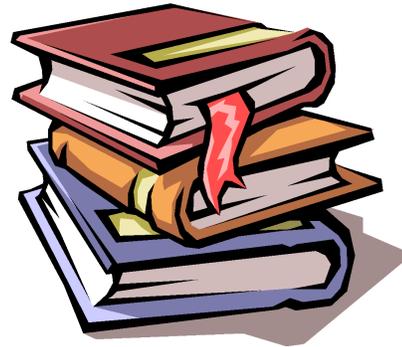


Public Schools of the Tarrytowns

Professional Development Plan



2020-2021

Revised June 2020

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Appendix A

Professional Development Plan Founding Committee Members and
current Committee Members

District Administration, School-based Administration, and Instructional
Leadership 2019-2020

INTRODUCTION

The Professional Development Plan for the Public Schools of the Tarrytowns is designed to improve the quality of the teaching-learning process by ensuring teachers are actively engaged in meaningful professional development which enables them to meet the learning needs of all students. The plan will be a multi-year plan with annual review by the Professional Development Committee.

New York State Department Regulations and Requirements

This Professional Development Plan is in compliance with Commissioner Regulations 100.2 (dd) that requires each district to collaboratively create professional development plans that are reviewed 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.

PROFESSIONAL DEVELOPMENT Mission

The mission of the District's Professional Development Committee is built upon the criteria developed by the New York State Teacher Center for professional development, which are in alignment with the New York State Professional Development Standards and based upon research and experience. Professional development:

- is driven by clear, coherent individual and organizational goals
- focuses on individual and organizational growth
- is designed and facilitated by those who participate
- respects and nurtures the leadership and intellectual capacities of educators
- facilitates continuous inquiry and reflection embedded in the daily life of schools
- is supported by research and institutional resources such as time, staffing and funding
- addresses current issues in curriculum, instruction, and assessment
- provides opportunities for the application of technology to instruction
- supports and encourages greater teacher effectiveness that can lead to improved student learning

NEW YORK STATE TEACHER STANDARDS

New York State’s vision of effective teaching is expressed in the New York State Teaching Standards (adopted January 2011). The New York State Teaching Standards include the following seven (7) standards:

Standard 1: Knowledge of Students and Learning

- Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.

Standard 2: Knowledge of Content and Instructional Planning

- Teachers know the content they are responsible for teaching and plan instruction that ensures growth and achievement for all students.

Standard 3: Instructional Practice

- Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.

Standard 4: Learning Environment

- Teachers work with students to create a dynamic learning environment that supports achievement and growth.

Standard 5: Assessment for Student Learning

- Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

Standard 6: Professional Responsibilities and Collaboration

- Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

Standard 7: Professional Growth

- Teachers set informed goals and strive for continuous professional growth.

Subsets of “elements” further define each of the seven standards with specific descriptions of desired knowledge, skills, actions, and behaviors. The elements define what teachers do and “performance indicators” describe how teachers accomplish the actions or behaviors.

PROFESSIONAL DEVELOPMENT GOALS

The District's professional development programs promote continuous inquiry and growth. The District's Professional Development Committee:

- applies knowledge of current research in professional development
- uses a variety of strategies and techniques for identifying the professional growth needs of staff, including: student achievement data, formal and informal observations of teaching and learning, and evaluative feedback from teachers and administrators
- designs and implements a variety of activities and programs responsive to needs assessment and evaluation data
- aligns local needs with state initiatives, standards and assessments
- enables teachers to participate in collaborative program design
- addresses teachers' needs at different stages of their careers by providing opportunities for reflection and inquiry
- collaborates with school districts and other organizations and agencies to enhance the range of program opportunities ensures that a minimum of 50% of professional development provided to English as a Second Language (ESL) teachers and certificate holders with Bilingual Extensions be targeted specifically to the needs of English Language Learners, co-teaching strategies, and integrating language and content instruction for ELLs (as per Part 154-1 & Part 154-2 NYS Regulations). For professional certificate holders, this training will equal a minimum of fifty (50) hours of the one hundred (100) hour minimum of the Continuing Teacher and Leader Education (CTLE) requirement every five (5) years (as described in section 80-6.3 of the Regulations of the Commissioner of Education).
- Ensures that a minimum of 15% of professional development for all other teachers be specific to language acquisition and addressing the needs of English Language Learners (as per Part 154-1 & Part 154-2 NYS Regulations). For professional certificate holders and Level III teaching assistants, this training will equal a minimum of fifteen (15) hours of the one hundred (100) hour minimum of the Continuing Teacher and Leader Education (CTLE) requirement every five (5) years (as described in section 80-6.3 of the Regulations of the Commissioner of Education).

