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## **PROFESSIONAL DEVELOPMENT PLAN**

As required by the Board of Regents and the State Education Department, the West Hempstead Union Free School District has formed a committee comprised of teachers, administrators and parents to draft a Professional/Staff Development Plan to be recommended to the Board of Education for adoption in our district for the 2021-2022 school year.

Committee members were:

Joseph Cangemi, Director STEM/District  
Matthew Caruthers, School Counselor/George Washington  
Lili Ferguson-Barakat, Teacher/High School  
Dina Gould, Teacher/Middle School  
Daniel Ianniello, Teacher/Chestnut Street  
Desiree Karroll, Teacher/Cornwell Avenue  
Michelle Lambo-Maron, Assistant Principal/High School  
Sean Murray, Principal/Middle School  
Suzanne Parker-Hall, Teacher/Middle School  
Victoria Puccio, Librarian/Middle School  
Dina Reilly, Assistant Superintendent  
Deanna Sinito, Principal/Cornwell Avenue  
Faith Tripp, Principal/Chestnut Street

## I. The plan:

- ◆ Goals
- ◆ Objectives
- ◆ Strategies
- ◆ Activities
- ◆ Evaluation Standards
- ◆ Mentoring
- ◆ 100 Professional/Staff Development hours as per New York State regulations for newly certified teachers
- ◆ Evaluation of Professional/Staff Development Plan

### A. Goals

1. To enable faculty to plan and implement an effective instructional program based upon NYS revised learning standards and any other mandates.

West Hempstead will conduct both “in-house” and after school professional development sessions which will focus on current information regarding the most recent NYS standards in each curricular area, including the shift towards the Next Generation of Learning Standards. This will empower staff to grow professionally, plan curriculum, and implement the standards at the highest levels. These sessions will include discussion of best practices, analysis of curriculum with standards, the use of assessment in the classroom, and analysis of data. Mandated training such as DASA, violence prevention, sexual harassment, substance abuse and the reporting of child abuse are provided.

2. To provide opportunities for improving teaching practices and student achievement via professional collaboration.

Teachers will have the opportunity to participate in collegial circles, lesson study, job embedded coaching, and collaboration and instructional feedback teams. Teachers will have opportunities to collaborate at faculty meetings, department meetings, grade-level meetings, at Superintendent Conference Days, as well as our designated professional development sessions and teacher academy courses.

3. To provide all professional staff with the knowledge and instructional strategies to meet the needs of diverse learners.

Students with special needs, ELLs, and other groups of students will be a focus. Workshops will provide staff with strategies to differentiate instruction, address the hallmarks of literacy standards, and allow all students to achieve at the highest levels. Coaching opportunities will be provided as well to enable staff to incorporate best practice based upon the students in the individual class.

Why – All professional/staff development opportunities are designed to improve instruction and meet the needs of all students in the West Hempstead Union Free School District. The committee recognizes the diversity of students in West Hempstead, including students with disabilities, students with limited English proficiency, gifted students, students who are under-represented, and a strong commitment to integrating all students into the total school program. We are addressing the needs necessitated by the Next Generation Learning Standards, school

district report card, state and local assessments and new program initiatives within the district. The purpose of Professional Development is for staff to engage in meaningful and ongoing activities in a collaborative culture with the intent of improving student and staff learning. Research supports Professional Development which:

- Deepens teachers' knowledge of content and how to teach it to students.
- Helps teachers understand how students learn specific content.
- Provides opportunities for active, hands-on learning.
- Enables teachers to acquire new knowledge, apply it to practice, and reflect on the results with colleagues.
- Is part of a school reform effort that links curriculum, assessment, and standards to professional learning.
- Is collaborative and collegial.
- Is intensive and sustained over time.

Using the standards below, we intend to develop a model of Professional Development which suits the needs of our educators.

