



**Tuckahoe Union Free School District  
Professional Development Plan  
2016-17**

## Table of Contents

Mission Statement and Strategic Goals .....	2
Professional Development Team Members .....	2
I: Introduction to the Tuckahoe UFSD Professional Development Plan .....	3
II: TheTuckahoe UFSD Professional Development Plan.....	3
Data Sources.....	5
Professional Development Delivery.....	5
Professional Learning Plan.....	6
Appendix A: NYS Professional Development Standards and Indicators .....	7
Appendix B: Tuckahoe UFSD Instructional Technology Plan.....	12
Appendix C: Professional Development Independent Service Providers .....	13
Appendix D: Tuckahoe Teacher’s Association Mentoring Program .....	14

## Mission Statement and Strategic Goals

### **Mission**

PREPARING EVERY STUDENT FOR EXCELLENCE

### **Strategic Goals**

- Enhance academic performance for success in College, Career and Citizenship
- Build strong relationships between the district and the community
- Ensure fiscal responsibility and sustainability

### **Professional Development Team Members**

The Professional Development Team discusses issues pertaining to professional development. The team meets four times a year during the school year.

Dr. Ellen McDonnell, Assistant Superintendent for Curriculum, Instruction, and Pupil Personnel Services

Mr. Scott DeBellis, Middle School/High School Assistant Principal

Jennifer Gherardi, Teacher

Kelly Donovan, Teacher

Mrs. Alison Halloran, PTA

Dr. Ken Mitchell, Professor at Manhattanville College

## **I: Introduction to the Tuckahoe UFSD Professional Development Plan**

Many factors contribute to an effective and successful professional development plan. In support of our Mission Statement, professional development will prepare educators to prepare every student for excellence. Professional development will involve teachers in the identification of what they need to learn and in the development of the learning experiences in which they will be involved. As a district, we are committed to using a variety of approaches and opportunities to accomplish the goals of improving instruction and student success. Professional development will be research-based and provide opportunities to gain an understanding of the theory underlying the knowledge and skills being learned. In addition, Professional development will promote reflective and responsive practice that demonstrates adjustments are made on a continuing basis to improve the effectiveness of instruction and assessment. Our work will be all inclusive— Teachers (including part-time and long-term substitutes), Teaching Assistants, and all other groups of employees will participate in professional development.

## **II: The Tuckahoe UFSD Professional Development Plan**

The Tuckahoe UFSD Professional Development Plan will serve as a guidance document in the development of all professional development opportunities, including faculty meetings, extended days, and Superintendent's Conference Days. A summary of feedback on professional development sessions will be shared with the Committee to allow for progress monitoring of professional learning aligned to the TUFSD's Mission and Vision. This PDP will, therefore, become a ready reference of how to proceed with future professional development activities and the creation of a full five-year plan beginning in the 2017-2018 school year. Sample feedback that could be collected and reviewed includes surveys of next steps that participants request as follow-up activities, and evidence of impact on student achievement, where appropriate and practicable.

The PDP Committee is committed to prioritizing professional learning across those aspects of increasing student achievement and improving professional practice that are consistent across the organization. In Tuckahoe, the student population (and, thus, teachers and teaching

assistants) represent a wide range of academic, social, and emotional needs. The Committee recognizes this challenge; it strives to provide a "common thread" throughout the organization while recognizing that most professional learning needs are highly specialized.

*The Committee recommends that all teachers receive a minimum of twenty (20) hours of professional development per year and, as required by Part 100 Commissioner's Regulations, a minimum of one hundred (100) hours of professional development every five (5) years.* This time represents activities provided through Superintendent's Conference Days, after-school activities, staff meetings, and other opportunities approved by the administration (e.g., conferences, workshops, and local district training programs). Currently, the Tuckahoe UFSD schedule for Superintendent's Conference Days includes one (1) day in September, one (1) day on Election Day in November, and a final day in March. The primary professional development day takes place every year on the November Superintendent's Conference Day. Extended after-school sessions are also available at different times throughout the year. The New York State Learning Standards, industry standards appropriate to the teaching assignment, and the New York State Professional Development Standards will each be considered in the planning and review of professional development. This PDP supports teachers and Level III teaching assistants in each grade level. To the extent practicable, vertical articulation of professional development will occur across multiple grades to ensure that participants are meeting learning goals based on the Tuckahoe UFSD Mission and Vision.

