



## DISTRICT PROFESSIONAL DEVELOPMENT PLAN

|                            |  |
|----------------------------|--|
| District Name:             | Yonkers Public Schools   |
| BEDS Code                  | 6623 0001 000  |
| Superintendent             | Dr. Luís Rodríguez (Interim)   |
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| Year(s) Plan is Effective: | June 2021– June 2024   |

## **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><br>Provide curricula that fosters high levels of student achievement that embed 21st Century skills.   |
| <b>Goal 2</b> | <b>Professional Development</b><br>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><br>Create a school-wide culture based on high expectations and accountability.   |
| <b>Goal 4</b> | <b>Student Needs</b><br>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><br>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 5 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 NYS 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 adjusted timelines for transitioning to revised NYS 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 need's 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 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:

| Fiscal Resources:   |  |   |
|---|--|---|
| <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>✓ My Brother's Keeper</li> <li>✓ P-Tech</li> <li>✓ Teachers of Tomorrow Recruitment and Retention</li> <li>✓ IDEA-section 611&amp; 619</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> <li>✓ CRRSA-ESSER II</li> <li>✓ ARP</li> </ul> |

| Staff Resources:  |  |  |
|---|--|--|
| <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> |

| Providers*:  |  |  |
|--|--|--|
| <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> <li>✓ Lower Hudson Regional Partnership Center</li> </ul> | <ul style="list-style-type: none"> <li>✓ Richard Gazzola Teacher Center</li> <li>✓ State Education Department</li> </ul> |

| Community:  |   |   |
|---|---|---|
| <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



## 2023-2024 Professional Development Committee

|                                 |  |
|---------------------------------|--|
| <b>Lia Council</b>              | <b>Richard Gazzola Teacher Center</b>                      |
| <b>Paul Diamond</b>             | <b>Yonkers Federation of Teachers</b>                      |
| <b>Dr. Michelle Yazurlo</b>     | <b>Assistant Superintendent, Professional Development</b>  |
| <b>Michael McDonald</b>         | <b>Executive Director, Mathematics</b>                     |
| <b>Kemba Ellerbe</b>            | <b>Yonkers Federation of Teachers</b>                      |
| <b>Dr. Frank Hernandez</b>      | <b>Assistant Superintendent, Elementary Administration</b> |
| <b>Dr. Matthew Gonzales</b>     | <b>Executive Director, Social Studies &amp; Science</b>    |
| <b>Roselyn Kendrick-Jones</b>   | <b>Yonkers Federation of Teachers</b>                      |
| <b>Christine Morrone</b>        | <b>Yonkers Federation of Teachers</b>                      |
| <b>Thomas Muniz</b>             | <b>Yonkers Federation of Teachers</b>                      |
| <b>Elda Perez-Mejia</b>         | <b>Yonkers Council of Administrators</b>                   |
| <b>Sharon Courtney</b>          | <b>Executive Director of Continuous Improvement</b>        |
| <b>Dr. Kara Popiel</b>          | <b>Yonkers Federation of Teachers</b>                      |
| <b>Gregg Redmon</b>             | <b>Yonkers Federation of Teachers</b>                      |
| <b>Jane Wermuth</b>             | <b>Yonkers Council of Administrators</b>                   |
| <b>Samantha Rosado-Ciriello</b> | <b>President, Yonkers Federation of Teachers</b>           |
| <b>Robin Brumfield</b>          | <b>Yonkers Council of Parent Teacher Associations</b>      |

## PRIORITY 1: DATA-INFORMED PRACTICE

Goal: By June 2024, 70% of schools will have teams that conduct ongoing, collaborative analysis of at least three Plan/Do/Study/Act (PDSA) data cycles on student learning, professional practices and social and emotional well-being, as evidenced by minutes of team meetings and adjustments made to School Comprehensive Education Plans (SCEP).

Objectives: To establish and implement a student-centered, results-focused, data-driven continuous improvement system.

