PEARL RIVER UNION FREE SCHOOL DISTRICT

5003 0803 0000

135 West Crooked Hill Road
Pearl River, NY 10965

PROFESSIONAL DEVELOPMENT PLAN

DATES: 7/1/23 – 6/30/24

Pearl River School District

2023-24 BOARD OF EDUCATION
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TBD, Assistant Superintendent for Business

DISTRICT ADMINISTRATION
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Arthur McCormack, Director of Health, Physical Education and Athletics
Jamie Haug, Director of Technology
Robert Nelan, Director of Facilities

BUILDING ADMINISTRATION
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David Wright, Principal - Pearl River Middle School
Susanne Pariot, Principal - Evans Park Elementary School
Kathleenann Cool, Principal – Lincoln Avenue Elementary School
Kristin Talleyrand, Ed.D., Principal – Franklin Avenue Elementary School
Aaron McCasland, Assistant Principal – Pearl River High School
Andrea Pompey, Assistant Principal – Pearl River Middle School
Jacqueline Lividini, Assistant Principal – Pearl River High School

PROFESSIONAL DEVELOPMENT COMMITTEE

Cathleen	Finnican	Teacher
Marissa	Gillman	Teacher
Kathleen	Gruffi	Instructional Coach
Jamie	Haug	Dir. of Technology
Aaron	McCasland	Assistant Principal
Carolyn	Moffa	Director of Special Services
Diana	Musich	Asst. Superintendent for Human Resources and Community Services
Kristin	Nazario	Teacher - English
Shauna	O'Flynn	Teacher
Finuala	O'Shea	Teacher - Elementary
Susanne	Pariot	Principal
Andrea	Pompey	Assistant Principal
Thomas	Price	Teacher
Fiona	Robinson	Teacher
Robert	Roelle	Assistant Superintendent for Curriculum and Instruction
Caitlin	Rosa	Teacher
Dana	Silver	Literacy Coach
Devin	Stone	Teacher
Kimberly	Ulrich	Teacher
Keri	Velardo	Teacher
Regina	Zito	Instructional Coach

The Professional Development Plan (PDP) of the Pearl River School District supports the District mission, core values, and goals outlined below:

District Mission: *Every Student Can and Will Learn.*
Core Values *Our students are our customers and the product we deliver is to allow them to achieve to their highest ability.* *Educational opportunities are for all students.* *Learning is an active process where students discover and create knowledge.* *Tracking academic performance is a consistent and constant practice.* *Active involvement from all stakeholders is integral to district operations.* *District employees are highly valued resources.* *The district recognizes the value it has in the community and the people it serves.* *Our business operations are cost-effective while maintaining quality and protecting program*.
District Goals *1. Improve academic performance.*

> *2. Improve the perception of the district by incorporating quality principles and values in all areas of operations.*
> *3. Maintain fiscal stability and improve cost-effectiveness.*

The PDP further supports the strategic planning process in place at Pearl River School District. Planning is based on identified student and stakeholder needs, sound education policies and practices, and faculty input. This planning process occurs primarily at three levels: the district level, the building level, and the classroom level.

At the district level, administrators consider general student and stakeholder needs and establish a long-range plan, revisited annually through validation of the district goals and strategic objectives. This is an annual process, evaluated quarterly, structured according to the school year cycle and related to budget development and approval cycle.

At the school level, BLTs, composed of all building-level stakeholder representatives, establish annual operating plans based on the district plan. Planning follows a plan-do-study-act process of analyzing, aligning, acting, and assessing. All planning is performance-based, data driven.

CTLE activities will be offered in appropriate subject areas, as defined in law and regulation Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the establishment of CTLE requirements for Professional and Level III Teaching Assistant certificate holders. Acceptable CTLE include 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 English language learners as described in section 80-6.3 of Commissioner's Regulations. Acceptable CTLE will 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.

Per NYSED, CTLE hours are earned in 3 areas: Content, Pedagogy and Language Acquisition (sample of activities and expected hours for CTLE).