#### The Ten Standards for High Quality Professional Development

1. Designing Professional Development: Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
2. Content Knowledge and Quality Teaching: Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
3. Research-based Professional Learning: Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.
4. Collaboration: Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.
5. Diverse Learning: Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
6. Student Learning Environments: Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
7. Parent, Family and Community Engagement: Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.
8. Data-driven Professional Practice: Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
9. Technology: Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
10. Evaluation: Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

- B. Objectives** – The district will provide a variety of opportunities for professional development. Our intent is to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development in order that they remain current with their profession and meet the learning needs of their students.

### **Needs Analysis**

As part of the ongoing professional development planning, the West Hempstead Union Free School District analyzes multiple data sources aligned to NYS Learning Standards. The following data are disaggregated and analyzed annually to inform the focus and content of the professional development plan:

### **Student Achievement Data**

NYS 3-8 ELA and mathematics exam scores  
NYS Regents exam scores  
NYS Science exams in grades 4 & 8  
District Benchmark Assessments  
NWEA Measures of Academic Progress (MAP) ELA and math scores  
Advanced Placement results  
Student Report Cards  
Academic Intervention Services and RtI Records  
Fountas and Pinnell Elementary Benchmark Reading Assessments

### **Surveys**

Professional Development Evaluation/Feedback Surveys

- C. Strategies** – All pedagogical staff members will be provided with numerous appropriate opportunities to enable them to further develop professional skills. As per New York State regulations, teachers certified after February 2, 2004 are required to be provided a mentoring experience to ensure their success. These mentoring activities are described in Section 5 of this document. Participation in professional/staff development activities outside the regular school day or regularly scheduled working days of the school year shall be voluntary for professional staff unless otherwise agreed upon as a term and condition of employment pursuant to collective bargaining and past practices of the West Hempstead Union Free School District.
- D. Activities** – Designated hours are those activities specifically required by the district. Professional/Staff development activities applicable to all staff members as menu items which may be used for non-designated professional development or in the case of absence from designated professional development (due to absence from school or with prior approval), as agreed to by the Collective Bargaining Agreement (Article IV, Section O). Non-designated professional development are those hours that have not been designated as required by the district. These items may include but are not limited to the following:
1. Course Work – not included for salary differential\*
    - a. Graduate
    - b. In-Service
    - c. BOCES
    - d. Serving as cooperating teacher (240 hours = 10)

\*Course work may either be used for salary increment or professional/staff development, not both.

2. Conferences
  - a. New Teacher Orientation – before school year
  - b. Mentoring teachers
  - c. Workshops within and out of district
    1. After school day
    2. Summer
    3. Weekend
    4. Visitations within and out of the district
  - d. Professional development activities
  - e. Guest speakers
  
3. Meetings – May include but are not limited to:
  - a. Faculty (beyond 45 minutes)
  - b. Department (beyond 45 minutes)
  - c. Grade Level/Team Meeting (beyond 45 minutes)
  - d. New Teacher
    1. With building principal
    2. With director
    3. With administration
  - e. Collegial Circles
  - f. Vertical teaming
  
4. Committees – May include but are not limited to:
  - a. DCC
  - b. Site-based
  - c. PDP/APPR
  - d. ITEC
  - e. RTI/AIS
  - f. Instructional Support Team (beyond the course of the school day)
  - g. CSE (beyond the course of the school day)
  - h. Elementary Report Card Committee
  - i. Health and Safety Committee
  - j. Mentor Committee
  - k. Science Committee (K-8)
  - l. Character Ed/SEL Committee
  - m. High School AAC Subcommittees
  - n. Wellness Committee
  - o. Building Culture Committee
  - p. School Counseling Advisory Council
  - q. Middle School – Schools to Watch Rubric Committee
  - r. Middle School – Interdisciplinary Teaming Committee
  - s. Middle School – Eligibility Committee
  - t. Safety Procedures for Vocational Training in the Community
  - u. PFEF/Title I Committee
  - v. Any other District-sanctioned committee
  
