New Teacher Mentoring Program, a consultant works as an extension of the committee and a liaison between the new teachers, their mentors, and administrators.

The committee and/or the committee chair have the following responsibilities:

§ Communicate mentor program updates with the district
§ Give recommendations in the pairing of mentors with new teachers
§ Create and update a new mentor application form and mentor program handbook annually
§ Coordinate training for new mentors with consultant
§ Monitor the mentor/novice teacher relationships with the liaison and communicate to the principal to make a change in mentor, if necessary
§ Survey mentor and new teachers annually and make adjustments in the program where needed based on feedback
§ Review the composition of the pool to include mentors with varying certification areas who have had exposure to a wide range of Port Chester's programs. The Port Chester Teachers Association, with the assistance of committee members, will be responsible for the recruitment of mentors

Where substantive changes in the plan are necessary, the committee will recommend the changes.

Mentor Selection

The District will post mentor positions annually in the spring. New applicants must submit a written application explaining how they meet the following criteria:

§ Minimum of four years of successful experience in the Port Chester School District (Tenure obtained).
§ Superior ability as practitioner (i.e. Danielson's Framework for Teaching-Revised 2011)
§ Evidence of continued development in the profession (i.e. Domain 4 Danielson's Framework for Teaching-Revised 2011)
§ Demonstrate understanding of Port Chester's diverse population
§ Evidence of ability to work collaboratively

The committee will recommend mentor/mentee matches. The mentor-new teacher pair must remain in the program for the first year of their employment in the Port Chester School District. Mentors will be compensated with a monetary stipend negotiated by the Union. New mentors will be compensated at the contractual rate for the initial training.

The Role of the Mentor

The primary role of the mentor is to facilitate the growth and development of the new teacher. The mentor's role is one of guidance and support. Mentors will not participate in the process of formal teacher evaluation, nor will information collected in the program be used in that process. Mentors will be responsible for:

- Participation in the Mentor Training with the district-provided Mentor Program Coordinator
- Meeting once per week with the new teacher
- Documenting mentor activities on a weekly basis district-wide using the preferred recording method
- The mentor will be required to maintain and submit a record of mentor/new teacher activities and the time allotted to such activities. The record will become part of the

personnel file of the new teacher, to be used by the new teacher to document one of the requirements for a professional certificate. No confidential information may be part of this log.

- Maintaining confidentiality
- Sharing knowledge, skills, and information with the new teacher
- Model observation process and Annual Professional Performance Review Document
- Modeling the highest professional standards
- Opening the mentor's classroom to the novice teacher to model effective teaching techniques
- Arranging visits for the novice teacher to observe other colleagues; collaborate with principals to provide coverage
- Promoting self-reflection and analysis
- Offering non-judgmental listening
- Participating in mentor training activities and/or mentor/mentee activities
- Mentors/mentees will meet monthly with the mentoring consultant, either during the school day or after school, as scheduled
- Required meetings: weekly meeting with mentee, meeting with the consultant, and any other meetings required by the committee, the consultant or NYSED

Mentor Preparation

Training for mentors will be provided by the Port Chester School District and participation in that training will be a requirement for all new mentors. Initial training of new mentors will take place in the summer preceding the first year of mentoring. The training will include such topics as adult development, peer-coaching techniques, and elements of the mentor/new teacher relationship.

Veteran mentors who wish to remain in the program will attend a refresher mentor training every five years.

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

The consultant will hold an initial orientation for novice teachers during New Teacher Orientation to explain the program and answer any questions.

Types of Mentoring Activities

Each mentor/new teacher relationship will be unique, growing out of the needs of the new teacher and the students for which he/she is responsible. Formal activities will include, but not be limited to, reciprocal classroom visits, demonstration lessons, curriculum planning, examination of assessments, sharing of materials, analysis of student data, etc. On a more informal basis, the mentor should also be available to discuss issues that arise in day-to-day practice and help orient

the teacher to the school culture and Port Chester in general. The program expects that there be classroom visits, which are part of the weekly time spent working together. Class visits may consist of any of the following:

- Reciprocal visits between the mentor and the novice teachers' classes
- Visits to other classrooms/programs arranged by the mentor for the novice teacher
- A joint visit by both mentor and mentee to view a lesson for later discussion

Program Evaluation

The committee will develop and conduct a yearly evaluation of the Port Chester New Teacher mentoring program by June 1 each year. Although the specifics submitted in the evaluations will remain a matter of confidentiality between mentors and the consultant, or between mentees and the consultant, a general summary of the results will be shared with all of the participants of the committee to maintain the integrity of the program and to refine it as needed.

Addendum A – Examples of professional development offered and consultants that we collaborate with to provide services are the following:

Professional Development in Port Chester is offered through a variety of models, such as workshops, conferences, lectures, PLCs, meetings, and interactive sessions

K-12 Literacy

Student Engagement

Academic Discourse for ELLs

Literacy Stations

Guided Reading

Dual Language and bilingual classroom best practices

RtI

Literacy in the content areas

Mathematics

STEM

Technology programs (Google Workspace for Education and other district-approved software)

Digital Citizenship

Social Studies and Science alignment to the new state standards

Social-Emotional Learning, DBT

Data Analysis and reports

Software programs

Consultants and Contractors that may provide Port Chester-Rye Union Free School District with Professional Development in 2023-24:

Port Chester-Rye Union Free School District

American Reading Company

Gravity Goldberg, LLC - Literacy training 9-12

Peggy Golden - math training K-8

Ann Rose Santoro - SEL workshops

Responsive Classroom - RTI-B, Classroom culture, SEL

Jim Wright - RTI and MTSS training

Instituto de Cervantes - English Language Learner training

Southern Westchester BOCES - variety of workshops and consultants

Putnam Northern BOCES - variety of workshops

Rockland BOCES - variety of workshops

Center for Applied Linguistics - English Language Learner training

Edith Winthrop Teacher Center - variery of workshops

Teacher Center of Central Westchester County- variety of workshops

The Rockland Teacher Center - variety of workshops

The Lower Hudson Regional Information Center - software and data workshops

R-BERN – Regional Bilingual Education Resource Network - English Language Learner workshops

Manhattanville College - varies

Columbia University - teachers college workshops - literacy

New York State United Teachers - variety of workshops

Houghton-Mifflin Harcourt - trainings on their resources, curriculum and software

Renaissance Learning - training on the STAR assessment and other software

Imagine Learning - training on their software

Cognitive Behavior Consultants (SEL) - training on CBT

Family Services of Westchester (SEL) - workshops on social emotional learning