Activity	Expected Hours	Per NYSED...
Mentoring	30 Hours	Maximum of 30 hours per 5 year period
Co-Teaching	20 hours per year	
Student Teacher Supervision	25 hours	Maximum of 25 hours per 5 year period
ENL Planning with Gen Ed teacher	Up to 10 hours per year documented on 100 hr CTLE	

	log	
Consultant Teacher Planning	Up to 20 hours per year documented on 100 hr CTLE log	
3rd Monday/ Department Mtgs	10 hours per year	Can only be counted for content, pedagogy or language acquisition activities
Faculty Mtgs	Up to 10 hours	Can only be counted for content, pedagogy or language acquisition activities
Observations by administrators	Up to 20 hours per year	

Language Acquisition Information:
http://www.highered.nysed.gov/tcert/resteachers/ctle-language-acquisition.html

Approved Sponsors:
http://www.highered.nysed.gov/tcert/resteachers/ctlesponsors.html

Acceptable CTLE Activities:
http://www.highered.nysed.gov/tcert/resteachers/ctle-acceptable.html

From NYSED: "Many of the activities that were accepted as professional development may not be accepted as CTLE. Mandated trainings such as DASA, CA, SAVE, and others are certification requirements and not considered CTLE. Superintendent's Days, Faculty, Department, Grade Level, Conferences, and other activities considered part of the typical duties for educators, are not in and of themselves considered CTLE. (Some of these are mentioned on the PRSD PD Plan page 5) Though, if a specific CTLE activity is completed in any part or during perhaps a faculty meeting, or the like, then a Certificate of Completion Form will need to be issued for that activity in Content, Pedagogy, and/or Language Acquisition for ELL. This also holds true for CTLE activities offered on Professional Development Days."

The PDP supports a K-12 line of site for curriculum, instruction, and student learning, maintaining both horizontal and vertical articulation.

The Pearl River School District PDP is guided by the following:
Needs Assessment Sources

- Standardized Assessments (Regents Exams; NYS Assessments – Math (3-8), ELA (3-8), Science (4 & 8); FLACS (Checkpoints A & B)
- Analysis of STAR universal screening (Math & Reading)
- Analysis of Teachers College Benchmark Assessments
- School Climate Survey Data
- Community Perception Survey Data
- Professional Development Surveys & Evaluations
- Faculty/Grade Level/Department Meetings
- The District Technology Plan
- Teacher Focus Groups
- The District Professional Development Committee

Professional Development Goals and Priorities
- Social and Emotional Learning (SEL)
- Diversity, Equity and Inclusion & Cultural Awareness
- Standards-Based Assessments and Grading
- Literacy Development (reading and writing workshop; phonics/phonemic awareness/ morphology *Science of Reading*)
- New Science Standards (HS/MS) and Science Investigations (ELF/MS)
- K-4 Math Instruction
- Inquiry Learning
- RTI/MTSS (HS)
- Student Health & Safety (medical needs, CPR, defibrillator, ect.)
- Meeting/exceeding NYSED Next Generation Learning Standards and Assessment K-12 (new Regents Exams, etc.)
- Civic Readiness
- Language acquisition strategies for English language learners
- Technology Integration
    - Safety
    - Artificial Intelligence
    - Computer-based testing
    - Digital Literacy Standards
- TriState Consortium Performance Indicators
- Alignment with 'best practices' in education
- Faculty / Staff annual performance review - APPR (Appendix A)
- NYSED part 100.2 regulations re: annual evaluation criteria (Appendix B)
- Inclusion of all faculty, teaching assistants, and long-term substitutes in professional development opportunities

Strategies and Activities:
Professional development strategies and activities include, but are not limited to:
- Superintendent Conference Days* (Appendix D)

