



## DISTRICT PROFESSIONAL DEVELOPMENT PLAN

District Name: Yonkers Public Schools

BEDS Code 6623 0001 000

Superintendent Dr. Edwin Quezada

Address 1 Larkin Center  
Yonkers, NY 10701

Phone: 914-376-8274

e-mail [cmacaluso@yonkerspublicschools.org](mailto:cmacaluso@yonkerspublicschools.org)

Year(s) Plan is Effective: September 2018-June 2020

## **INTRODUCTION**

The Yonkers Public Schools District is committed to providing high quality, research-based professional development to all administrators, teachers and pupil support staff. High standards and statewide testing continue to inform our instructional and professional development opportunities. We recognize that successful professional development which respects individual differences is both collaborative and empowering. Professional development must prepare and support educators to help them apply strategies to reach every student and to create an environment where teaching and learning are at the highest levels. When school districts become learning centers for teachers and leaders, profound change and improvement occurs.

As teacher's and leader's responsibilities gain complexity, it is the role of professional development to provide them with the tools necessary to address expectations we have for all students. Using teacher and leader identified needs and student achievement data, our mandate is clear; administrators and teachers require high quality, differentiated, data-driven and readily-accessible professional development.

The following Professional Development Plan (PDP) begins with the individual administrator and teacher, but will ultimately relate back to improvement in the learning process and the achievement of high standards for all students. The plan was created in a collegial and supportive atmosphere made up of a committee of administrators, teachers, parents, Institutions of Higher Education, and community members. The committee's philosophy is that professional development be targeted, continuous and sustained, providing professional growth which results in enrichment of knowledge, skills and strategies for the school community's stakeholders at all levels of experience. The overriding goal is the implementation of research-based best practices to improve student achievement.

It is our hope that by achieving the five goals listed below, we will surpass what is measured by test scores and foster an appreciation for learning and an integration of the world around us that endures beyond the boundaries of the Yonkers Public School System.

<b>Goal 1</b>	<b>Student Achievement</b> Provide curricula that fosters high levels of student achievement that embed 21st Century skills.
<b>Goal 2</b>	<b>Professional Development</b> Continue to develop and enhance current practices and efforts in order to ensure teacher growth leading to enhanced student learning outcomes.
<b>Goal 3</b>	<b>Data Driven Culture</b> Create a school-wide culture based on high expectations and accountability.
<b>Goal 4</b>	<b>Student Needs</b> Establish a community that supports students with diverse social and emotional needs for student growth and development.
<b>Goal 5</b>	<b>Stakeholder Involvement/Engagement</b> Develop the family and the community infrastructure to support student success.

The Yonkers Public Schools District looks forward to and supports the successful implementation of this plan so that exemplary professional development will be conducted throughout the district in accordance with the Yonkers Council of Administrators (YCA) and the Yonkers Federation of Teachers (YFT)/Board of Education agreements.

## **SECTION 1: PROFESSIONAL DEVELOPMENT PLANNING TEAM**

1. If school teams are not represented on the district professional development team, describe briefly how the district plan will ensure that the needs of schools in the district are met.

- The school teams are represented and reflected in the Professional Development Plan (PDP) that accommodates the needs of individual schools by using school-based and district-wide data, a Professional Learning Community (PLC) design framework, and multi-year plans to determine professional development needs and activities.

2. On average, please identify the number of hours a teacher will participate in professional development on an annual basis. This may include the planning, delivery, application and/or evaluation of professional development activities.

- Annually, all certificated staff are provided with at least 3 staff development days, or 18 hours of professional development. Weekly, 50-minute staff development sessions are provided for elementary teachers (PK-6/PK-8 schools) and 45-minute staff development sessions, twice a month, are provided for secondary teachers. Additionally, time is devoted to planning, delivery, application and evaluation of these sessions/programs.
- Probationary teachers attend mandated professional development as follows:

First year teachers: 24 hours

Second year teachers: 20 hours

Third year teachers: 12 hours

- Teachers holding a professional certificate are required to successfully complete 100 hours of professional development every five years.
- Level III teaching assistants are required to successfully complete 100 hours of professional development every five years.
- Beginning in school year 2016-2017, all holders of teaching certificates, teaching assistant certificates (Teaching Assistant Level III), and educational leadership certificates which are valid for life (Permanent/Professional) must register with the New York State Education Department every five years. The New York State Department of Education [Registration and CTLE Requirements](#) chart can be found in the Appendix of this Professional Development Plan.

## **SECTION 2: NEEDS ASSESSMENT**

### **A. Needs and data analysis for PDP**

1. Describe how the PDP is aligned with Next Generation Learning Standards, assessments, student needs and is articulated within and across grade levels.
  - Analysis of student data that identified student needs determined the areas addressed in this plan.
  - The transition to Next Generation Learning Standards aligned instruction over the next two years resulted in a focus on developing curriculum and understanding how to use materials.
  - Professional development aims to be consistent within and across grade levels. Site based Professional Development Committees (PDCs) will identify and target specific needs.
2. Describe how the professional development plan is continuous, reflecting a multi-year approach to improve student performance.
  - All professional development components are integrated based upon a continuum of activities over the life of the plan. Evaluation will occur after each professional development cycle.
  - While the plan is presented for two years, the District Professional Development Committee will meet throughout the year to review and evaluate progress.
3. Identify how the data used supports the goals, objectives, strategies and activities in the professional development plan.
  - Student achievement data from New York State assessments and district assessments were used to identify critical areas of student needs, which in turn helped in the development of the plan.
  - In addition, New York State Report Card data, a survey and longitudinal data were reviewed in preparation for formulating the goals.
  - Qualitative professional discussions with the various stakeholders (i.e., school administrators, teachers, and teaching assistants) provided data to guide activities in the plan.

