

Port Chester-Rye Union Free School District Professional Development Plan

2018-19

Sponsor # 801

Professional Development Committee Members:

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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 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.

Port Chester School District and SW BOCES 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, and type of activity or program.

Needs analysis of the Port Chester Union Free School District

The Village of Port Chester is a densely populated community of 28,967 in 2.3 square miles according to the 2010 US Census. (The population is thought to be higher with the addition of a significant number of undocumented immigrants.) The largest growing demographic in this community is the Hispanic population. Since the 2000 census, the Hispanic population has increased from 46% to 59% of the total population -the largest Hispanic population in Westchester County (2010 Westchester Department of Planning Data). According to the 2005-2009 American Community Survey, Port Chester's top countries of origin of non- US born residents are Guatemala, Ecuador, Mexico and Peru with 4,407 people who cannot speak English well. The other demographic groups that have increased over this period are the school-age group and the 18 -64 years group. People over 64 years are in significant decline. These numbers inform us that people of child-bearing age in Spanish speaking households are increasing. The school district, with 4,600 students, follows a: PreK, K-5, 6-8, 9-12 structure with 4 elementary schools, 1 middle school, and 1 high school.

In Port Chester, students need extra help in foundation skills, particularly in literacy, to succeed in school. Port Chester's neediest students are the English Language Learners in poverty who account for over 1,300 of the 4,600 students in the school district; in some schools 85% of who 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 do not achieve proficiency in ELA, or else achieve the lowest level of proficiency. Another indicator of continuing literacy needs is that less than 2% of Hispanic students achieve the highest proficiency (Level 4) on the ELA assessment. The community, especially the school district, must be creative and resourceful in its commitment to minimizing the achievement gap between Limited English Proficient students and the school-ready

population. Based upon teacher assessments of incoming students, using the DIAL (Developmental Indicators for the Assessment of Learning), the basic need of new students in Port Chester is increased literacy. On average, approximately 65% of entering students have identified literacy needs and severe barriers to learning as indicated by Kindergarten screening data. Over 70% of students in the testing grades are not making AYP in selected grade levels in ELA and Math. Further analysis of the data reveals that when students who scored in the lowest third of Level 3 (those at risk of slipping back into level 2) are added to the numbers of students who scored in failing Levels 1 and 2, the district has an emerging group of "low Level 3's" who are at extreme risk and in need of intervention in order to succeed in middle school and beyond.

The data reveals persistent challenges in raising achievement for high need students in both districts. In the advent of the No Child Left Behind Act, Port Chester initially faced challenges in meeting adequate yearly progress with certain subgroups of students. All of our schools especially struggled to narrow the achievement gap for economically disadvantaged students, students with disabilities, and English Language Learners. District teachers are taking advantage of initiatives like the Intensive Teacher Institute that provide opportunities for teachers to extend their teaching certification in the areas of English as a Second Language and bilingual education. Port Chester also seeks to hire principals who demonstrated previous success in closing achievement gaps. Structures were put into place to create leadership teams with teachers in formal and informal roles at all schools serving to support the needs of all students. 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 effectiveness at all levels will be a priority. Port Chester experiences changes in expertise each year due to retirements. Many of our administrators have less than five years in their current position. Port Chester has also had a very large number of teacher retirements in recent years. This has an enormous impact on the loss of institutional knowledge and expertise.

To address the ongoing needs of staff in professional development, the professional development committee survey faculty annually and 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, SES, and other special needs
- District assessments such as STAR 360
- State benchmarks for student performance

- Longitudinal data
- Student/teacher ratios
- Teacher surveys
- Teacher self-assessment
- Title I Grant Comprehensive Plans
- Curriculum surveys
- Mentor program data
- NYS Professional Development Standards, Lower Hudson Regional Information Center Data Warehouse

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

- Writing for all students
- English Language Learner Performance
- Students with Disabilities Performance

Professional Development Goals and Objectives

The following professional development goals and objectives have been identified for the 2018-2019 school year, in an ongoing effort to create long-term, strategic learning opportunities for staff, aligned to the District 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 data 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 HS. We will improve college and career readiness of all students' graduating Port Chester High School. We will improve graduation rates of sub-group populations.

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 Common Core Learning Standards, assessments, Annual Professional Performance Review

(APPR), and data-driven decision-making. We will determine effectiveness of the PD given through the use of the Danielson Rubric.

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 newly adopted 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 assessment data and qualitative data. We will align professional development to the New York State Common Core Learning Standards and assessments, student needs, including linguistic, cultural diversity and special needs, as well as teacher capacities.

Goal and Objective #5

Our professional development program will meet the needs of certificate holders' CTLE requirements under the new regulations. We will provide teachers, Level III Teaching Assistants and Leaders 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 new 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.

Professional certificate holders will participate in all mandated, district-provided professional development activities held on superintendent's conference days and early release days which are designed based on the needs of the students in the district. These days, spread out over the course of each school year, provide teachers with more than the requisite hours needed in order to maintain their certificates in good standing. There are 5 early release days and 4 superintendent's conference days each school year. In addition, faculty meetings are held monthly, Instructional Support Specialists run workshops in various buildings and consultants provide full day training as well.