TUFSD will provide for two (2) hours of training in school violence prevention and Intervention annually. This training will occur during one of the designated Superintendent's Conference Days or after-school professional development sessions by utilizing Global Compliance Network (GCN) training. A certification of attendance and completion will be available to participants through GCN. This two-hour requirement will be included in the 100-hour minimum CTLE requirement every five (5) years. Tuckahoe UFSD will provide for those professional certificate holders in English and as a Second Language (ESL) in all grades and with a Bilingual extension a minimum of

50% required time for language acquisition in the core content area of instruction. This training will equal a minimum of fifty (50) hours of the 100-hour minimum CTLE requirement every five (5) years. TUFSD may seek an exemption from this provision if it is found to have fewer than thirty English Language Learner students ("EL s") enrolled, or if its ELL student population makes up less than five percent (5%) of its total student population. TUFSD will provide for all other professional certificate holders and Level III teaching assistants a minimum of fifteen percent (15%) required time for language acquisition addressing the needs of English Language Learners. This training will equal a minimum of fifteen (15) hours of the 100-hour minimum CTLE requirement every five (5) years. TUFSD may seek an exemption from this provision if it is found to have fewer than thirty (30) English Language Learner students ("EL s") enrolled, or if its ELL student population makes up less than five percent (5%) of its total student population. For all hours offered, a certification of attendance and completion will be available.

### **Data Sources**

- Administrative Council Committee
- School Report Cards
- New York Teacher Standards
- BEDS Data
- Student Performance Results
  - State Assessments
  - Local Assessment results
- Peer Tech Coach surveys
- Clarity technology survey
- Teacher Input

### **Professional Development Delivery**

- Workshops and conferences
- Mentoring
- Teacher visitation to other classrooms/schools
- Peer Tech Coaches
- In-District Consultants

- Community of learners share conference/workshop information
- Professional Development Days
- Resource material distribution
- Release periods/days
- Summer workshops
- Team or grade or department level analysis of student work
- Infusion of professional development into faculty meetings, grade level meetings and department meetings

## Professional Learning Plan

### District Initiatives

New Teacher Mentor Program	All full time teachers in their first year in the District will be assigned an experienced peer mentor. Mentors will be trained by the district.
Google Apps Training	Teachers can work with a peer tech coach to learn new Google Apps for Education.
Google Sites Training	Training will be provided form our Peer Tech Coaches for all teachers to create new teacher pages through Google Sites.
Tech Boot Camp	All new teachers will attend a full day of technology training with our Peer Tech Coaches.
The Writing Revolution	A consultant team from the Writing Revolution will work with teachers and Teaching Assistants on writing instruction in grades K-12.
ESL/ENL Co-teaching Development	A consultant will work with teachers to support curriculum and pedagogical best practices for English language learners.
Individual Tech Training Sessions	All teachers will be able to book a peer tech coach as many times as they need for any individual technology development.
Global Compliance Network Training	All employees are trained in DASA, blood borne pathogens, suicide prevention, hazardous communications, and child abuse identification annually.
Crises Response and Emergency Management Training	All employees will participate in targeted building level trainings on responding to crises situations and managing emergencies.
Unit Design and Curriculum Mapping	All teachers will be given training through outside consultants on effective unit design and curriculum mapping using Rubicon Atlas
Danielson Framework for Teaching 2013	All teachers will be given training on the revised rubric.

In addition to the various district level professional development opportunities in place, building level faculty and departmental meetings are also venues for professional development. Faculty meetings are generally used to provide teachers opportunities to share and explore instructional best practices.

## **Appendix A: New York State Professional Development Standards and Indicators**

### **Standard 1: Designing Professional Development**

#### **Standard:**

Professional development design is based on data, is derived from the experience, expertise and needs of the recipients, reflects best practices in sustained job-embedded learning, and incorporates knowledge of how adults learn.