STAFF DEVELOPMENT STRANDS

All of the District's professional development activities for the 2020-2021 school year are aligned with the academic goals of the District, including the current distant learning environment and rooted in one or more of the following themes:

- Diversify the instructional repertoire of the teaching staff (including, but not limited to):
 - Integration of technology across multiple platforms
 - Differentiation and scaffolding of instruction for all learners
 - Active learning strategies for student engagement
 - Interdisciplinary instruction
 - Explicit teaching and modeling
 - Questioning techniques to promote thinking and cognitive inquiry
 - Effective co-teaching strategies
 - Lesson planning, implementation, study and reflection
 - Social Emotional Learning

- Increase staff knowledge about developmental characteristics and learning differences of students (including, but not limited to):
 - Integration of brain research into classroom practice
 - Integration of multiple intelligences and learning styles into classroom practice
 - Understanding child development and readiness for learning
 - Strategies for increasing student motivation and engagement in learning
 - Understanding culturally diverse populations
 - Strategies for working with heterogeneous groups
 - Strategies for behavior management
 - Understanding developmental disabilities
 - Understanding the needs of at-risk students
 - Strategies for teaching English language learners
 - Understanding emotional intelligence
 - Social Emotional Learning

- Update teachers’ knowledge of curricular content and pedagogy (including, but not limited to):
 - Aligning curriculum and instruction to the New York State Common Core Learning Standards and Assessment System
 - Continuing development of content expertise
 - Continuing refinement of curriculum maps
 - Developing, administering, and analyzing common assessments
 - Promoting literacy across the disciplines
 - Infusing problem-based learning and real life application
 - Utilizing the New York State Social Studies Framework and developing Inquiry-based practices for teaching and learning
 - Advancement of STEM and STEAM initiatives K-12
 - Social Emotional Learning

FRAMEWORK FOR STAFF DEVELOPMENT

The District recognizes the varying levels of teachers’ experience, background and education and organizes professional development activities accordingly:

<i>Awareness Level</i>	<i>Application Level</i> <small>(skill development/implementation)</small>	<i>Mastery Level</i> <small>(leadership development)</small>
Seeking Knowledge	Knowledge is evidenced in lesson design	Ability to demonstrate lessons
Attending workshop or conference	Knowledge is evidenced in student work	Ability to present to other teachers
Understanding the Research base	Knowledge is evidenced in classroom practice	Ability to facilitate a collegial circle
Gaining information	Action research or	Ability to coach

through books, videos and other resources	collegial circle	colleagues' participation
Generalized understanding	Specific understanding to content area	Teachable understanding

ACHIEVEMENT DATA

Student achievement and performance are paramount for designing, implementing and evaluating the quality of the professional development program. In addition to locally developed assessments, the District sets a high standard of student performance as measured by the following local and State assessments:

- Elementary Level

Primary:

Envisions Mathematics Assessment

DIAL 4

Foundations Unit Assessment

Fountas and Pinnell Benchmark Assessment

AimswestPlus English Language Arts and Math

New York State English as a Second Language Achievement Test (NYSESLAT)