Professional Learning Standards: 1a, 1b, 1d, 1f, 1h, 2b, 2c, 3a, 3b, 4a, 4b, 4c, 6a, 6c, 8a, 8b, 8c, 8d, 9d, 9f

| Strategy   | Activity   | Audience  | Anticipated Hours | Data Source/Performance Measure/Progress Monitoring |
|--|--|---|-------------------|---|
| Leverage professional conversations to develop ongoing, collaborative analysis of data on student learning, professional practices, and social and emotional well-being – with alignment from the district, school administrators, and teachers                          | The Department of Research, Evaluation and Reporting will collaborate with the Division of Equity & Access: Curriculum, Instruction and School Supervision to identify a vetted Standard-aligned, Research-Based Data Protocol (SRBDP) to be used at the district and school levels to target student growth and proficiency and social and emotional well-being | Central Office Leaders<br>School Leaders                | 6-12 hours        | Identification of Data Protocol                     |
| Implement the SRBDP with principals to monitor the school's progress toward meeting or exceeding its Every Student Succeeds Act (ESSA) Measures of Interim Progress (MIPs) (substitute any other valid and reliable data source due to unavailable state- provided data) | District leaders will identify and share with principals and teacher leaders (designated by each school's PD Committee) a series of ESSA data sets and District data that will be used for progress-monitoring student growth/proficiency and social and emotional well-being  | Central Office Leaders<br>Principals<br>Teacher Leaders | 6-8 hours         | Share outs of district data                         |
|  | The District PLC teams introduce the SRBDP(s) at the September 2021 Principals' PLC (PPLC) using specified ESSA data and District data sets  | Central Office Leaders<br>PPLC Teams                    | 6-8 hours         | Sept. 2021 PPLC agenda                              |

All sessions will include best practices that promote equity, access and instructional rigor for culturally and linguistically diverse classrooms.



| Strategy   | Activity   | Audience                              | Anticipated Hours | Data Source/Performance Measure/Progress Monitoring |
|--|--|---------------------------------------|-------------------|---|
| Implement the SRBDP with school teams to monitor the school's progress toward meeting or exceeding its Every Student Succeeds Act (ESSA) Measures of Interim Progress (MIPs) (substitute any other valid and reliable data source due to unavailable state- provided data) | The school leader(s) will turnkey the SRBDP process at their monthly professional development sessions using the expected protocols and one or more of the specified data sets   | Teacher teams                         | 6-12 hours        | Schools' PD Agendas<br>Notes from team meetings     |
|  | School staff and teachers will use the SRBDP analysis, applying it to their specific content area, in order to identify/leverage successes. Teachers will also share and make instructional, curricular, pedagogical or classroom climate shifts that meet the needs of individual students and/or class. Identified shifts will address improvements in student growth and proficiency as well as social/emotional well-being (SEL). At least one of the data cycles should focus on an aspect of SEL (e.g., MTSS, Restorative Practices/Suspensions, Referrals to Special Ed). | Principals<br>Teachers                | 6-12 hours        |   |
|  | Ongoing PD support/coaching to school leaders and identified teachers by SSS teams focused on identifying potential instructional shifts   | SSS Teams<br>Principals<br>Teachers   | 10 hours          |   |
|  | The school leader(s) and Pupil Support Team (PST) will apply the SRBDP to the school's social/emotional programs and student group analysis. Teachers will continue to flexibly group students to target student growth and proficiency and social and emotional well-being  | Principals<br>PST Members<br>Teachers | 12-24 hours       |   |

All sessions will include best practices that promote equity, access and instructional rigor for culturally and linguistically diverse classrooms.

| Strategy   | Activity   | Audience  | Anticipated Hours | Data Source/Performance Measure/Progress Monitoring |
|--|--|---|-------------------|---|
| Leverage the SSS/PLC structure to implement and monitor use of the SRBDP by principals | <p>Instructional rounds, school visits, or coaching sessions will be used for SSS or Division PLC teams to gather low-inference evidence of practice related to student performance and social-emotional well-being</p> <p>Coaching and feedback sessions between SSS leaders and principals will focus on the use of data to ensure rigorous instruction aligned with SCEP goals and in adjustments to leadership practices</p> <p>School leaders will collect data related to specific data sets for review with SSS teams or Division PLC during monthly PPLC meetings</p> <p>PPLC school leaders will be introduced to attendance and chronic absenteeism and will process data through the SRBDP in (December 2021)</p> | <p>Central-Office Leaders</p> <p>SSS leaders<br/>Principals</p>           | 24-30 hours       | Agendas and notes from instructional rounds         |
| Mid-course Adjustments   | Mid-year review and revision of the SCEP   | <p>Central Office Leaders</p> <p>Principals</p> <p>School-based teams</p> | 6-12 hours        |   |
| Communicating Focus Areas February-June 2022   | The school leader(s) will turnkey the SRBDP mid-year reflection at the school's February/March professional development sessions and facilitate conversations to prepare for administration of 2022 NYSED 3-8 ELA/Math and NYSED June Regents examinations.  | <p>Principals</p> <p>Teachers</p>   | 6-12 hours        |   |

All sessions will include best practices that promote equity, access and instructional rigor for culturally and linguistically diverse classrooms.