#### **Indicators:**

- 1a. Professional development design begins with a needs assessment that is grounded in the analysis of multiple sources of disaggregated teaching and learning data.
- 1b. Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity.
- 1c. Professional development design is grounded in the New York State Learning Standards and student learning goals.
- 1d. The intended beneficiaries of professional development are substantively involved in all aspects of professional development design.
- 1e. Professional development design addresses the continuum of an educator's experience and level of expertise, and is based on an analysis of individual educator needs; current knowledge and skills; and district, building and educator learning goals.
- 1f. Professional development formats include, but are not limited to, lesson study, demonstrations, observations, analysis of student work and assessment data, collegial circles, feedback, action research, reflection, and opportunities for collaboration and problem solving.
- 1g. The format of professional development incorporates technologies to provide more extensive and diverse content, expand access and participation, and create virtual professional learning communities.
- 1h. Professional development is sustained over time and provides continued support such as follow-up, demonstrations, feedback on mastery of new knowledge and skills, peer coaching and mentoring, and continued opportunities for additional study.

### **Standard 2: Content Knowledge and Quality Teaching**

#### **Standard:**

Professional development expands all educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

#### **Indicators:**

- 2a. Professional development includes learning experiences and resources to ensure that educators understand how the subjects they teach address the New York State Learning Standards and the relationships between the subjects they teach and the other subjects in the curriculum.
- 2b. Professional development provides opportunities for educators to examine, observe, practice, and receive feedback on their use of research-based instructional strategies to improve their students' learning by utilizing methods such as peer review, coaching, mentoring, and modeling.
- 2c. Professional development provides ongoing opportunities for educators to examine a variety of classroom assessments, practice using them in their classrooms, and analyze the results to 1) understand and report on student achievement based on

- New York State Learning Standards, 2) identify gaps in student learning, and 3) adjust instruction.
- 2d. Professional development provides differentiated instructional strategies to meet the needs of diverse learners.
  - 2e. Professional development ensures that educators have the knowledge and skills needed to develop and foster the critical thinking, problem solving, literacy, and technological skills that students need to be successful in the 21st century.
  - 2f. Professional development provides the knowledge, skill, and opportunity for educators to make relevant connections between the subjects they teach and the applications of those subjects.

### **Standard 3: Research-based Professional Learning**

#### **Standard:**

Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.

#### **Indicators:**

- 3a. Professional development is based on current research in teaching, learning, and leadership.
- 3b. Effective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making.
  - 3b.1. Professional development includes ongoing opportunities for educators to read and reflect on current research on topics that are of interest to them and that are consistent with state and local school improvement priorities.
  - 3b.2. Professional development involves discussion of research design, data collection, and analysis to assist teachers in understanding how to interpret research findings, particularly in areas where there may be competing perspectives and conclusions.
  - 3b.3. Professional development provides opportunities for educators to collaborate with higher education and other partners in action research to test their own hypotheses and to report the results about the impact of professional development programs or the effectiveness of particular instructional strategies and programs for educators and students.

### **Standard 4: Collaboration**

#### **Standard:**

Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment.

#### **Indicators:**

- 4a. Professional development provides skills that educators need to communicate effectively, to listen to the ideas of others, to exchange and discuss ideas, to work in diverse teams, and to share responsibility for work toward a common goal.
- 4b. Professional development provides ongoing opportunities for educators to work with colleagues including teachers, principals, teaching assistants, librarians, counselors, social workers, psychologists, higher education faculty, and others critical to student success.
- 4c. Professional development maximizes the use of technology to broaden the scope of collaboration.

## **Standard 5: Diverse Learning**

### **Standard:**

Professional development ensures that educators have the knowledge and skill to meet the diverse needs of all students.