New York State Identification Test for ELL (NYSITELL)

Teachers' College Writing Assessments

New York State Alternative Assessment (NYSAA)

- Intermediate Level

New York State English Language Arts Grade 3 Assessment

New York State Mathematics Grade 3 Assessment

New York State English Language Arts Grade 4 Assessment

New York State Mathematics Grade 4 Assessment

New York State English Language Arts Grade 5 Assessment

New York State Mathematics Grade 5 Assessment

New York State English as a Second Language Achievement Test (NYSESLAT)

New York State Identification Test for ELL (NYSITELL)

New York State Science Grade 4 Assessment

AimswestPlus English Language Arts and Math

Foundations Unit Assessment
Envisions Mathematics Assessment
Fountas and Pinnell Benchmark Assessment
New York State Alternative Assessment (NYSAA)

- Middle Level

New York State English Language Arts Grade 6 Assessment
New York State Mathematics Grade 6 Assessment
New York State English Language Arts Grade 7 Assessment
New York State Mathematics Grade 7 Assessment
New York State English Language Arts Grade 8 Assessment
New York State Mathematics Grade 8 Assessment
Algebra I (Common Core) Regents Examination Grade 8
Living Environment Regents Examination Grade 8
Foreign Language Proficiency Examination Checkpoint A Grade 8 (and Checkpoint B for Advanced Foreign Language students)
New York State English as a Second Language Achievement Test (NYSESLAT)
New York State Identification Test for ELL (NYSITELL)
AimswEBplus English Language Arts and Math
New York State Alternative Assessment (NYSAA)

- High School Level

Common Core English Regents Examination
Algebra I (Common Core) Regents Examination
Geometry (Common Core) Regents Examination
Algebra II (Common Core) Regents Examination
Global History & Geography Regents Examination
U.S. History and Government Regents Examination
Living Environment Regents Examination
Physical Setting/Earth Science Regents Examination
Physical Setting/Chemistry Regents Examination
Physical Setting/Physics Regents Examination
Foreign Language Proficiency Examination Checkpoint B for Advanced Foreign Language students
Advanced Placement Examinations
New York State English as a Second Language Achievement Test (NYSESLAT)
New York State Identification Test for ELL (NYSITELL)
Syracuse University Project Advance, Forensic Science

Syracuse University Project Advance, Psychology
Syracuse University Project Advance Personal Finance
Syracuse University Project Advance Principles of Writing
SUNY Albany - University in the High School - Science Research
SUNY Albany - University in the High School - Physics
SUNY New Paltz - University in the High School - French IV
SUNY Oneonta - University in the High School - Advanced Geology and
Climatology
Westchester Community College - ECE
 Italian IV and V
 Spanish IV
 Pre-Calculus
 Statistics
 Medical Terminology
New York State Alternative Assessment (NYSAA)

% of Graduates Earning Regents Diplomas
% of Students Attending 2 and 4 Year Colleges
Advanced Placement (AP) Enrollment
of Advanced Placement Examinations Administered
% of Advanced Placement Students Scoring 3 or Higher
of Students Enrolled in college level courses

NEEDS ASSESSMENT SOURCES

- New York State School Report Card Data
- New York State Assessment System Results
- AimswebPlus
- Datamate
- Branching Minds
- Advanced Placement Results
- New York State Common Core/Next Generation Learning Standards and Rubrics
- New York State Teacher Standards
- National Staff Development Council Staff Development Standards
- New York State BEDS Report
- Staff Development Planning & Recording Reports
- Meetings
 - Faculty
 - Planning Council (High School)
 - Department/Team/Grade Level/Advisory
- Needs Assessments (Surveys)
 - Teachers
 - Parents
- Teacher Center
 - Needs Assessment
 - Database

PROFESSIONAL LEARNING

This plan is structured to help the staff direct their learning using established contexts, such as:

- Professional Growth Plans
- Graduate Courses
- BOCES Staff Development Programs
- Conferences (local, state, national)
- Superintendent's Conference Days
- Early Release Days
- Teacher Center
 - Courses/Workshops
 - Networking
 - Book Study Groups
 - Best Practices Seminars
- Teacher Visitations (in-district/out-of-district)
- Instructional Rounds

- Professional Learning Communities
- Professional Coaching
- Mentoring Program
- Vertical Teams
- ENL Resource Guide
- Resource Guides

NEW TEACHERS/PROFESSIONAL CERTIFICATES

While the goal of this plan is to support all teachers in their commitment to continuous professional learning and growth, it is purposefully designed to meet the needs of teachers who have professional certificates by providing a program that ensures their attainment of the mandated one hundred (100) professional development hours every five (5) years, as required by Part 100 Commissioner’s Regulations, and offers them the tools for building capacity and effectiveness as follows:

- All teachers holding a professional certificate must complete a minimum of one hundred (100) hours of professional development every five (5) years (on average 20 hours per year).
- All certified teaching assistants Level III must complete a minimum of one hundred (100) hours every five (5) years (on average 20 hours per year).
- The District will provide at least 27 professional development hours annually through Superintendent’s Conference Days/Early Release Days. For the 2020-2021 school year, hours will be provided as follows:

<i>September</i>	<i>11.00 hours</i>
<i>November</i>	<i>5.50 hours</i>
<i>February</i>	<i>5.50 hours</i>
<i>March</i>	<i>5.50 hours</i>

- The District will provide an additional 10 professional development hours annually through building level activities (faculty, department, and team meetings).
- Any teacher holding a professional certificate who does not complete the annual district provided hours of professional development, or teaching assistant who does not complete the

annual district provided hours, will be responsible for: identifying alternative activities at the building level, obtaining approval, and completing required hours prior to the close of the school year.

- The New York State Learning Standards and the New York State Professional Development Standards will each be considered in the planning and review of professional development.
- A Certificate of Attendance and Completion will be available to all participants for selected district and school-based professional development through My Learning Plan. The certificates will include: participant's name, date of workshop, number of hours, topic or topics covered, and type of activity.
- All teachers and teaching assistants (regardless of certification area and requirements) are responsible for keeping a record of professional development hours as well as all supporting documentation.

MENTORING

Purpose:

The Mentoring Program is designed to provide a structure that supports and meets the needs of new teachers in a non-supervisory and non-evaluative manner. By easing the new teacher's entry into the District, the program seeks to enhance school climate by reducing teacher isolation, increasing teacher retention and promoting an environment of collegiality. In addition, the program aims to recognize and reward outstanding experienced teachers and encourage them to share their knowledge, talents and skills with teachers new to the profession and/or District.

Role of Mentor:

- Assist in providing a smooth transition to new setting (school and community)

- Be familiar with building and district procedures (i.e.: fire and bus drills, parent conferences)
- Maintain confidential relationship with mentee; be a “sounding board” that is non-evaluative
- Serve as a source of information; be able to respond to non-instructional questions
- Model exemplary teaching practices
- Provide curriculum/instruction support (lesson plans)
- Assist in classroom management procedures/structures
- Serve as an advocate for the mentee
- Assist with time management issues (events organization, activities)
- Facilitate collegial relations
- Be knowledgeable about best practices and current research; attend professional development offerings

Responsibility of Mentor:

- Attend regular mentor/mentee meetings
- Conduct classroom visits and provide coaching
- Participate in ongoing mentor training program
- Maintain accurate record-keeping

Meetings:

- Mentors and mentees will meet a minimum of once monthly throughout the school year during mutually agreeable times.
- Mentors and mentees may be granted release time for extended meetings, up to a half (½) day in length, for a maximum of four times annually.

Visitations:

- Mentors will visit their mentee’s classroom two times annually.
- Mentees will visit the classrooms of mentors and/or colleagues two times annually.