| Strategy  | Activity   | Audience   | Anticipated Hours | Data Source/Performance Measure/Progress Monitoring |
|---|--|--|-------------------|---|
| Data Audit and Setting Priorities for 2023-2024 | School leaders will examine relevant data sets using the SRBDP to assess individual and student growth and proficiency and social and emotional well-being (April/May 2023)  | Central Office Leaders<br>Principals             | 6-8 hours         |   |
|   | Select elementary and high school principals will be asked to share SRBDP findings with the district team  | Central Office Leaders<br>Principals             | 6-8 hours         |   |
|   | District leaders will provide professional development for Principals and school teams in developing the 2023-2024 SCEP  | Central Office Leaders<br>Principals<br>Teachers | 6-8 hours         |   |
|   | At the May 2023 professional-development session at the school, the Principal will engage teachers and staff in the same reflective process in order to provide specific actionable feedback that will continue the development of student growth and proficiency, and social and emotional well-being | Principals<br>Teachers                           | 6-12 hours        |   |

All sessions will include best practices that promote equity, access and instructional rigor for culturally and linguistically diverse classrooms.

## PRIORITY 2: RIGOROUS INSTRUCTION

Goal: June 2025 – every school will utilize and implement cognitive rigor materials to ensure every student will have access to rigorous instruction as measured by growth on local and state assessments

Objectives: To collaboratively establish and implement equitable, accessible and rigor-based opportunities for developmentally meaningful instruction.

Professional Learning Standards: 1a, 1b, 1c, 1d, 1e, 1f, 1g, 1h, 2a, 2b, 2c, 2d, 2e, 2f, 3b, 4a, 4b, 4c, 5a, 5b, 5c, 6c, 8a, 8b, 8c, 8d, 8e, 9d, 9f, 10b

| Strategy  | Activity   | Audience   | Anticipated Hours | Data Source/Performance Measure/Progress Monitoring                               |
|---|--|--|-------------------|---|
| Defining & Understanding Rigor using one or more cognitive Rigor matrices | Crosswalk Activity<br>Common Themes across Matrices<br>Different examples of student outcomes<br>Types of tasks - What does rigor look like across subject areas and grade levels? Inside and outside the classroom<br>Analyzing student work – compare and contrast<br>Development the measurement tool / grading protocol<br>Alignment to APPR   | Administrators<br><br>Teachers<br><br>Administrators/Teachers                          |                   | Local Assessments<br>*MAP<br>*iReady<br>NYS Assessments<br>Rubric                 |
| Differentiating Instruction to accelerate learning                        | Defining differentiation- Content, process, & product<br>Data driven decision making for grouping students<br>Intervention plans in place for students with gaps – individualized plans to meet the needs of students<br>Sharing strategies for MLL, IEP, with special area teachers (title I)<br>PLC<br>Clear definition of what differentiation looks like to meet the needs of students with different populations, grades, subjects<br>SEL consideration for struggling students   | Teachers<br><br>Administrators<br><br>Support Staff (Aides, Pupil Support staff, Subs) |                   | Data by Student Sub groups (MLL,SWD. etc.)<br>Teacher Evaluations<br>Walkthroughs |
| Promoting critical thinking through student voice, choice & ownership     | Analyzing student work – compare and contrast<br>Types of tasks – What does rigor look like across subject areas and grade levels?<br>Inside and outside the classroom<br>Alignment to APPR<br>Choice boards<br>Teaching debate – thinking like a lawyer<br>Capstone projects (interdisciplinary) - (e.g., grade 8 seal of civic readiness, robotics program, IB TOK)<br>Using student interest surveys to guide instruction<br>Project-based learning<br>Pathways/doorways into cultural & linguistic awareness<br>Culturally Responsive Assessment strategies<br>Multiple ways for students to demonstrate what they know and understand<br>Growth mindset language training | Teachers<br><br>Administrators<br><br>Aides  |                   | Student work<br>Presentations<br>Rubric<br>Local Assessments<br>State Assessments |

All sessions will include best practices that promote equity, access and instructional rigor for culturally and linguistically diverse classrooms.

### PRIORITY 3: CULTURALLY RESPONSIVE-SUSTAINING EDUCATION

Goal: By June 2023, 60% of schools will establish a community that supports students with diverse social and emotional needs by engaging the staff in reflecting and refining curriculum and instruction that addresses equity and inclusion, a welcoming and affirming environment, and promotes cultures and languages which have been historically suppressed historically devalued, marginalized or disenfranchised. This will be measured by school-wide Professional Development agendas, SEL climate surveys/student check-in protocols/empathy interviews, and teacher-team meetings looking at student work in all subjects, including the arts.

