

# BRIARCLIFF MANOR UNION FREE SCHOOL DISTRICT

## *Professional District Development Plan*

### 2022-2025

Educating students for personal fulfillment and active, responsible engagement  
in a global community.



"All human beings are born with unique gifts.  
The healthy functioning of our community depends on  
its capacity to develop each gift."

- Peter Senge, *The Learning School*

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## INTRODUCTION

Each school district and BOCES is required to have a professional development plan, which describes how they will provide all of their teachers with substantial professional development opportunities. For plans covering the time period, February 2, 2004 and thereafter, each school district or BOCES is required to describe in their plans how they will provide teachers they employ holding a Professional Certificate with opportunities to maintain such certificates in good standing based upon successfully completing 100 hours of professional development. Effective 2004, holders of the Professional teaching certificate must complete 100 hours of professional development every 5 years in order to maintain certification.

The intent is for school districts and BOCES to offer a menu of professional development opportunities to their teachers. Such opportunities may be in a variety of formats and offered by a variety of providers and include course work paid for by the school district or BOCES or the teacher, depending on the local arrangements and how professional development offered outside the school is collectively bargained.

Starting with September 1, 2000 the professional development plan must be adopted and received annually thereafter. (A plan may be adopted for more than one year and updated on an annual basis.) The plan must be developed through collaboration with a professional development committee, including the superintendent of schools or district superintendent or their designees, school administrators, teachers, curriculum specialist, a representative of a higher education institution provided that a qualified candidate is available, and others. A majority of the members of the professional development team must be teachers selected from their collective bargaining unit. Among other items, the plan must describe the alignment of professional development with New York standards and assessments, students' needs, teacher capacities, and include a needs analysis, goals, objectives, strategies, activities and evaluation standards. It must also describe the manner in which the school district or BOCES will measure the impact of professional development on student achievement and teachers' practices.

At its November 2003 meeting, the Board of Regents adopted a regulation requiring school districts and BOCES to plan and implement mentoring programs for first-year teachers in their employ. This new regulation (8NYCRR § 102.2[dd]) complements a previously adopted regulation (8 NYCRR § 80.3.4 [b][2] effective February 2, 2004) that requires all new teachers holding an Initial Certificate or Transitional Certificate to complete a mentored teaching experience within their first year of employment as a teacher.

# GOALS AND OBJECTIVES

## GOALS:

Establish a viable Professional Development Plan which will build, support and nurture professional development programs focusing on improving student learning while connecting to building and district goals.

## OBJECTIVES:

1. Design, develop and implement professional development programs based on:
  - Common Core, national, state and local standards
  - teaching evaluations
  - building goals
  - curriculum priorities
  - student needs
  
2. Communicate the comprehensiveness of the professional development plan among staff through the following:
  - Professional Development Committee
  - Team Leaders
  - Faculty, Team and Department Meetings
  - Professional Development Website
  
3. Provide appropriate and differentiated professional development opportunities that allow teachers to:
  - receive building based professional development
  - training in data interpretation and response
  - deepen understanding of the content, context, and pedagogy needed in the classroom (i.e. teaching rubric)
  - participate in collegial circles and study groups
  - consult with special area staff such as counselors, curriculum specialists and educational technology specialists
  - participate in visitation days
  - gain access to instructional technology support and lesson design
  - collaborate via collegial sharing or turn-key training accessing the knowledge base of experts among the staff
  
4. Regularly reexamine data gained from state assessments to search for strength, weaknesses and needs.

5. Develop new teacher/experienced colleague meetings via a Mentor Program.
6. Target and prioritize the funding allocation to the areas of need specified in the prior year's Staff Needs Assessment Survey.
7. Continue to search for resources outside of the district to supplement district funds in support of professional development needs.
8. Plan and provide time and support to implement new learning and professional development.
9. Work in collaboration with approved professional organizations and BOCES to maximize positive learning impacts.
  - a. Teachers take several workshops and classes with the CTLE approved PNWBOCES <http://www.pnwboces.org> related to school and district goals including:
    1. NexGen Standards in Science
    2. C3 Shifts in Social Studies
    3. Engagement
    4. Technology
    5. Performance based assessments
    6. Common Core alignment in mathematics
    7. ELL
  - b. Through PNWBOCES, we have partnered with IDE (Innovative Design for Education) <http://www.idecorp.com> to deliver rigorous professional development on-site through workshops, work sessions, and ongoing mentorships. Working to support our district goals, IDE trainers focus on:
    1. Meaningful infusion of technology
    2. Pedagogical shifts to support student independence and choice
    3. The development of executive functioning skills
    4. Student inquiry
    5. The design of meaningful assessments

6. Building capacity among our administrators and teachers to adapt, modify, and continuously improve the structures and processes through:
  - a. Lab classrooms
  - b. Teacher leadership development
  - c. Administrative support
  - d. Evaluation rubric modification
- c. We have partnered with APPLE to use a coaching cycle process to develop teachers and integrate Apple products to maximize the student learning experience.
- d. Our teacher's also take advantage of the Hudson Valley Teacher's Center most recently connected to our elementary writing goals.  
<http://www.pnwbores.org/teachercenter/welcome.htm>

## PROFESSIONAL DEVELOPMENT COMMITTEE

The Professional Development Committee is representative of all of the schools within the district. The Professional Development Team will conduct periodic surveys of educators to ensure all needs are met. After analyzing the surveys, informal and formal discussions professional activities/experiences will be planned in partnership with District and Building Administrators.