- Early Release Curriculum Development Days
- New Teacher Symposium* (Appendix E)
- Mentoring
- School Violence Prevention Workshops
- NYS Mandated Compliance Training
- In-service Seminars (Appendix F)
- Faculty meetings
- Grade / Department Meetings
- On-site consultant facilitated workshops
- Push-in Instructional Coaching
- Collaborative Projects
- Summer Curriculum Projects
- Local area Teacher Center courses
- Local area BOCES professional development
- Graduate level courses
- Action research
- Independent Study
- TriState Consortium Site Visits
- Peer observation / Model Classroom visits
- Technology Leadership Institute (TLI) Events
- Model Schools Workshops

*Sample outline / agenda attached

Through the current agreement with the Pearl River Teachers' Association, "all bargaining unit members will be required to perform twenty-one (21) hours of professional development activities (Appendix G) each year, above and beyond Superintendent's Conference Days." For those hired with a professional certification, additional hours of professional development are required over 5 years, in accordance with NYSED regulations.

The above list of professional development activities is a representative sample of professional development, not to be construed as PRTA contract specific and approved to meet professional development requirements.

PRSD Mentoring Program
The procedure for selecting mentors: Mentors will complete the mentor application and forward it to their building principal who will forward it with his or her comments to the mentor committee. The committee will then provide input as to mentor-mentee assignments. The mentor-mentee assignment will then be determined by the Assistant Superintendent. At times more than one mentee may be assigned to a mentor.

The role of the mentors: The role of the mentor is to provide support and guidance during the first year of teaching in order to increase the probability of success for the mentee. Since many factors contribute to the ultimate success of a teacher including a match between the district and the teacher, it should not be construed to mean that the mentor is responsible for the success of

the new teacher. Rather, the mentor is assigned to provide support and to answer questions of the mentee and to help when needed.

The preparation of the mentors: Each mentor will receive in-service in the role of the mentor and district procedures for fulfilling this role. The in-service will typically include several hours of initial training and ongoing quarterly meetings with the Assistant Superintendent and in-service trainers as needed throughout the year.

Types of mentoring activities: It is recognized that the mentor and mentee need flexibility in determining the types of activities needed since each circumstance is unique, however types of mentoring activities that may be typical are: Meeting with the mentee prior to the opening of school in the school building, to hold at least monthly scheduled meetings with the mentee in school (once every other week during the first month of school), to attending conferences together if possible and when appropriate, visiting the mentee's class at least once per month for the first quarter and once each of the remaining quarters.

The mentor will maintain a log of activities which will include the date, times, and topics discussed during mentor-mentee meetings. The logs will be submitted to the Assistant Superintendent during the scheduled quarterly meetings.

Time allotted for mentors: Whenever possible the mentor and mentee should be scheduled so that they have a common prep time. This will serve to provide an opportunity to meet informally. Time will be allotted so that the mentor and mentees may visit each other's class(es) at least once per month in the first quarter and once each quarter after that. After school meetings are also anticipated as needed and should be anticipated at least once biweekly in the first month of school and once per month after that.

Resources
The PDP is facilitated by the Assistant Superintendent for Curriculum and Instruction and the Assistant Superintendent for Human Resources and Community Services in collaboration with central administration, building principals, instructional coaches and professional development committee. Professional development funding is maintained through annual district/building budgets (FY 22-23 $47,500) as well as the Title IIA grant (FY 21-22 $67,029).

As per the PRTA agreement, faculty maintain a log of annual professional development hours. The District currently utilizes a database, My Learning Plan (sample form and portfolio record – Appendix H), to maintain in-service and conference participation for teachers and teacher assistants. These hours include district 21 hours as applicable, as well as additional hours required for NYS teaching and/or teacher assistant certifications (as applicable).

