PROFESSIONAL DEVELOPMENT PLAN

DISTRICT NAME:	Rocky Point Union Free School District
BEDS CODE:	580209020000
SUPERINTENDENT:	Dr. Scott T. O'Brien, Superintendent
ADDRESS:	90 Rocky Point-Yaphank Road, Rocky Point, NY 11778
PHONE:	(631) 849-7080
FAX:	(631) 849-7557
YEAR(S) PLAN IS IN EFFECT:	July 1, 2021 through June 30, 2026

COMPOSITION OF PROFESSIONAL DEVELOPMENT TEAM
(A majority of team members must be teachers.)

District Team

administrators/staff: 3
higher ed: 1
teachers: 4
others: 1

Number of School Buildings in District Four (4)

Number of Professional Development Teams: One (1)

PROFESSIONAL DEVELOPMENT PLANNING TEAM MEMBERS

Name	Position	Representing
Aaron Factor	Director of MST	Superintendent Designee/Administration
Susan Wilson	Executive Director for Educational Services	Administration
Melinda Brooks	Director of Humanities	Administration/RPAA
Jessica Uebel	PTA President/Parent	Parent-Teacher Association
Laurie Berretta	JAE Teacher/RPTA President	Teacher RPTA
Katerina Kyriakakis	HS Teacher	Teacher RPTA
Catherine O'Connell	MS Library Media Specialist	Teacher RPTA
Bettina Tripp	FJC Library Media Specialist	Teacher RPTA
Richard Acritelli	HS Teacher	Teacher RPTA/Higher Education

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MISSION STATEMENT

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The mission of the Rocky Point Union Free School district is to develop each child's full potential in a nurturing and supportive student-centered environment that will promote a foundation for lifelong learning.

I. PROFESSIONAL DEVELOPMENT COMMITTEE

1. **Scope of Professional Development Team Responsibility**

___	goal setting	X	evaluation/modifying plan
___	need analysis	___	plan implementation
___	forming objectives	___	planning/developing activities

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

The average number of hours that teachers will be involved with professional development is 60 hours.

II. NEEDS/DATA ANALYSIS FOR PROFESSIONAL DEVELOPMENT PLAN

1. **Describe how the professional development plan is aligned with New York learning standards and assessments, students' needs and is articulated within and across grade levels.**

Professional development in the RPUFSD is aligned with New York learning standards and assessments, students' needs and is articulated within and across grade levels as follows:

- Next Generation ELA & Math Standards and Assessments
- New York State Science Learning Standards (NYSSLS)
- New York State K-12 Social Studies Framework
- Integrated Social Studies and ELA Curriculum K-6
- Rubicon Atlas Curriculum Mapping
- My Math K-2 Program
- Go Math! 3-8 Program
- Data Analysis
- College Board Advanced Placement Course Training and Assessment Training
- CTE Course Training
- New York State 3-8 ELA and Math Scoring Training
- NYSITELL and NYSESLAT Training
- NYSAA Training
- TestWiz Assessment Software Training
- Test Design Training
- Positive Behavior Intervention Strategies (PBIS)
- ESL Training
- Co-Teaching Coaching and Training
- Literacy Training
- Reading Recovery Training and Coaching

- RTIm Direct Training
- Google Apps for Education Training
- Internet Safety K-12
- Imagine Learning Training
- NoodleTools Software
- Annual Performance Review Plan (APPR)
- Charlotte Danielson Supervision and Evaluation Training
- New Teacher Training
- New Teacher Mentor/Mentee Training and Coaching
- DASA Training
- Social and Emotional Learning Professional Development
- Mindfulness Training
- Chromebook and Chromebook Applications Training
- Online Academic/Instructional Software Resource Training
- CRSE Framework Training

2. **Describe how the Professional Development Plan is continuous, reflecting a multiyear approach to improve student performance**

The Professional Development Plan is aligned with district-based initiatives for academic performance improvements. Teachers and administrators meet on a continuous basis individually, by grade level, by building, and by department to review student performance data and to identify pedagogical adjustments and strategies to address trends in data.

3. **Identify how the data used supports the goals, objectives, strategies and activities in the professional development plan.**

Student and teacher data is used to support district goals, objectives, strategies and activities.

Needs Assessment Sources Used

Indicate the sources you used and include any additional detail needed to identify the basis of your needs analysis.