## **SECTION 2: NEEDS ASSESSMENT**

### **B. Needs assessment sources used in developing the PDP**

The following sources were used during the needs analysis:

- ✓ School Report Card
- ✓ BEDS Data
- ✓ Special designation schools
- ✓ Student attendance rates
- ✓ Graduation and drop-out rates
- ✓ Student performance results disaggregated by ethnicity, gender, SES, and other special needs
- ✓ State benchmarks for student performance
- ✓ Longitudinal data
- ✓ Number of probationary teachers
- ✓ Teacher surveys
- ✓ District developed Professional Development Needs Assessment
- ✓ Professional discussions with the stakeholders supported by this plan

## SECTION 2: NEEDS ASSESSMENT

### C. Priority Area 1 – Student Performance

Student Performance	District Goal/Objective	Content/Practice Need(s)
<p>Results of the New York State testing program on grades 3-8 ELA and math exams, science, and Regents exams indicate that the majority of students are performing below standards.</p> <p>Other measures of student performance will be used as they become available, such as NYSESLAT, NYSAA, and MAP.</p> <p>Student performance results disaggregated by ethnicity, grade, disability status, English Language Learners, gender and other criteria indicate achievement gaps that need to be closed.</p>	<p><b>Goal – Student Achievement</b>  <i>By June 2019, District content specialists will collaborate with grade level/content teacher leaders to develop, roll out and evaluate curricular maps and Next Generation college and career ready curriculum for all grades.</i></p> <ul style="list-style-type: none"> <li>• By June 30, 2019, ninety percent (90%) of all students in Kindergarten through grade two (2) will meet their Projected Growth in Mathematics and Reading as demonstrated by the Measure of Academic Performance (MAP) assessment.</li> <li>• By June 30, 2019, there will be a seven (7) percentage point increase in the number of students in the graduating Class of 2019 (2015 cohort) who will meet the New York State college and career readiness index (at least 80% on the Algebra Regents and 75% on the Comprehensive Exam in English Regents). The cohort graduation rate will be maintained at or above 80%</li> <li>• By June 30, 2019, there will be a seven (7) percentage point increase in the number of students in grades three through eight achieving a performance level score at or above proficiency (Levels 3 and 4) on the New York State English Language Arts and Mathematics assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Review, analyze and study data in key curriculum areas, provide prescriptive instruction based on analysis</li> <li>• Infuse curriculum in all areas with literacy, communication skills and higher order thinking skills</li> <li>• Identify developmentally and cognitively appropriate teaching methods to enhance curriculum and instructional strategies</li> <li>• Develop parallel tasks</li> <li>• Identify age, grade and content appropriate teaching strategies</li> <li>• Continue mentoring program</li> <li>• Identify components that support family literacy</li> <li>• Infuse curriculum with available digital resources</li> </ul>

## SECTION 2: NEEDS ASSESSMENT

### C. Priority Area 2 – Instructional Planning and Practice

Instructional Planning and Practice	District Goal/Objective	Content/Practice Need(s)
<p>Results of the administered Professional Development Needs Assessment and feedback generated through systemic Professional Learning Communities (PLCs) indicate a need for research based, data-driven instruction.</p>	<p><b>Goals – Data Driven Culture and Student Needs</b>  <i>Programming, instruction and school/classroom goals will be established by the end of September through a strategic review of relevant student achievement data. Additionally, district and school Data Teams will meet at least quarterly to review progress toward achievement of goals and improved student outcomes.</i></p> <ul style="list-style-type: none"> <li>• By June 30, 2019, one hundred percent (100%) of all schools will develop and implement a data informed School Comprehensive Education Plan (SCEP) using strategic analysis of assessment and social-emotional data. Schools will use their plans to make instructional and social-emotional adjustments that meet students’ academic and social-emotional needs (with an emphasis on Students With Disabilities and long-term English language learners) as evidenced by progress on student achievement outcomes as outlined in Goal 1.</li> </ul> <p><i>Implement research-based restorative character/social emotional programs by June 2019. District and school Data Teams will analyze suspension, attendance, scholarship and other data to determine the effectiveness of the chosen program and make adjustments as needed.</i></p> <ul style="list-style-type: none"> <li>• By June 30, 2019, twenty-eight percent (28%) of all schools will implement prevention and intervention strategies that address “at-risk behaviors.” Schools will establish Positive Behavior Interventions &amp; Supports (PBIS) and Restorative Practices programs that will result in a 5% reduction in the number of suspensions and behavior referrals, a 5% increase in student attendance and an increase in academic performance as outlined in Goal 1.</li> <li>• By June 30, 2019, thirty-three percent (100%) of all schools containing elementary and middle grades will implement a Multi-Tiered System of Supports (MTSS) plan utilizing a District approved template that includes progressive monitoring and reporting.</li> </ul>	<ul style="list-style-type: none"> <li>• Familiarize staff with federal, state and district requirements and initiatives</li> <li>• Familiarize staff with process, components, and scope of MTSS</li> <li>• Provide strategies to increase classroom management skills</li> <li>• Enhance the role of the site-based Professional Development Committee in each school</li> </ul>