5. Curriculum Development
  - a. Field Trip Previewing
  - b. Curriculum Presentation at parent meetings and/or Board of Education meetings

- c. Professional period activities as per Collective Bargaining Agreement Article IV
- d. Teacher Mentoring - See Addendum 1

6. Alternative Options

- a. Professional Learning Networks/Communities/Experiences  
(2 or more colleagues meet to improve professional practices, i.e. Reading teachers discuss Wilson instructional strategies, Science teachers identify tools for the interactive whiteboard.)
- b. Professional Reading Group
- c. Classroom Research to Improve Instruction: Research designed by and for use by teachers to attempt to solve problems and improve professional practices in their classroom. A research project proposal form will be completed and submitted to the Professional Development Committee for initial approval (similar to collegial circles). At the completion of the project, a report of findings will be updated and submitted to the Professional Development Committee for final approval.

Steps for Research Project Proposal:

- Select an area or focus
- Purpose of the study
- Plan for collecting data (what, how)

Report of Findings:

- Collect data
- Organize data
- Analyze and interpret data
- Studying professional literature for alternative interventions
- Plan for instructional follow up

Forms for the project proposal and report of findings will be distributed with the collegial circle proposal form at the beginning of the school year to all staff along with the professional development dates for the upcoming year.

- E. As per New York State regulations:** Teachers holding a professional certificate and Level III Teaching Assistants, are required to complete 100 hours of professional/staff development every 5 years. A holder of a professional certificate in the certificate title of English to speakers of other languages (all grades) and a holder of a bilingual extension will complete a minimum of 50 percent of the required professional development clock hours for such certificate title in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners; and all other holders of professional certificates in the classroom teaching service, a minimum of 15 percent of the required professional development clock hours in language acquisition addressing the needs of English language learners, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for such English language learners; and a holder of a level III teaching assistant certificate, a minimum of 15 percent of the required professional development clock hours in language acquisition addressing the needs of English language learners and integrating language and content instruction for such English language learners. The activities listed below may be included in the teacher logs for completion of this requirement:

- 1. Course Work:
  - a. Graduate
  - b. In-Service

- c. BOCES
  - d. Serving as cooperating teacher
2. Conferences:
- a. New Teacher Orientation – before school year
  - b. Mentoring teachers
  - c. Workshops:
    - 1. During or after school day
    - 2. Summer
    - 3. Weekend
  - d. Professional/staff development activities
  - e. Guest Speakers
  - f. Superintendent’s Conference(s)
3. Meetings- may include, but are not limited to:
- a. Faculty
  - b. Department
  - c. Grade Level/Team Meeting
  - d. New Teacher
    - With building principal
    - With director
    - With administration
    - With Mentor
  - e. Collegial Circles
  - f. Vertical teaming
4. Committees
- a. DCC
  - b. Site-based
  - c. PDP/APPR
  - d. ITEC
  - e. RTI/AIS
  - f. Instructional Support Team (beyond the course of the school day)
  - g. CSE (beyond the course of the school day)
  - h. Elementary Report Card Committee
  - i. Health and Safety Committee
  - j. Mentor Committee
  - k. Science Committee (K-8)
  - l. Character Ed/SEL Committee
  - m. High School AAC Subcommittees
  - n. Wellness Committee
  - o. Building Culture Committee
  - p. School Counseling Advisory Council
  - q. Middle School – Schools to Watch Rubric Committee
  - r. Middle School – Interdisciplinary Teaming Committee
  - s. Middle School – Eligibility Committee
  - t. Safety Procedures for Vocational Training in the Community
  - u. PFEF/Title I Committee
  - v. Any other District-sanctioned committee

5. Curriculum Development
  - a. Field Trip Previewing
  - b. Curriculum Presentation at parent meetings and/or Board of Education meetings
  - c. Professional period activities as per Collective Bargaining Agreement Article IV
  - d. Teacher Mentoring- See Addendum 1