### **Indicators:**

- 5a. Professional development focuses on developing educators' knowledge of the learning styles, needs, and abilities of their students, as well as the diverse cultural, linguistic, and experiential resources that their students bring to the classroom.
- 5b. Professional development provides opportunities for educators to develop the knowledge and skills necessary to design and implement differentiated instructional and assessment strategies that utilize diverse student, family and community resources, and that meet diverse student learning needs.
- 5c. Professional development provides opportunities for educators to examine their practice in setting and maintaining high expectations for all students to enable them to attain high levels of achievement.

## **Standard 6: Student Learning Environments**

### **Standard:**

Professional development ensures that educators have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students.

### **Indicators:**

- 6a. Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement.
- 6b. Professional development provides opportunities for educators to collaborate with school psychologists and social workers to develop effective strategies for student behavior and classroom management, and to seek creative solutions to conflicts.
- 6c. Professional development provides opportunities for educators to analyze and use data about student behavior (such as discipline referrals, suspension information, school climate surveys, and social-emotional data) to refine educational practices and promote optimal learning environments.

## **Standard 7: Parent, Family and Community Engagement**

### **Standard:**

Professional development ensures that educators have the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.

### **Indicators:**

- 7a. Professional development provides opportunities for educators to develop communication and collaboration skills that enable them to build partnerships with parents, guardians, and the community.
- 7b. Professional development enhances educators' knowledge of varying cultural backgrounds of students, families, and the community, and of how the diversity of these cultural backgrounds can serve as foundations and resources for student learning and success.

- 7c. Professional development includes opportunities for educators to develop skills and strategies that use technology to strengthen partnerships with parents, families, and the community.

### **Standard 8: Data-driven Professional Practice**

**Standard:**

Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.

**Indicators:**

- 8a. Professional development ensures ongoing opportunities for all educators to learn how to analyze and collect multiple sources of student data throughout the year, to monitor student progress and adjust instructional practice.
- 8b. Professional development provides educators with the opportunity to examine all relevant student data, including Individual Education Plans (IEPs), at the beginning and throughout the academic school year, in order to design effective instruction.
- 8c. Professional development provides educators with current, high quality data analysis presented in a clear, understandable format, to promote optimal student learning.
- 8d. Professional development provides opportunities for educators to use results from local, state and national assessments; student work samples and portfolios; school climate, parent, and teacher surveys; and student behavior data to guide their instruction.
- 8e. Professional development provides ongoing opportunities for educators to use disaggregated student data by race, gender, English language learning, special needs, eligibility for free or reduced price meals, and other factors in order to improve student learning.

### **Standard 9: Technology**

**Standard:**

Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.

**Indicators:**

- 9a. Professional development ensures ongoing educator and student technological literacy.
- 9b. Professional development provides ongoing opportunities for educators to learn about new and emerging technologies useful in professional teaching practice.
- 9c. Professional development facilitates the ability of educators to apply technologies to create optimal and equitable learning environments.
- 9d. Professional development promotes technology as a tool to design learning opportunities, to evaluate the effectiveness of instruction, and to monitor student learning.
- 9e. Professional development encourages educators to engage with students in using available technology as it relates to curricular activities, and to assist students in using technology in innovative ways.
- 9f. Professional development provides educators with opportunities to learn and use technology for communication and collaboration.

9g. Professional development addresses the legal and ethical uses of technology.

### **Standard 10: Evaluation**

**Standard:**

Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

**Indicators:**

- 10a. Resources are provided to plan and conduct ongoing evaluation of professional development.
- 10b. Professional development evaluation uses multiple measures to assess effectiveness of the knowledge and skill acquired in improving professional practice and student learning (such as the use of new learning in instructional planning, the use of student data for the development and adaptation of teaching strategies, or the enhanced student performance following the application of a different teaching strategy).
- 10c. Professional development evaluation includes the use of multiple methods and techniques that provide information to ensure ongoing improvements in the quality of the professional development experience (such as participant reactions, surveys, focus groups, interviews, reflective journals, portfolios, or information about student behavior or performance).
- 10d. Professional development evaluation results are reported to key stakeholder groups in a manner that promotes effective use of the evaluation data for improving both individual educator practice and building- and district-wide professional development plans.