## SECTION 2: NEEDS ASSESSMENT

### C. Priority Area 3 – Curriculum and Instruction

Curriculum and Instruction	District Goal/Objective	Content/Practice Need(s)
<p>Results of the administered Professional Development Needs Assessment and data gathered from Professional Learning Communities (PLCs) indicate instructional training is needed using Next Generation aligned materials in a differentiated manner.</p>	<p><b>Goal – Professional Development</b>  <i>The District will offer a monthly menu of Professional Development (PD) sessions through My Learning Plan based on the Superintendent’s foci and the District PD Plan (PDP). PD offerings will be evaluated and adjusted quarterly to address identified needs.</i></p> <ul style="list-style-type: none"> <li>• By June 30, 2019, one hundred percent (100%) of schools will engage in weekly or bi-monthly staff meetings that are data driven, inquiry based professional development sessions focused on analysis of uniform data sets that address student’s academic, social, and emotional progress. The impact of professional development will be measured by teacher effectiveness ratings in the relevant areas and student achievement outcomes on the Measures of Academic Progress assessments in grades K-8 and Regents examinations as outlined in Goal 1.</li> <li>• By June 30, 2019, one hundred percent (100%) of schools will engage in weekly or bi-monthly staff meetings that are data driven, inquiry based professional development sessions focused on analysis of uniform data sets that address student’s academic, social, and emotional progress. The impact of professional development will be measured by teacher effectiveness ratings in the relevant areas and student achievement outcomes on the Algebra and Comprehensive Exam in English Regents.</li> <li>• By June 30, 2019, one hundred percent (100%) of all elementary schools will enhance the delivery of a high quality full-day prekindergarten program with effective, on-going professional development. The impact of professional development will be measured by teacher effectiveness ratings in the relevant areas and student proficiency outcomes on the new Work Sampling assessment tool; student proficiency outcomes will serve as a baseline for future student performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of next generation instructional materials and curriculum guides (e.g., EngageNY ELA and math modules, Next Generation Science Standards, Social Studies Frameworks)</li> <li>• Expand in-class support through mentoring and coaching</li> <li>• Use of differentiated instruction and alternative teaching strategies</li> <li>• Revise Yonkers Public Schools Curriculum Guides</li> <li>• Hold meetings of the site-based Professional Development Committees in each school to further refine school implementation</li> </ul>

### **SECTION 3: DISTRICT RESOURCES**

*What professional development funds, staff resources, external professional development providers, and other human and fiscal resources are available or may be developed in your community?*

Identify the internal and external resources you will use to help you meet your goals:

<b>Fiscal Resources:</b>		
<ul style="list-style-type: none"> <li>• Bank Street Education Center/ Gates Foundation Grant</li> <li>• Contract for Excellence</li> <li>• Empire Grant</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Technology Grants for Enhancing Teaching and Learning</li> <li>• My Brother's Keeper</li> <li>• P-Tech</li> <li>• Teachers of Tomorrow Recruitment and Retention</li> </ul>	<ul style="list-style-type: none"> <li>• Title I, II, III, and IV</li> <li>• School Improvement Grants</li> <li>• Smart Scholars early college high school programs</li> </ul>

<b>Staff Resources:</b>		
<ul style="list-style-type: none"> <li>• Content specialists</li> <li>• Central Office Departments</li> </ul>	<ul style="list-style-type: none"> <li>• CSEA</li> <li>• Department Representatives</li> </ul>	<ul style="list-style-type: none"> <li>• YCA</li> <li>• YFT</li> </ul>

<b>Providers*:</b>		
<ul style="list-style-type: none"> <li>• BOCES</li> <li>• Consultants/Contractors</li> <li>• Cultural, collegial, corporate, and community partners</li> </ul>	<ul style="list-style-type: none"> <li>• Institutions of Higher Education</li> <li>• Professional Organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Richard Gazzola Teacher Center</li> <li>• RSE-TASC</li> <li>• State Education Department</li> </ul>

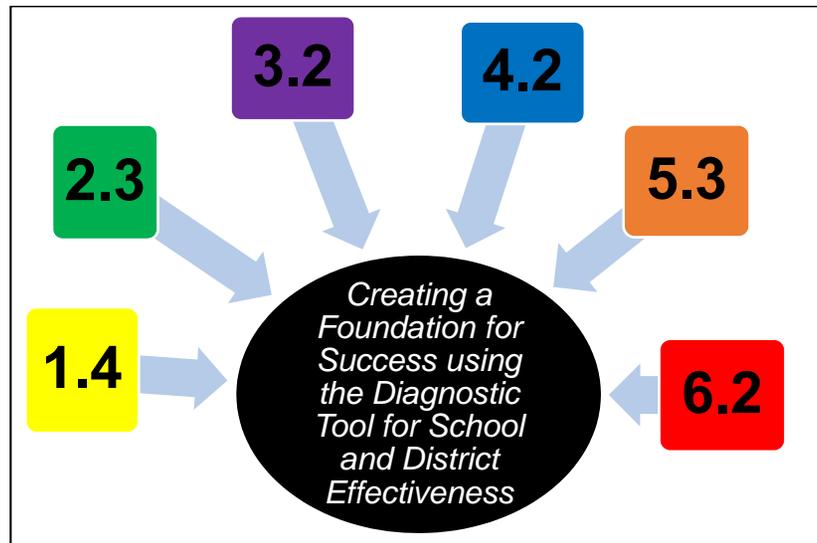
<b>Community:</b>		
<ul style="list-style-type: none"> <li>• Community-based organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Major employers</li> </ul>	<ul style="list-style-type: none"> <li>• Parents/YCPTA</li> </ul>

Please identify any funds the district has received for professional development which are not used to implement this plan, and why.