6. Visitations within and out of district.

F. As per New York State regulations: Level III teaching assistant certificate holders are required to successfully complete 100 clock hours of acceptable CTLE during the registration period if they practice in a NYS school district or BOCES. The CTLE requirement may be completed at any time during the registration period. CTLE completed during a prior registration period may not be carried over. If Teaching Assistants Level III are required by the district to participate in any workshops beyond the school day, they are to be compensated at their hourly rate of pay. Teaching Assistants may also attend professional development activities voluntarily without compensation. Activities listed below may be included in the teacher logs for completion of the 75 hour requirement:

1. Course Work:
  - a. Graduate
  - b. In-Service
2. Conferences:
  - a. New Teacher Orientation – before school year
  - b. Workshops:
    1. During or after school day
    2. Summer
    3. Weekend
  - c. Superintendent’s Conference(s)
- 3 Meetings- may include, but are not limited to:
  - a. Faculty
  - b. Department
  - c. Grade Level/Team Meeting
  - d. Teaching Assistant
    1. With building principal
    2. With director
    3. With administration
    4. With Mentor
  - e. Collegial Circles
  - f. Vertical teaming
4. Professional/staff development activities
5. Visitations within and out of district



The content of the West Hempstead UFSD School District's professional development plan is being supported in part by the BOCES, RIC, RBERN, RSE-TASC, Teacher Centers and approved consultants.

G. Evaluation Standards & Process:

1. It is expected that all teachers participate in eighteen hours of staff development in the 2021-2022 school year as agreed to by the current Collective Bargaining Agreement (Article IV, Section O) or in a subsequent Collective Bargaining Agreement.
2. Each teacher will be expected to sign an attendance sheet for each in-district activity attended. The attendance forms shall include the name of the activity, the activity date, and duration. For out-of-district activities, proof of attendance must be submitted by the teacher to the Superintendent. Each teacher will maintain his or her own record of professional development via My Learning Plan. The district will measure the impact of professional/staff development on student achievement by evaluating the professional/staff development programs, school district report card, and local assessment measures.

H. Evaluation of Professional Development Plan:

The Professional/Staff Development Committee will reconvene in October 2020 to review, modify and amend the Professional/Staff Development Plan, as needed.

West Hempstead's professional development program is designed to provide educators with knowledge and skills that impact classroom instruction and improve student achievement. Research indicates that evaluation is an essential component of an effective professional development program as it provides critical information guiding the investment of funding and other resources.

West Hempstead engages in both ongoing, formative evaluation of professional development as well as summative evaluation. A range of data is collected and analyzed to evaluate the quality and impact of programs on student learning. These data include perceptions of participating teachers, observations of classroom practice aligned to professional learning goals and student performance on standardized and locally developed assessments. Analysis is conducted examining the correlation between intended goals for professional practice and pedagogical changes in the classroom.

Additionally, internal audits are conducted that examine longitudinal enrollment data and participation rates. These data indicate that West Hempstead teachers participate in over 45 hours of professional learning annually. More than 50% of teachers participate in one or more supplemental professional development activities in addition to their contractual responsibilities. External benchmarking evaluations are conducted to determine the degree to which professional development influences teachers' attitudes, dispositions and behaviors.

## **West Hempstead UFSD MENTORING**

### **Mentor Program Mission Statement**

The Educational community of West Hempstead recognizes the importance and value of a mentoring program to support new teachers in their transition from teacher preparation to practice. We recognize that a well devised and executed mentor program will increase the skills of new teachers thereby improving student achievement in accordance with State learning standards. We recognize that such a mentor program will help retain well-trained professionals in an atmosphere where their growth is nurtured and their expertise valued.