## **Appendix B: Tuckahoe UFSD Instructional Technology Plan**

The Tuckahoe UFSD Instructional Technology Plan 2016 update to the 2015-2018 Instructional Technology Plan, in compliance with Part 100.12 of the Commissioner's Regulations, was approved on September 20, 2016. It includes all topics requested to support learning technology integration in support of the 2016-2017 Professional Development Plan.

The full plan can be accessed at <http://www.tuckahoeschools.org/technology>.

## Appendix C: Professional Development Independent Service Providers

<b>Provider</b>	<b>PD Provided</b>
Carbone Clinic	ABA and Behavior Consultants for teacher training
Rubicon Atlas	Unit Design and Curriculum Mapping
The Writing Revolution	Writing across content areas grades K-12
Global Compliance Network Training	DASA, blood borne pathogens, suicide prevention, hazardous communications, and child abuse identification training.
Lower Hudson Regional Information Center	Various workshops on instructional technology
Putnam/Northern Westchester BOCES	Various workshops as they become available focused on curriculum and instruction
Southern Westchester BOCES	Various workshops as they become available focused on curriculum and instruction
HV-RBERN	Work with teachers to support curriculum and pedagogical best practices for English language learners
Frontline IEP	Training on aspects if IEPs, such as goal setting and progress monitoring
Frontline Education	Training on Evaluation for administrators
Cognitive and Behavioral Consultants of Westchester and Manhattan, LLP	Behavior consultants for teacher training

## **Appendix D: Tuckahoe Teacher's Association Mentoring Program**

The Tuckahoe Mentoring program is defined in the contract between TUFSD and the Tuckahoe Teachers Association in Appendix I. It is provided below.

### **APPENDIX I**

#### **TEACHER MENTOR PROGRAM**

Goal: To provide every first-year teacher in Tuckahoe with a mentor.

All first-year teachers will be provided with a mentor for 1 year. Teachers may receive a mentor for a second year if necessary or if requested by the new teacher. Such request will not be used against the teacher in any way.

Leave replacement teachers who qualify, based on the above, for mentors shall receive mentors for the time they are in the District, only if 3 months or more. Part time teachers (.5 or above) shall also receive mentors. Mentors for leave replacement and part time teachers shall receive a stipend prorated over the time their mentees are in the District. Each mentor will be responsible for only one new teacher.

#### **Role(s) of Mentors:**

Mentors will:

- guide and support assigned new teacher in a non-judgmental, confidential, and supportive manner;
- act as a "sounding board" for issues, concerns, and problems as they occur;
- help new teachers review lesson plans as needed;
- demonstrate excellent teaching practices;
- visit new teachers' classrooms (when invited and as time allows);
- share with new teachers articles and conference information related to teaching.

Mentors and new teachers will decide together on mutually-convenient times for meeting and/or visiting each other's classrooms.

#### **Mentors:**

- will attend up to 5 hours of mentor training
- may request up to four release-time days for the purpose of classroom visitations and/or joint planning;
- will be given priority for attendance at professional conferences;
- will maintain a log of timesheets that record dates and times of mentor activities
- will be responsible for 30 hours of work (prorated for part time and leave replacement teachers). Training shall count towards the 30 hours.

### Selection of Mentors:

Mentors will be selected in accordance with the following guidelines only: Mentors will:

- have tenure within the Tuckahoe Union Free School District;
- have consistently received effective/highly effective APPR rating(s) during the last 2 years;
- exhibit excellent subject matter mastery;
- demonstrate their ability to stay current in the field {through attendance at conferences or staff development programs);
- demonstrate excellent interpersonal skills.

Should fewer tenured teachers apply than needed, an untenured applicant may be selected if he/she has been a teacher in Tuckahoe for a minimum of 2 full years, provided he/she meets the rest of the above criteria.

All mentees will be paired with mentors on the same grade level or subject area. If this is not possible, mentees will be paired with mentors in the same building (Cottle, MS, HS).

### Application Process:

Interested teachers should forward a completed Mentor Application form and required attachment(s) to the Superintendent or his/her designee. Mentors will be selected in consultation with the TTA President and/or his/her designee.