\* A list of providers is included in Appendix A



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**Plan developed by the 2018-2019 Professional Development Committee**

Dr. Christopher Macaluso, Executive Director Professional Development	Jordan Gonzalez, Director Language Acquisition	Sandra Guzman, Yonkers Council of Administrators (YCA)	Gail Joyner-White, YCA
Elda Perez-Mejia YCA	Lia Council, Richard Gazzola Teacher Center	Paul Diamond, Yonkers Federation of Teachers (YFT)	Kemba Ellerbe, YFT
Roselyn Kendrick-Jones, YFT	Christine Morrone, YFT	Thomas Muniz, YFT	Dr. Kara Popiel, YFT
Gregg Redmon, YFT	Samantha Rosado-Ciriello, President - YFT	Sophia Wu, Yonkers Council of Parent Teacher Associations (YCPTA)	Tarima Levine, Bank Street Education Center



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**District Priority #1 (2018-2019 School Year): Data Informed Decision Making to Address the Instructional Core**

<b>School Leader Practices and Decisions (Tenet 2)</b>					
Identified Need/Responsible Department(s)	Description	Audience	Timeframe	Link to NYSUT/MPPR	Performance Measure
Administrator's Plenary	Culturally Responsive Pedagogy	All administrators	August 15, 2018	Domains 1,2, 4	District Goals:  1, 4
Implementing Multi-Tiered Systems of Support (MTSS)  Division of Teaching and Learning  Special Education and Pupil Support Services	Terms, mandates, structures and implementing a system	Structures, Systems, and Inquiry School Support System (SSS) Clusters	August 2018  Quarterly progress monitoring throughout the school year during Principal Professional Learning Communities (PLCs)	Domains 1-3, 5	District Goals:  1, 3, 4



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School Leader Practices and Decisions (Tenet 2)					
Identified Need/Responsible Department(s)	Description	Audience	Timeframe	Link to NYSUT/MPPR	Performance Measure
What is highly effective teaching?  What are 21 <sup>st</sup> Century Skills?  Department of Professional Development	Identification and common understanding/interpretation of rubric (evidence)	All administrators	August 2018  During principal and assistant principal PLCs	All Domains	District Goal:  2
MAP testing logistics  Division of Research, Evaluation, and Assessment	Scheduling, administration, and environment	All administrators	August 2018	Domain 5	District Goal:  3



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School Leader Practices and Decisions (Tenet 2)					
Identified Need/Responsible Department(s)	Description	Audience	Timeframe	Link to NYSUT/MPPR	Performance Measure
MAP and other Relevant Data Analysis  Division of Research, Evaluation, and Assessment	Reports (growth and instructional), and goal setting  Using benchmark assessments and results for differentiated instruction	All principals	During principal PLCs	Domains 1-3	District Goals:  1, 2, 3
DASA  Department of Professional Development	Knowing the law and your responsibilities	All administrators	August 2018	Domain 6	District Goal:  4



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**District Priority #1 (2018-2019 School Year): Data Informed Decision Making to Address the Instructional Core**

Curriculum Development and Support (Tenet 3)					
Identified Need/Responsible Department(s)	Description	Audience	Timeframe	Link to NYSUT/MPPR	Performance Measure
Use of curriculum maps to guide instruction in mathematics  Supervision, Curriculum, and Instruction	Unpacking curriculum maps and Tier I, II, III supports	PK-8 Teachers	September 2018	Standard 3	District Goals:  1, 2, 3
		Algebra I Teachers	December 2018	Domain 2	
		Geometry Teachers	March 2019		
		Algebra II Teachers	May 2019		
Use of curriculum maps to guide instruction in English Language Arts  Supervision, Curriculum, and Instruction	Unpacking curriculum maps and Tier I, II, III supports	PK-11 Teachers	September 2018	Standard 2	District Goals:  1, 2, 3
			December 2018	Domain 2	
			March 2019		
			May 2019		



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**District Priority #2 (2018-2019 School Year): Literacy Across the Content Areas**

Curriculum Development and Support (Tenet 3)					
Identified Need/Responsible Department(s)	Description	Audience	Timeframe	Link to NYSUT/MPPR	Performance Measure
The Social Studies Framework  Developing curriculum maps to guide instruction in social studies  Supervision, Curriculum, and Instruction	Applying disciplinary practices, literacy skills, bilingual progressions, and Tier I, II, III supports in the content area	PK-12 Teachers	Monthly  September 2018-May 2019	Standard 3  Domain 2	District Goals:  1, 2, 3
Next Generation Science Standards  Developing curriculum maps to guide instruction in science  Digital Learning & Innovations	Applying disciplinary practices, literacy skills, bilingual progressions, and Tier I, II, III supports in the content area	PK-12 Teachers	Monthly  September 2018-May 2019	Standard 2  Domain 2	District Goals:  1, 2, 3