The Board of Regents adopted a regulation in November 2003 requiring school districts to plan and implement Mentor programs for first-year teachers in their employ. As a result, a District-wide Committee will be formed ideally as follows:

### **Committee of Thirteen**

<b>Teachers</b>	<b>Administrators</b>
7 Teachers	6 Administrators

- Representatives of WHEA and the Superintendent of Schools (or designee) will agree on the composition of the committee as established by the mentoring guidelines.
- Charge of Committee:
  - Selection of Mentors, by consensus
  - Evaluation of the Mentoring program

### **Job Summary**

Provide expertise and ongoing support and professional growth appropriate to enhance the skills and effectiveness of new district teachers.

### **Criteria for Mentors**

- Tenured in District
- A minimum of teaching 7 years overall, 5 of those years must be in District
- Knowledge of their field (same certification, where possible)
- Considered by peers to be experts
- Set high standards
- Are enthusiastic
- Earned respect of colleagues
- From same school as Mentees where feasible
- Recognizes excellence in others
- Is sensitive to the needs of others
- Exercises good judgment and decisions concerning themselves and the welfare of others.

## Training

- Two full days plus 9 hours to be provided throughout the year.

## Mentor/Mentee Responsibilities

- Mentor training is required and will be provided during the summer and/or throughout the school year. Consultants will be providing ongoing training and support for both Mentors and Mentees. Training will be up to two days during the summer and throughout the school year. After school training takes precedence unless otherwise directed by the Superintendent or designee.
- Mentors will provide 10 hours of after school support for Mentees throughout the school year, as needed.
- Mentors/Mentees will be provided with release time equivalent to a total of 5 days as needed with the ability to extend after consultation with mentor, Principal and/or Director. A substitute will be hired to provide coverage for Mentor/Mentee visitation during the first month of school.
- Activities may include but are not limited to:

Inter-visitations	Planning
Observations	Coaching
Consultations	Team Teaching
Modeling	

- Record-keeping process – Mentees will be required to maintain a log on *My Learning Plan* of activities that they participated in throughout their mentoring process. This log must be submitted on *My Learning Plan* by the teacher for final approval prior to the end of the school year. It is strongly suggested that the intern keep a personal copy of the log.

## Compensation

1. Teachers will receive compensation (as per teacher contract Schedule D) to be paid in January and June.
2. Training will be compensated monetarily (as per teacher contract Schedule D) or two in-service credits will be granted (can be applied to salary differential without restriction).
3. Six hours of training time is deducted from the 18 hour professional development requirement.

## Confidentiality

- Information obtained through mentoring shall not be used for evaluative purposes.
- The primary role of the Mentor is to provide support. It is not the Mentor's role to formally evaluate the Mentee at any time. Any pedagogical information obtained by the Mentor is completely confidential between the Mentor-Mentee pair and will not be shared with supervisors, administrators or used in the evaluation of the Mentee. Supervisors will be instructed not to expect responses from Mentors concerning their Interns unless 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 or where information emerges that raises a reasonable question regarding the new teacher's character.

## Mentoring Program Evaluation

- I. The Mentoring Committee will meet in December to evaluate the Mentoring program and make recommendations to the Superintendent of Schools.
  - a. Surveys and questionnaires need to be developed by the Mentoring Committee. These will be completed by Mentors, Mentees and building Administrators to assess the effectiveness of the program and to make suggestions for improvement, if necessary.
  - b. Mentors and Mentees will participate in an evaluation process in January and June.
  - c. The Mentoring Committee may meet with Mentors and Mentees separately to update and discuss suggestions for improving the program.
  - d. The Mentoring program is to be evaluated formally and informally based on:
    - i. Exit outcomes
      1. improved teacher retention
      2. increased teacher effectiveness
      3. improved student achievement
    - ii. informal conversations
    - iii. a formal written evaluation at the end of the school year
- II. The Superintendent of Schools (or designee) and representatives of the West Hempstead Educational Association will review the Mentoring Program in May 2021.