Training:

- Mentors will participate in a training session in August which will be held concurrently with the New Teacher Orientation Program.

- Mentors will participate in five (5) additional after-school training sessions throughout the school year.

Record-keeping:

- Mentors will maintain an activity log that will serve as a record of dates, amounts of time and topics discussed during weekly and extended meetings.

Mentor Qualifications:

Mentors must:

- Participate in program voluntarily
- Must be a tenured teacher in the District
- Have received an Effective APPR rating or better in the previous school year
- Consistently demonstrate exemplary teaching and content mastery
- Be an effective communicator (verbal and written expression)
- Be an effective problem-solver
- Possess an even disposition and temperament
- Understand school climate, culture and community
- Be flexible and open to new ideas and styles of teaching
- Enjoy positive relations with students, parents and colleagues
- Be well-regarded and respected by colleagues; be a “team player”

Selection Process:

All teacher mentor applications will be forwarded to the Office of Human Resources. A Selection Committee will be responsible for identifying Mentor Teachers on an annual basis and will be comprised of administrators and TAT representatives as follows:

- Director of Human Resources
- Assistant Superintendent for Administration and Instruction
- Building Principal (selecting for their own building)
- TAT President or Vice-President
- Mentor Coordinator

Mentor/Mentee Pairings:

- Mentors and mentees who are matched should be members of the staff in the same school building.
- Mentors and mentees at the elementary level who are matched should be assigned as close to the same grade level as possible.
- At the secondary level, preferred assignments should be made within the same department. When it is not possible, mentors and mentees should be matched by common areas: humanities (English, social studies, foreign language) and math, science, technology (MST).
- Mentors and mentees from special areas (art, music and physical education), K-12 should be paired with preference given to the same building.
- Should there be an insufficient number of mentors available, consideration will be given to assigning two (2) mentees to one (1) mentor, on a voluntary basis only. Additional compensation will be provided accordingly.
- At the request of either the mentor or mentee, a change in assignment will be made.

Mentor Coordinator:

A mentoring program coordinator will be responsible for the following aspects of the program, including but not limited to:

- Participating in the progress of mentor selection and mentor/mentee pairings
- Providing training for mentors and mentees
- Organizing and conducting meetings with mentors and mentees

- Reviewing record-keeping from mentors and mentees
- Identifying and resolving ineffective mentor/mentee pairings
- Assisting in the mentoring program evaluation process
- Serving as resource for mentors and mentees
- Providing on-site support and assistance for mentors and mentees

School Violence Prevention and Intervention Training

As mandated by CR Part 100, the Public Schools of the Tarrytowns is committed to hiring teachers who have fulfilled the requirements of certification, including participation in workshops covering school prevention and intervention.

Such workshops shall consist of at least two hours of training that includes, but is not limited to: study in the warning signs that relate to violence and other troubling behaviors in children (within a developmental and social context); the statutes, regulations, and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a safe, nurturing, and caring school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

Upon request or determination of necessity, the Public Schools of the Tarrytowns will provide refreshers on school violence and prevention and intervention.

PROFESSIONAL DEVELOPMENT PLAN EVALUATION

- Student Achievement Data
- Teacher Survey and Feedback Data
- Program Evaluations (planning and recording reports)
- Faculty Needs Assessment/Surveys
- Administrator Needs Assessment/Surveys
- Teacher Center Database (costs and participation rates)
- Teacher Center Policy Board Self Study
- New York State Teacher Center End-of-Year Report

RESOURCES

- Local Funds
 - Foundation for the Public Schools of the Tarrytowns

- State/Federal Funds

- Title I
 - Title II A
 - Title V
 - The Greater New York Wipro Science Grant
 - Edith Winthrop Teacher Center
 - Grants