X_____School Report Card
_____New York: The State of Learning (Chapter 655 Report)
X_____BEDS Data
_____The CAR Report
X_____Special designation schools, SURR, Title I
X_____Student attendance rates
X_____Graduation and drop-out rates
X_____Student performance results disaggregated by ethnicity, gender, SES, and
               other special needs
X_____State benchmarks for student performance
_____TIMSS report
X_____Student aspirations
X_____Other student surveys
X_____Longitudinal data
X_____Student/teacher ratios
X_____Teacher turnover rate
X_____Number of uncertified teachers
_____Number of teachers teaching out of field

X   Teacher proficiency data
X   Teacher surveys
X   Teacher self-assessment
X   Curriculum surveys
X   Community employment opportunities
      Other (specify): _____

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 (check all that apply):

Fiscal resources:

    X   Title II
    X   Special Education Training and Resource Center (SETRC)
    X   Federal and state grant funds (including CRRSA, ARP ESSER)

Staff resources:

    X   Curriculum developers
    X   Content specialists
    X   Exemplary teachers

Providers:

    X   Institutions of Higher Education
    X   Teacher Resource Centers
    X   Eastern Suffolk BOCES
    X   Outside Vendors

Community:

    X   Major employers
    X   Community-based organizations
    X   Parents

CURRENT Rocky Point UFSD Mentor Plan
Those having torches will pass them on to others.

Plato, The Republic

The origin of the term "mentor" dates to the time of Homer, specifically to *The Odyssey*. Homer describes his hero, Odysseus, preparing to set out on an epic voyage, though his son, Telemachus, must remain behind. Odysseus asks a trusted friend, Mentor, to guide and counsel Telemachus in his absence. From this ancient literary figure, mentor has come to mean one who helps guide a protégée through a developmental process, whether that process be the transition from childhood to adulthood or from student to professional. Because of the complexity of this task, mentors are considered to be teachers, counselors, friends, role models, and more.

The benefits derived from working closely with a mentor are great. "The condition of not knowing is common to beginning teachers. No matter how extensive the beginner's pre-service education, beginning teachers are faced by and accountable for or to – sometimes it is not clear which - unknown students, teaching colleagues, administrators, university supervisors, and parents. In the midst of so many strangers, it is difficult to know to whom to turn or where to begin. In addition, the school and community environments have norms and rituals that to most probably are new and strange. The large number of factual and procedural unknowns can send the beginning teacher into a state of shock wherein it becomes impossible to transfer previously mastered concepts and skills from the university to the public school classroom" (Corcoran 1981).   The increased demands on teachers have only exasperated this situation for beginning teachers.

Purpose
The purpose of the Rocky Point Union Free School District's Mentor Plan is to provide structured guidance and on-going support for first-year teachers. In conjunction with the Professional Development Plan, the Mentor Plan will give support to new teachers in meeting the demands of higher instructional standards, guide them to implement best practices, provide for professional sharing, growth, observations, discussions, and model the belief that educators must be life-long learners. Congruent with the school district's goals, the Mentor Plan will also help to improve student achievement through more effective instruction, incorporate technology as a learning/instructional tool and provide tools to the new teacher for increased communication with all stakeholders.

Scope
Mentoring will be provided to all first-year teachers with an initial or transitional certificate.

Intended Outcomes
- Provide guidance and support to first-year teachers
- Assist new teachers transitions from preparation to practice
- Facilitate assimilate of new teachers into the culture of the school and district
- Familiarize the mentees with the district and building resources
- Improve instruction for students and insure that instruction is aligned with the New York State Standards
- Increase the rate of new teacher retention
- Create a professional learning culture

Mentor Selection Criteria
- Tenured teachers
- Evidence of superior teaching abilities, mastery of pedagogical and subject area skills as demonstrated by formal observations, performance reviews, participation in staff development projects, achievements and teacher leadership roles

- Effective interpersonal skills as evidenced through administrative, peer and community relationships
- Ability to allow the mentee to develop his/her own effective teaching style
- Willingness and time to serve as a mentor
- Active member of the Rocky Point school community
- Proficiency/knowledge in technology integration
- A model of life-long learning
- Certification areas will be a primary consideration

Role of the Mentors

Mentors will function as the partner, support system and guide to their mentees. The primary objective is to establish a nurturing and trusting relationship, which will allow the mentees to be open and reflective about his/her professional growth needs and for the mentors to present supportive ideas in a non-threatening atmosphere. The mentors will not evaluate the mentees and interactions between the mentees and mentors will not be used in any evaluative manner. All participants will respect the confidentiality of the mentor-mentee relationship.

Activities of the mentors may include but are not limited to:
- Assisting the mentee in setting goals
- Modeling effective instruction
- Assisting with effective lesson planning
- Assisting the mentee in assimilating into the culture of the building and district
- Guiding the mentee in the areas of classroom management, scheduling, planning and organization
- Providing guidance, methodology and teaching strategies such as cooperative learning, differentiating instruction, integration of technology, multiple intelligences, classroom management techniques, standards based instruction, inclusion groups, etc.
- Participating in training activities and collegial circles
- Participating in regular meetings with the mentee to provide support, guidance and coaching
- Maintaining an open door policy for the mentees to visit the mentors' classrooms
- Modeling effective teaching practices as outlined in Danielson's Enhancing Professional Practice: A Framework for Teachers
- Engaging in collaborative needs assessment of the mentees pedagogical knowledge and experience
- Assisting in the collaborative establishment of goals and activities for the mentoring experience
- When possible, attending with the mentee staff development conferences
- Providing collaborative consultation on the mentee's lesson and unit planning
- Providing opportunities for the mentee to become familiar with resources, building and organizational structure, and support systems available in the district
- Assisting the mentee with parent contact/conferences
- Assisting the mentee with fieldtrips