Plan to provide Part 154 required training to staff members

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 sign in to each training to ensure attendance.

ELL Professional Development that meets Part 154 requirements

Wright, Horn and Sanders (1997) argue that “More can be done to improve education by improving the effectiveness of teachers than by any other single factor” (Wright, Horn & Sanders, 1997, p. 63). Through the implementation of a Specially Designed Academic Instruction in English (SDAIE) and Sheltered Instruction Observation Protocol (SIOP) Institute, We built Professional Learning Communities (DuFour, 2004) and teacher leadership around individual school’s needs related to improving teaching and learning for ELLs to support academic achievement.

The Director for K-12 ENL/BIL and an Instructional Support Specialist for K-6 ENL/BIL trains and supports teachers in modifying curriculum to include the instructional strategies learned.

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 early release days in the district. The purpose of this survey is to ascertain the success of the PD that has been offered during that year, to help determine the effectiveness of the programs offered, and to determine if further training is needed in any particular area. Results are shared with committee members for the purpose of determining needs and future planning. 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 supervisor meetings, as well as administrative team meetings during the year as we plan for teacher 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 occurs during superintendent’s conference days.

Global Compliance

The district is committed to providing the state mandatory trainings to all staff members through an online program, the Global Compliance Network Training. Staff members are provided an account to take the trainings individually online within a given time frame.

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 5 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 holder must renew registration after the five year period.

During the five year registration period, these same certificate holders 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 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 shall be study in the content area of any certificate title held by the individual or in pedagogy, and include any required study in language acquisition addressing the needs of ELLs as described in section 80-6.3 of Commissioner’s Regulations. Acceptable CTLE must be conducted through activities designed to improve the teacher or leader’s pedagogical and/or leadership skills, targeted at improving student performance, including, but not limited to formal CTLE activities. Such activities shall promote the professionalization of teaching and educational leadership, as applicable, and be closely aligned to district goals for student performance.”

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 New Teacher Mentoring Program will play a significant role in supporting novice teachers to become skillful and reflective practitioners and will build 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 to the teaching profession.

Outcomes

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
- § Developing the ability to assess individual student needs
- § Developing the ability to work both independently and collaboratively

Coordination

A committee will be formed to coordinate and implement the mentoring plan. Members of this committee will include the Assistant Superintendent/Director for Curriculum and Instruction (1), Principals (2), and Teacher Leaders chosen by the PCTA (4). To facilitate and to monitor the Port Chester School District Novice Teacher Mentoring Program, a Consultant will work as an extension of the committee.

The committee has the following responsibilities:

- § Communicate mentor updates with district
- § Establish and oversee the selection process
- § In selecting mentors, the committee will seek the opinion of supervisors
- § Select mentors from the pool of eligible Professional Teachers
- § Coordinate training for mentors with consultant
- § Establish mentor/novice teacher pairs and conduct an initial orientation session
- § Monitor the mentor/novice teacher relationships and make a change in mentor, if necessary
- § Develop a program evaluation protocol and make adjustments in the program where needed
- § Review the composition of the pool to include of mentors individuals 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 as needed. **Applicants must submit a written application explaining how they meet the following criteria:**

§ Minimum of four years 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 or earn one in-service credit for the 15 hours of initial training.

The Role of the Mentor

The prime 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 Mentor Training during the scheduled dates/times with the district-provided Mentor Program Coordinator
- Meeting a minimum of once per week with the new teacher
- Documenting mentor activities on a weekly basis district-wide using preferred recording method
- The mentor will be required to maintain and submit a basic 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: New Teacher Orientation, weekly meeting with mentee, meeting with consultant and any other meetings required by the committee

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 and/or fall 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.

In addition, 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 (The Principal may be asked to arrange a coverage to facilitate this opportunity.)

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 these.

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

Topics for the 2018-19 school year include:

Balanced Literacy

Student Engagement

SIOP/SDAIE model for ELLS

Literacy Stations

Guided Reading

Dual Language classroom best practices

RtI

The Daily 5/Café Model

Literacy in the content areas

Technology in the classrooms (Google Classroom suite)

Digital Citizenship

Social Studies and Science alignment to the new standards

Student Engagement

K-12 Writing

Consultants and Contractors that may provide Port Chester-Rye Union Free School District with Professional Development in 2018-19:

Port Chester-Rye Union Free School District

Gravity Goldberg, LLC

Southern Westchester BOCES

Putnam Northern BOCES

Center for Applied Linguistics

Rockland BOCES

Edith Winthrop Teacher Center

Teacher Center of Central Westchester County

The Rockland Teacher Center

The Lower Hudson Regional Information Center

R-BERN – Regional Bilingual Education Resource Network

Updated 7.1.18 C. Carroll

Manhattanville College

Mercy College

Pace University

Iona College

Columbia University

New York State United Teachers

Educational Consortium

Houghton-Mifflin Harcourt

Teacher's College

Renaissance Learning

Imagine Learning

SuccessMaker

Star Renaissance