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Curriculum Development and Support (Tenet 3)					
Identified Need/Responsible Department(s)	Description	Audience	Timeframe	Link to NYSUT/MPPR	Performance Measure
The Social Studies Framework  Use of curriculum maps to guide instruction in social studies  Supervision, Curriculum, and Instruction	Applying disciplinary practices, literacy skills, bilingual progressions, and Tier I, II, III supports in the content area	PK-12 Teachers	September 2018  December 2018  March 2019  May 2019	Standard 3  Domain 2	District Goals:  1, 2, 3
Next Generation Science Standards  Use of curriculum maps to guide instruction in science  Digital Learning & Innovations	Applying disciplinary practices, literacy skills, bilingual progressions, and Tier I, II, III supports in the content area	PK-12 Teachers	September 2018  December 2018  March 2019  May 2019	Standard 2  Domain 2	District Goals:  1, 2, 3



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Curriculum Development and Support (Tenet 3)					
Identified Need/Responsible Department(s)	Description	Audience	Timeframe	Link to NYSUT/MPPR	Performance Measure
Introduction to the Next Generation Literacy Standards  Richard Gazzola Teacher Center	Introductory Course on Next Generation Learning Standards for ELA	K-6 Teachers	Fall 2018	Standard 3	District Goals:  1, 2
Introduction to the Next Generation Mathematics Standards  Richard Gazzola Teacher Center	Introductory Course on Next Generation Learning Standards for mathematics	K-6 Teachers	Fall 2018	Standard 2	District Goals:  1, 2



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**District Priority #1 (2018-2019 School Year): Data Informed Decision Making to Address the Instructional Core**

<b>Teacher Practices and Decisions (Tenet 4)</b>					
Identified Need/Responsible Department(s)	Description	Audience	Timeframe	Link to NYSUT/MPPR	Performance Measure
What does curriculum implementation look like in a highly effective classroom?  Division of Teaching and Learning	Developing a common understanding of performance appraisal rubrics and interpretation of evidence	All certified staff	September 2018-June 2019  During quarterly system-wide Professional Learning Communities (PLCs) as defined in the District Comprehensive Improvement Plan (DCIP)	All Standards  All Domains	District Goals:  1, 2



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<b>Teacher Practices and Decisions (Tenet 4)</b>					
Identified Need/Responsible Department(s)	Description	Audience	Timeframe	Link to NYSUT/MPPR	Performance Measure
MAPping your way through Instruction  Division of Teaching and Learning  Division of Research, Evaluation, and Assessment	Use of MAP instructional reports and growth projections to inform pedagogical decisions	K-9 teachers  Teaching Assistants	September 2018-June 2019  During quarterly system-wide Professional Learning Communities (PLCs) as defined in the District Comprehensive Improvement Plan (DCIP)	Standard 5  Domains 1, 2	District Goal:  3
National Board Teacher Certification  Richard Gazzola Teacher Center	Support for teachers in pursuit of National Board Certification and accomplished teaching	Teachers in pursuit of National Board Certification	September 2018-June 2019	Standards 1-7  Domains 1-3	District Goals:  1, 3, 4



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<b>Teacher Practices and Decisions (Tenet 4)</b>					
Identified Need/Responsible Department(s)	Description	Audience	Timeframe	Link to NYSUT/MPPR	Performance Measure
Implementing Multi-Tiered Systems of Support (MTSS)  Division of Teaching and Learning  Special Education and Pupil Support Services	Terms, mandates, structures and implementing a system	Structures, Systems, and Inquiry School Support System (SSS) Clusters	August 2018  Quarterly progress monitoring throughout the school year during Principal Professional Learning Communities (PLCs)	Standards 1-5  Domains 1-3	District Goals:  1, 3, 4



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<b>Teacher Practices and Decisions (Tenet 4)</b>					
Identified Need/Responsible Department(s)	Description	Audience	Timeframe	Link to NYSUT/MPPR	Performance Measure
Professional Learning Communities for special education, art, music, physical education teachers  Department of Special Education and Pupil Support Services  Supervision, Curriculum, and Instruction	Discussion of strategies, supports, management, resources, best practices	Special education, art, music, physical education teachers  (Elementary PK-6/8)  (Secondary 7-12, 9-12)	September 2018  November 2018  March 2019	Standards 1-3  Domains 1-2	District Goal:  2
Data Literacy – Dissemination and Analysis  Research, Evaluation, and Reporting	How do I read and utilize my school's data to impact student outcomes?	PK-2 Teachers	November 2018-March 2019  Periodically over the school year (several offerings)	Standard 5  Domains 1, 2	District Goal:  3



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<b>Teacher Practices and Decisions (Tenet 4)</b>					
Identified Need/Responsible Department(s)	Description	Audience	Timeframe	Link to NYSUT/MPPR	Performance Measure
Data Literacy – Dissemination and Analysis  Research, Evaluation, and Reporting	How do I read and utilize my school’s data to impact student outcomes?	3-8 Teachers	November 2018-March 2019  Periodically over the school year (several offerings)	Standard 5  Domains 1, 2	District Goal:  3
Data Literacy – Dissemination and Analysis  Research, Evaluation, and Reporting	How do I read and utilize my school’s data to impact student outcomes?	9-12 Teachers	November 2018-March 2019  Periodically over the school year (several offerings)	Standard 5  Domains 1, 2	District Goal:  3
PSAT/SAT Data Analysis  Supervision, Curriculum, and Instruction	Using assessments and results to inform instruction	9-12 teachers	December 2018-January 2019	Standard 5  Domains 1, 2	District Goal:  3



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**District Priority #2 (2018-2019 School Year): Literacy Across the Content Areas**