Development of District Needs Assessment
- Determine the scope and depth (topics to cover) of training (1-2 days)
- Assess the amount of training or skills already in place
- Identify the internal and external resources available
- Determine when training will be provided
- Include prospective mentors in the training

Preparation of the Mentors
     Training may include but should not be limited to:
- Elements of a mentoring relationship
- Development of coaching skills
- Adult learning theory
- Teacher development theory
- Peer coaching
- Time management
- Strategies for engaging beginning teachers in critical reflection of their teaching practice

Implementation Strategy
- Activities may include peer coaching, classroom observation, co-teaching, team teaching, lesson planning
- Activities should be consistent with programs and goals of the district and include needs common to the group (district policies and procedures), individual needs, needs specific to a group (special education, speech, etc.)
- Activities should be researched based in the areas of instructional strategies and classroom management
- Log of activities and dates will be maintained by the mentors and mentees

Compensation
- In-service credit for the mentors, stipend, compensation for before or after school meetings

Time to Perform Mentoring Activities
- Before and/or after school, team meeting time, release time, Superintendent's Conference Days, Superintendent's Meetings, building, departmental and grade level meetings
- Release time may include duty, instructional and professional development time

Record Keeping

- Mentors and mentees will complete a weekly activity log with topics and times listed
- The mentors will complete an evaluative instrument each semester and submit it to a subcommittee of the PDP to review/ revise the program. This evaluation is for the sole purpose of assessing the program and not the participants.
- The district is required to maintain all mentor/mentee records for a period of 7 years

Oversight
- The mentoring program will be jointly reviewed by the teaching and administrative staff through the PDP

Problem Resolution Mechanism
- Concerns will be brought to the attention of the president of the Rocky Point Teacher's Association president who will ameliorate the situation and may present problems to the PDP committee chairperson for resolution.

Resources
New Teacher Workshops, MESTRACT, Eastern Suffolk BOCES, Scope, Enhancing Professional Practice: Framework for Teaching by Charlotte Danielson, How to Be an Effective Teacher: The First Days of School by Harry Wong, Technology Integration Teachers, Rocky Point School District Staff Development Workshops, Instructional Support Teams, District Office Personnel

PROFESSIONAL DEVELOPMENT PLAN
STATEMENT OF CERTIFICATION

School District: Rocky Point UFSD _____ BEDS Code: 580209020000

The superintendent certifies to the Commissioner that:

(1) The planning, implementation and evaluation of the plan were conducted by a professional development team that included a majority of teachers and one or more administrator(s), curriculum specialist(s), parent(s), higher education representative(s), and others identified in the plan.

(2) The requirements of CR 100.2(dd) to have a professional development plan for the succeeding school year have been meet.

(3) The school district or BOCES has complied with the professional development plan applicable to the current school year.

(4) The plan focuses on improving student performance and teacher practice as identified through data analysis;

(5) The plan describes professional development that:
- is aligned with state content and student performance standards;
- is aligned with New York State Professional Development Standards (at http://www.highered.nysed.gov/tcert/resteachers/pd.htm);
- is articulated within and across grade levels;
- is continuous and sustained;
- indicates how classroom instruction and teacher practice will be improved and assessed;
- indicates how each teacher in the district will participate; and
- reflects congruence between student and teacher needs and district goals and objectives.

(6) The plan describes how the effectiveness of the professional development will be evaluated, and indicates how activities will be adjusted in response to that evaluation.

(7) The plan complies with CR 100.2(dd) to:
- describe and implement a mentoring program for new teachers;
- provide teachers/administrators holding a professional certificate with opportunities for completing professional development hours every five years;
- ensure that level III teaching assistants and long-term substitute teachers participate in professional development activities,
- state the average number of hours each teacher is expected to participate in professional in the school year(s) covered by the plan;
- describe how all teachers will be provided professional development opportunities directly related to student learning needs as identified by multiple sources of data, including but not limited to school report cards;
- provide staff with training in school violence prevention and intervention; and
- provide professional development to all professional and supplementary school staff who work with students with disabilities.

(8) The plan has been reviewed and/or revised in accordance with the most current version of 100.2 (dd). *(The latest version of CR 100.2(dd) can be found at: http://emsc.nysed.gov/part100/pages/1002.html#dd .)*

(9) The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

_____Dr. Scott T. O'Brien_____
Print Name of Superintendent of Schools

_____
Original Signature of Superintendent of Schools
_____
Date

Adopted by the Board of Education on Date:

_____

The signed Professional Development Plan Statement of Certification may be sent in hard copy to:

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New York State Education Department
Title I School & Community Services
Room 365 EBA
89 Washington Avenue
Albany, NY 12234

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