Faculty and teacher assistants participating in professional development (graduate, inservice, conference, etc.) will file the following where appropriate, with the Assistant Superintendent for Human Resources & Community Services and the Assistant Superintendent for Curriculum and Instruction:

- ▪ Conference Request / Evaluation Form (Appendix I)
- ▪ Request for Credit (Appendix J)

Anticipated 2023-24 Professional Development Providers (CTLE Providers-Appendix K):

Instructional Coaches, The Pearl River School District employs five Instructional Coaches who work to support the implementation of District goals and objectives. At the elementary level, two Instructional Coaches work with teachers to support all content areas. At the secondary level, one Literacy Coach works directly with middle school and high school English teachers. This coach provides additional support to members of other departments as needed/requested. Two Technology Coaches are employed to assist teachers in all grade levels with the integration of instructional technology into curriculum.

Yale Center for Emotional Intelligence, provides turnkey training of core teams and ongoing coaching for schools administering the RULER program for Social Emotional Learning. During the 2021-22 school year, all five schools received the core team training. Each of the core teams will continue to implement the program to the teachers and students in their schools for the upcoming school year.

Gravity Goldberg, LLC, Gravity Goldberg, and her associate literacy consultants provide professional development and curriculum resources to schools. Gravity Goldberg, LLC will provide a combination of support, including workshops, modeling, coaching (teacher and administrator), curriculum development, resource evaluation, and individual consultation as needed. The NYS Next Generation English Language Arts Learning Standards will be embedded in all professional learning and development.

Rockland BOCES, as an approved provider of professional development for the agency and component districts, believes that the purpose of PD is to improve the quality of teaching and learning by ensuring that educators participate in substantial professional development in order that they remain current with their profession and meet the learning needs of all students.

The Instructional Services & Professional Development Division of Rockland BOCES offers programs and services for local districts through staff development including:

- ● Leadership development and sustainability of effective teachers and principals, including on-site coaching
- ● Standards-based Curriculum & Professional Development programs
- ● Special Education & ELL/Bilingual classroom implementation of standards based curriculum & instruction
- ● Promoting a culture of social and emotional intelligence leading to effective learning environments for all students
- ● Conferences, workshops, and resources designed to enhance student achievement with an emphasis on college & career readiness
- ● Workshops focused on the integration of 21st Century Skills in support of "highly effective" classrooms

- Evaluator and Lead Evaluator training on all NYS teacher and principal rubrics
- Expanded training for all aspects of the Dignity for Students Act (DASA).
- Enhanced resources & supports for Part 154 Implementation
- Supporting ALL learners through instructional practice aligned to Universal Design for Learning (UDL)
- The creation and modification of assessments
- Ongoing emphasis on continually developing new skills and approaches which link the best of research to instructional practices and improved outcomes for students.

Putnam Northern-Westchester BOCES

Southern Westchester BOCES

Tri-State Consortium

NYSUT Education Trust

Hudson Valley RBE-RN - provides support and technical assistance to English language learner (ELL) educators

The Lower Hudson Valley Regional Special Education Technical Assistance Support Center (RSE-TASC) - The goal of RSE-TASC is to promote the independence of students with disabilities through the development of strong academic, social-emotional and self-determination skills. We provide a coordinated system of high quality regional technical assistance, professional development and on-site support to district and school communities.

Master Teacher – ParaEducator PD Now – online resource to support professional development for teaching assistants.

Global Compliance Network (GCN) - With over 125 tutorials, Global Compliance Network has an ever-growing number of tutorials covering a broad range of topics from Health & Safety to Policies and Regulations.

Appendices

Appendix A	APPR - Annual Professional Performance Review plan
Appendix B	NYSED Part 100.2 evaluation criteria
Appendix C	Sample Professional Development Feedback Assessment
Appendix D	Sample Superintendent's Conference Day Agenda
Appendix E	New Staff Symposium Calendar
Appendix F	Sample Professional Development/In-service Calendar
Appendix G	21-hour clarification
Appendix H	My Learning Plan Portfolio sample
Appendix I	Conference Request Form
Appendix J	Graduate/In-service Credit Request Form
Appendix K	Pearl River School District – CTLE Providers
Appendix L	Instructional Coach Job Descriptions