<b>Teacher Practices and Decisions (Tenet 4)</b>					
Identified Need/Responsible Department(s)	Description	Audience	Timeframe	Link to NYSUT/MPPR	Performance Measure
Exploring Writing Models  Supervision, Curriculum, and Instruction	Understanding structure, developing writer’s voice, moves, decisions, thinking like an author	K-6 Teachers	December 2018- January 2019	Standards 2, 3  Domain 2	District Goals:  1, 2
Writing for Pre-college and Career Readiness  Supervision, Curriculum, and Instruction	Research writing and refining writing through enhanced style techniques	7-8 Teachers	December 2018- January 2019	Standards 2, 3  Domain 2	District Goals:  1, 2
Writing for College and Career Readiness  Supervision, Curriculum, and Instruction	Academic writing and the college essay	9-12 Teachers	December 2018- January 2019	Standards 2, 3  Domain 2	District Goals:  1, 2



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**District Priority #1 (2018-2019 School Year): Data Informed Decision Making to Address the Instructional Core**

**District Priority #3 (2018-2019 and 2019-20120 School Years): Restorative Practices**

Student Social and Emotional Developmental Health (Tenet 5)					
Identified Need/Responsible Department(s)	Description	Audience	Timeframe	Link to NYSUT/MPPR	Performance Measure
Dignity for All Students Act (DASA)  Professional Development	Knowing the law, your responsibilities, and strategies to convey information to students	School Dignity Act Coordinators (DAC) liaisons/All teachers PK-12	September 2018	Standard 6  Domain 6	District Goal:  4
Dignity for All Students Act (DASA)  Professional Development	Conducting investigations	School Dignity Act Coordinators (DAC) liaisons	September 2018	Standard 6  Domain 6	District Goal:  4



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<b>Student Social and Emotional Developmental Health (Tenet 5)</b>					
Identified Need/Responsible Department(s)	Description	Audience	Timeframe	Link to NYSUT/MPPR	Performance Measure
Implementing Multi-Tiered Systems of Support (MTSS)  Division of Teaching and Learning  Special Education and Pupil Support Services	Classroom Management and Behavior Management  Communicating with culturally and economically diverse student populations  How to develop behavioral supports	Structures, Systems, and Inquiry School Support System (SSS) Clusters	August 2018  Quarterly progress monitoring throughout the school year during Principal Professional Learning Communities (PLCs)	Standards 1-4  Domains 1-3	District Goal:  4
Character Education  Supervision, Curriculum, and Instruction	Promoting Alternative Thinking Strategies (PATHS)	PK, K, and Grade 1 Teachers	September 2018- June 2019	Standards 1, 4  Domains 1-6	District Goal:  4



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<b>Student Social and Emotional Developmental Health (Tenet 5)</b>					
Identified Need/Responsible Department(s)	Description	Audience	Timeframe	Link to NYSUT/MPPR	Performance Measure
Professional Learning Communities for social workers  Department of Special Education and Pupil Support Services	Discussion of critical issues in mental health	Social workers	November 2018, May 2019	Standard 1  Domains 3, 5	District Goal:  4
Professional Learning Communities for guidance counselors  Supervision, Curriculum, and Instruction	Discussion of critical issues in academic and mental health concerns	Guidance counselors	November 2018, May 2019	Standard 1  Domains 3, 5	District Goal:  4



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<b>Student Social and Emotional Developmental Health (Tenet 5)</b>					
Identified Need/Responsible Department(s)	Description	Audience	Timeframe	Link to NYSUT/MPPR	Performance Measure
Professional Learning Communities for psychologists  Department of Special Education and Pupil Support Services	Testing materials (e.g., BASC-3, LEITER)	Psychologists	November 2018, May 2019	Standard 1  Domains 3, 5	District Goal:  4
Cyber bullying  Richard Gazzola Teacher Center	Teacher Center Course on Cyber bullying	All teachers PK-12	As needed and pending approval by Richard Gazzola Teacher Center Policy Board	Standards 1, 4  Domains 2-6	District Goal:  4
Introduction to Applied Behavior Analysis (ABA) Level I  Richard Gazzola Teacher Center	Teacher Center Course on ABA	All teachers PK-12	Spring 2019	Standard 1  Domains 3, 5	District Goal:  4



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<b>Student Social and Emotional Developmental Health (Tenet 5)</b>					
Identified Need/Responsible Department(s)	Description	Audience	Timeframe	Link to NYSUT/MPPR	Performance Measure
Introduction to Applied Behavior Analysis (ABA) Level II  Richard Gazzola Teacher Center	Teacher Center Course on ABA	All teachers PK-12	Spring 2019	Standard 1  Domains 3, 5	District Goal:  4



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**District Priority #1 (2018-2019 School Year): Data Informed Decision Making to Address the Instructional Core**

**District Priority #2 (2019-2020 School Year): Literacy Across the Content Areas**

<b>Family and Community Engagement (Tenet 6)</b>					
Identified Need/Responsible Department(s)	Description	Audience	Timeframe	Link to NYSUT/MPPR	Performance Measure
Parents as Learning Partners  Division of Teaching and Learning  Schools	How to use online resources at home to support learning	Parents/guardians	October 2018	Standard 6  Domains 1, 2, 4	District Goal:  5
Brain growth birth to age 3  Division of Teaching and Learning  Schools	Integrating Yonkers Basics principles into school events	Parents/guardians	November 2018  February 2019  November 2019  February 2020	Standard 6  Domains 1, 2, 4	District Goal:  5