- Collaborations

- BOCES Southern Westchester
 - BOCES Putnam/Northern Westchester
 - SUNY Purchase Regional Partnership
 - Pace University
 - Fordham University
 - Mercy College
 - Westchester Community College
 - Manhattanville College
 - Teachers College
 - NYU Metro Center
 - Lower Hudson Regional Information Center

- Providers

- Superintendent of Schools
 - Director of Curriculum and Instruction
 - Director of Pupil Personnel
 - Director of Human Resources
 - Supervisor of Special Education
 - Principals and Assistant Principals
 - Staff Developers/Teaching Staff
 - BOCES Southern Westchester
 - BOCES Putnam/Northern Westchester
 - Edith Winthrop Teacher Center
 - Westchester County Arts Leadership Association
 - Westchester Conservatory for the Arts Music Therapy

Program

- Consultant: Ramapo for Children
 - Consultant: Learning Solutions
 - Consultant: Holistic Learning
 - HV-RBERN at SWBOCES
 - RSE-TASC

Professional Development Committee

A Professional Development Committee consisting of: the school superintendent (or designee), teachers, administrators, parents, curriculum specialists, a representative from higher education, and a community representative will meet each year to design, implement, assess/reflect, and plan for change, following a cycle of continuous improvement.

The members of the Professional Development Committee will be approved by the Board of Education (as per Chancellor's Regulations Part 100.2 (dd)).

PROFESSIONAL DEVELOPMENT PLAN
COMMITTEE FOUNDING MEMBERS

Benita Alfonso
Alan Alterbaum
Jeannot Barr
Yolanda Blanco
Joe Carmody
Vicky de Barros
Daniel Frare
Joel Frutkin
Judy Hyman
Kathleen Hull
Michelle Kramer
John Krouskoff
Anne Lillis
Bessy Martinez
Marie Nardullo
Ana Ocasio-Rios
Maribel Oliva
MaryLynn Pearlman
Alice Sharkey
Heather Schoenberg
Barbarann Tantillo
Janice Tornambe

2020-2021 Professional Development Committee

Maureen Barnett	Jason Choi
Richard Crawford	Scott Dorn
Gail Duffy	Rosa Estevez
Pamela Fisk	Jacqueline Geoghegan
Thomas Holland	Jessica Hunsberger
Judith Kelly	Angela Langston
Daniel Larkin	Kristie Martinez
Jean O'Brien	Sharon O'Grady
Micah Sprague	Tawn Turnesa
Denise Wagner	Torrance Walley
Jennifer Walsh	David Ziegler

**Public Schools of the Tarrytowns 2020-2021-
District Administration, School-based Administration, and Instructional Leadership**

District Administrators

Christopher Borsari	Superintendent
Gail Duffy	Assistant Superintendent for Administration and Instruction
Scott Dorn	Assistant Superintendent for Pupil Services
Joy Myke	Assistant Superintendent for Business
Robin Tepper	Supervisor of Special Education
Michael Arias	Director of Health, Physical Education and Athletics

School-based Instructional Leadership

Principals

Dr. Tracy Smith	Sleepy Hollow High School
Joshua Whitham	Sleepy Hollow Middle School
Thomas Holland	Washington Irving School
Torrance Walley	W.L. Morse School
Maureen Barnett	John Paulding School

Assistant Principals

Anthony Baxter	Sleepy Hollow High School
Richard Crawford	Sleepy Hollow Middle School
Sharon O'Grady	Washington Irving School

Staff Developers Grades K-5

Kristie Martinez	John Paulding and W.L. Morse Schools
Eileen Horan	Washington Irving School

Department Chairs Grades 6-12

Angela Langston	Art
Judy Kelly	English
Dr. Rosa Estevez	ESL/LOTE
David Ziegler	Guidance
Jennifer Walsh	Mathematics
Micah Sprague	Music
Tawn Turnesa	Physical Education/Health
Jason Choi	Science
Jessica Hunsberger	Social Studies
Denise Wagner	Special Education
Daniel Larkin	Technology