Objectives: To establish a YPS community that supports students through Culturally Responsive-Sustaining Education (CR-S) focused on student growth and development.

Professional Learning Standards: 1a, 1b, 1c, 1d, 1e, 1f, 1g, 1h, 2b, 2d, 2f, 3a, 3b, 4a, 4b, 4c, 5a, 5b, 5c, 6a, 6b, 6c, 7b, 7c, 9c, 9e, 10a, 10b, 10c

| Strategy  | Activity   | Audience  | Anticipated Hours (items highlighted in yellow address language acquisition practices) | Data Source/Performance Measure/Progress Monitoring                          |
|---|--|---|--|--|
| Provide sessions and materials for school leaders to establish common definitions of: community, equity, inclusion, cultural suppression, and disenfranchisement, including key concepts from Zaretta Hammond (e.g., “warm demander/agency/independent thinking”) and other relevant current research | The Departments of Language Acquisition/Counseling and Special Education, in conjunction with the Professional Development Department, will introduce the common definitions at the September 2021 Principals' PLC (PPLC)  | Central Office Leaders<br>School Leaders                                | 6-12 hours   | Session materials on basic CRE definitions                                   |
|   | The school leader(s) will turnkey the CRE framework at their respective faculty meeting using the common definitions   | School Leaders<br>Teachers  | 6-8 hours  | Professional Development Agendas from each school                            |
|   | School staff will use the CRE framework, applying it to their specific content area, to make instructional, curricular, pedagogical or classroom climate shifts to meet the needs of individual students and/or classes, to improve student growth, proficiency, and social and emotional well-being | Guidance Counselors/Social Workers/School Psychologists<br><br>Teachers | 6-8 hours in teacher-team meetings   | Agendas/notes from teacher team meetings<br><br>Adapted curricular materials |

All sessions will include best practices that promote equity, access and instructional rigor for culturally and linguistically diverse classrooms.

| Strategy  | Activity  | Audience   | Anticipated Hours (items highlighted in yellow address language acquisition practices) | Data Source/Performance Measure/Progress Monitoring |
|---|---|--|--|---|
| Provide sessions on infusing CRE principles into curriculum and student work (i.e., “what are we asking students to do”?) | Provide a suggested monthly PD calendar for school leaders on topics related to CRE (e.g., “Setting the stage for CRE”, “Defining equity/inclusion”, “Creating CRE opportunities”)<br><br>Implementing multiple and varied perspectives into the Instructional Core | Central Office Leaders<br>School Leaders<br>Teachers | 6-8 hours  | Professional Development Agendas from each school   |
| Teacher team meetings will include discussions of CRE and looking at student work through that perspective                | Analyzing student work to understand how their misconceptions of the content can be used to deepen understanding  | School Leaders<br>Teachers                           | 6-8 hours  |   |
| PLC/SSS leaders from central office will support school leaders with implementing “looking at student work” protocols     | Triangulate data for Priority 3: Interpreting SEL survey climate data, formative assessment data from SEL tool-kit check-ins, and student work samples inform practice  | Central Office Leaders                               | 6-8 hours  |   |
| Collaboration Across PLCs   | School teams will be given the opportunity to share their successful CRE practices  | Central Office Leaders<br>School Leaders<br>Teachers | 4-10 hours   | PLC Convening Materials                             |

All sessions will include best practices that promote equity, access and instructional rigor for culturally and linguistically diverse classrooms.

## **APPENDIX**

A – List of Professional Development Sponsors

B – Mentoring Program Description

## 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.



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### 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.

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- ✓ 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.

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### 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.



## Division of Equity and Access

Department of Professional Development

Appendix A

### Comprehensive Professional Development Plan Sponsors 2023-2024

| Professional Learning (PL) Activities                       | Sponsor   |
|---|---|
| School Leader Development                                   | Bank Street Graduate School of Education  |
| Becoming a Learning Organization                            | Bank Street Education Center  |
| 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<br>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  |
| Community Wrap Around Model<br>Program Cycle of Improvement | Interactive Health  |
| 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   |
| Comprehensive Special Education Programming Support         | Lower Hudson Regional Partner Center  |
| Extended Learning Time Trust – various courses              | New York State United Teachers (NYSUT)  |
| Data Driven Instruction/MAP                                 | Northwest Evaluation Association (NWEA)   |
| Introduction to Next Generation Learning Standards          | Richard Gazzola Teacher Center<br><a href="http://rgteachercenter.org">http://rgteachercenter.org</a> |
| 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   |