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<b>Family and Community Engagement (Tenet 6)</b>					
Identified Need/Responsible Department(s)	Description	Audience	Timeframe	Link to NYSUT/MPPR	Performance Measure
Data Literacy for Parents  Division of Teaching and Learning  Schools	Understanding my child's school data	Parents/guardians	November 2018  November 2019	Standard 6  Domains 1, 2, 4	District Goal:  5
Maintaining learning at home  Division of Teaching and Learning  Schools	Understanding MAP and Rtl in the home	Parents/guardians	November 2018  November 2019	Standard 6  Domains 1, 2, 4	District Goal:  5

## **APPENDIX**

A – List of Professional Development Sponsors

B – Mentoring Program Description



**DIVISION OF TEACHING AND LEARNING**

Department of Professional Development

Appendix A

**Comprehensive Professional Development Plan Sponsors  
2018 – 2019**

<b>Professional Learning (PL) Activities</b>	<b>Sponsor</b>
Early Childhood Education	Bank Street
Becoming a Learning Organization	Bank Street College of Education
Thinking Maps	The Balance Between
Sheltered Instruction Observation Protocol (SIOP)	Center for Applied Linguistics (CAL)
Developing Public Service Curriculum	City Hall of Yonkers NY
Positive Behavior Interventions and Supports (PBIS)	Cluster Inc.
Career and Technical Education Contextualized Learning	CTE Technical Assistance Center of NY
Instructional Rounds Leadership Coaching	Delaware Academy for School Leadership (DASL) at The University of Delaware
Gifted Curriculum and Instruction	Dr. Elisa Brown/Hunter College/University of Connecticut
Developing Public Service Curriculum	Empress Ambulance Services
English Language Arts Curriculum	Expeditionary Learning
Early Childhood Education	Fordham University
Career and Technical Education Mentoring	Fuller and D'Angelo P.C., Architects and Planners
Urban Farm Environmental Education	Groundwork Hudson Valley
Yonkers History	Hudson River Museum
Community Wrap Around Model Program Cycle of Improvement	Interactive Health
Library Sciences	Iona College
Visual Literacy in an Innovative Literacy Curriculum	Jacob Burns Film Center
Middle School Science Curriculum	Mercy College
The Microsociety Model	Microsociety International
Montessori Philosophy and Education	Montessori Live
Multi-Tiered Systems of Support (MTSS)	New York State Regional Special Education Technical Assistance Support Center (NYS RSE-TASC) <a href="http://www.nys-rse-tasc.com/">http://www.nys-rse-tasc.com/</a>
Extended Learning Time Trust – various courses	New York State United Teachers (NYSUT)
Data Driven Instruction/MAP	Northwest Evaluation Association (NWEA)



**DIVISION OF TEACHING AND LEARNING**

Department of Professional Development

Appendix A

**Comprehensive Professional Development Plan Sponsors  
2018 – 2019**

<b>Professional Learning (PL) Activities</b>	<b>Sponsor</b>
Introduction to Next Generation Learning Standards	Richard Gazzola Teacher Center <a href="http://rqteachercenter.org">http://rqteachercenter.org</a>
Interactive Environmental Education	Sarah Lawrence College Center for the Urban River (CURB) at Beczak
Thematic Units of Study Instructional Technology	Teacher's College Center for Technology and School Change
English Language Arts Curriculum and Instruction	Teachers College Center for the Professional Education of Teachers (CPET)
College Link Curriculum Mapping	Westchester Community College (WCC)
Sanctuary Model and Whole Child Community Model	Westchester Jewish Community Services (WJCS)
Community School Model	Yonkers Historical Society
Understanding the NYSUT Rubric	Yonkers Federation of Teachers
Developing Public Service Curriculum	Yonkers Police Department

## Appendix B

### FINAL AGREEMENT BETWEEN THE BOARD OF EDUCATION AND THE YONKERS FEDERATION OF TEACHERS ON MENTORING

#### MENTORS

##### A. Mentor Qualifications

- Mentors will participate in mentor training offered by the district.
- Priority will be given to active tenured teachers and recently retired tenured teachers of the Yonkers Public Schools with a minimum of 5 years teaching experience.
- Consistently satisfactory performance throughout their teaching career as evidenced by previous evaluations and walk-throughs, which may include: Mastery of pedagogical skills; content knowledge; positive interpersonal relationship qualities; leadership qualities, organizational skills (NYS guidelines); and positive attitude toward professional growth. Three written recommendations by current and past supervisors shall be required for mentors coming from outside of the district if no YPS teachers (active or retired) are available.
- The selection committee will review the performance evaluations and observations contained in the mentor's personnel files as part of the selection process.

##### B. Mentor Working Conditions

- Mentoring sessions and confidential conferences shall be held at times and in a private location mutually agreed upon between the mentor, the mentee, and building administrators.
- Mentors participating in mentoring activities outside the school day shall be compensated at the hourly rate. No more than twenty (20) compensated hours shall be allotted annually unless recommended by the Mentoring Committee and approved by the Superintendent. In lieu of such hourly compensation and for purposes of this mentoring agreement only, mentors may opt for in service credit issued at the rate of 1 credit for each 10 hours of mentoring outside of the school day. Hours may be exchanged for service credit only in 10 hour increments. Otherwise, hours will be paid at the hourly rate.
- Mentors must keep logs of their meetings, times and topics covered to be submitted monthly to the Mentoring Committee.
- Mentors shall not accept an administrative or administrative intern position while serving as a mentor.
- The role of mentor does not limit or supplant the authority of administrators to supervise or evaluate the performance of the mentees; therefore, the Board and the Federation agree that information obtained by a mentor shall not be made available to any administrator.

## Appendix B

### MENTEES

- Mentees shall be identified as per SED regulations
- Mentees participating in mentoring activities outside of the school day shall receive one in-service credit issued by the Professional Development Department for at least 10 and as many as 15 hours of mentoring. Thereafter, for hours beyond 15, but fewer than 20, mentees shall be compensated at the hourly rate. Mentees who complete 20 hours of mentoring outside of the school day shall receive 2 in-service credits. No more than 20 compensated hours shall be allotted annually unless recommended by the Mentoring Committee and approved by the Superintendent.

### MENTORING COMMITTEE

- The Committee shall design and schedule a Districtwide Orientation meeting which all mentors and mentees must attend. The Committee shall further design and schedule Mid-Course Program Review and Culmination meetings which all participants will make every effort to attend. Compensation for mentors and mentees shall be subject to the above provisions and limitations. There shall be no extra compensation for Committee members.
- The mentoring committee shall be a subcommittee of the Professional Development Plan Committee composed of 3 teachers appointed by the YFT and 3 administrators appointed by the Superintendent.
- The Professional Development Plan Committee will select one of its members to chair the mentoring subcommittee by consensus.
- If consensus on issues cannot be reached, the issues go back to the full Professional Development Plan Committee, and if consensus is still not reached, the issues go to the Superintendent and the President of the Federation.

### ROLE OF THE MENTORING COMMITTEE

- The Committee shall design the Mentoring Program and the program evaluation.
- The Committee shall monitor the implementation of the mentoring program and the program evaluation.
- The Committee shall monitor, approve and evaluate the design and implementation of the Mentoring Program.
- The Committee shall ensure that training for Committee members and mentors is provided.
- The Committee shall approve all mentor applications and program evaluation forms and procedures and shall select mentors.

## Appendix B

- Issues or concerns between the mentor and mentee shall be addressed by the Committee.
- The Committee will establish clearly designed goals and desired outcomes for the mentoring program and will establish an annual program evaluation process which addresses these goals and outcomes.

### CONFIDENTIALITY

- Confidentiality of information obtained concerning all individuals during the mentoring process shall be maintained by all involved.
- The information obtained by a mentor through interaction with the mentee while engaged in the mentoring activities of the program shall not be used for evaluating or disciplining the mentor or the mentee at any time.

### THE BUILDING ADMINISTRATOR

- The Principal (and/or Assistant Principal) will be a partner in the mentor/mentee program in Yonkers Public Schools, seeing himself or herself as an integral part of the team by helping to clarify the school's staff development goals with both the mentor and the mentee.
- Building principals will facilitate assignments of new teachers to mentors, support and champion mentoring as integral to the school's professional development planning.
- Principal (and/or Assistant Principal) must attend the Districtwide Orientation meeting and will make every effort to attend the Mid-Course Program Review and Culmination meetings for the mentor/mentee program.
- Yonkers Public Schools believes that this mentoring experience cannot succeed without the full, willing support of the building administrators.

### SUNSET CLAUSE

In the event that the NYS Education Department mentoring requirement ceases to exist, the program may be cancelled at the option of the District; but, the Board and the Federation will reopen negotiations on this issue in order to explore other alternative ways to provide mentoring opportunities.

## Appendix B

### Mandated Mentoring Program Fact Sheet

- All first year teachers and new teachers holding an initial certificate must complete a mentored teaching experience within their first year of employment as a teacher. A teacher is exempt, if they have an initial certificate and have two or more prior years of teaching experience.
- The mentoring program must be included as a component of the Professional Development Plan.
- Must be developed consistent with Article XIV of the Civil Service Law (Taylor Law). Any mentoring program that falls within the purview of the Taylor Law must be collectively negotiated consistent with the Law.
- The mentor's role is to provide guidance and support to a new teacher. However, additional mentor responsibilities may be negotiated and reflected in a collective bargaining agreement.
- If the mentor's role is limited to guidance and support, information emerging from mentoring activities and the mentoring relationship is confidential and may not be used to evaluate or discipline a new teacher. The regulation creates several specific exceptions to this confidentiality requirement:
  - Where an evaluative role for the mentor is stipulated contractually
  - Where withholding the information would pose a danger to the life, health, or safety of students or school staff
  - Where information emerges that the new teacher has been convicted of a crime
  - Where information emerges that raises a reasonable question regarding the new teacher's moral character
- The Professional Development Plan shall describe how the school district will provide a mentoring program for teachers. The plan shall describe the following elements of the mentoring program.
  - Procedure for selecting mentors
  - Role of mentors
  - Preparation of mentors
  - Types of mentoring activities (amendment added team teaching)
  - Time allotted for mentoring
- It is recommended that districts re-convene the Professional Development Committee (or a sub-group thereof) as soon as practicable; to ascertain the degree of alignment between the district's current mentoring efforts and the provisions of the new regulation.
- School districts shall be required to maintain documentation of the implementation of the mentoring program described in the Professional Development Plan. This should include:
  - Name of the individual
  - Teacher certificate identification number
  - Type of mentoring activity
  - Name and teacher certificate identification number of the individual who provided the mentoring
- Such record shall be maintained by the school district for at least 7 years from the date of completion of the mentoring activity. This shall be available for review by the State Education Department.