At a minimum, each teacher will be involved with professional development as outlined in the teacher contract. Teachers whose certifications require 100 CTLE hours of professional development every five years may be provided with opportunities beyond the district requirements to work toward the achievement of the required hours.

### Suggested and Approved Professional Development Activities (*but not limited to*):

- Courses and other learning opportunities delivered by colleges, teacher centers, BOCES, school districts and independent professional development service providers
- Collaborating with other teachers to examine case studies of student work and development
- Assessing student portfolios
- Serving as a mentor
- Participation in study circles
- Curriculum planning and development
- Pursuing National Board Certification
- Participation in reviews of class performance data to monitor curricular and instructional needs of students
- Revision/updating of curriculum maps
- Developing or collaborating on the development of new programs and instructional methods
- Delivering/conducting professional development
- Attendance at professional conferences

## NEEDS/DATA ANALYSIS

The Briarcliff School District Professional Development plan provides the opportunity for our educators to articulate and grow in a variety of ways. It will ensure that the educational process addresses the needs of all students as well as teachers in delivering the instruction needed to increase student growth and achievement. The goals and objectives of the Briarcliff School District Professional Development Plan are interwoven with the District's Goals. The District's Goals, as approved by the superintendent and reviewed by the Board of Education, guide the Professional Development Plan which will reflect those goals and objectives within that document. In addition, individual teachers identify goals and objectives both on a yearly basis and a long-range basis. All of these goals are used to develop the Professional Development Plan for faculty.

As we develop goals and strategies, we are also cognizant of the importance of data and how to best utilize the information to promote and maintain student achievement. The student data that is used to help inform the development needs of the staff includes:

- NYS Math Assessment
- NYS ELA Assessment
- Local Assessments
- Baseline and Benchmark Assessments
- Writing Assessments
- Regents Exams
- Performance Based Assessments
- Tri State Recommendations
- Various Methods of Formative Assessments
- All NYS Assessments

In addition, successful teaching also includes other factors. Data for these include:

- APPR Rubric
- Teacher Evaluation / Observation Rubric
- Principal Formal and Informal Observations
- Results of Teacher/Principal Evaluation Discussions

Individual Teacher Interests and Objectives, the goals, objectives, strategies and activities of this plan will be updated and reviewed annually based on the results of our surveys and assessments. As new state assessment results become available, the data will continue to be analyzed, along with the district



performance-based data. New goals and strategies will be established to improve the performance of students relative to the standards. In addition, this plan will be updated to include new staff development initiatives based on newly determined needs or new state or federal requirements.

## MENTORING

Mentoring at its best, then, embodies the heart of great teaching: it is a dance of learner and teacher, of two minds and hearts engaged in mutual inquiry, dialogue, and exploration. It is a process that holds the power to inform, reveal, delight, and sometimes even transform. ...mentoring is one of the keys to an education that is vital and effective, an education that creates the kinds of experiences that touch and change learner and teacher in deep and important ways.

“Reflections: What Constitutes a Good Mentoring Relationship?” The George Lucas Educational Foundation (1 Sept 1999) Edutopia (30 March 2005) [www.edutopia.org](http://www.edutopia.org).

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The Briarcliff Manor School District’s Mentoring Plan provides a bridge between a newly hired teacher’s previous preparation and experience and the application of their knowledge in the classroom. Some mentoring can also be provided to educators who change grades, subject areas, or buildings to support them during their transition. The district’s mentoring program is designed to reduce concerns and attempt to overcome the challenges to the newly hired teachers.

As per the NYS requirements, teachers who hold Professional Certification in New York State must complete 100 hours of professional development hours every five years to maintain their certification. Teachers are required to document their hours in Frontline and are responsible for submitting their hours to NYSED TEACH Account. Currently, this requirement only applies to teachers who hold professional certification and Level III Teaching Assistants, and does not apply to teachers who hold initial, provisional, or permanent certification.

In addition to any classes attended for in-service or graduate credit, the following count toward CTLE (Continuing Teaching and Leader Education) hours, in your NYS TEACH Account:

- Department/Faculty Workshop
- Grade-level meetings

- New Teacher Orientation meetings
- Superintendent's Conference Days
- Team meetings
- K-12 committee meetings
- Training/scoring of state and local assessments
- Professional development workshops

Any information emerging from mentoring activities and the mentoring relationship are confidential and may not be used to evaluate or discipline a newly hired teacher.

#### Mentor Selection Procedure

The mentoring relationship should be characterized as professional, flexible, trusting, mutually educational and entails sustained, frequent, and confidential communication.

#### Qualifications of a Mentor:

- is a tenured educator within the district
- has mastery of pedagogical skills
- has knowledge of district, state and national expectations and requirements
- possesses good communications and interpersonal skills
- is able/available to provide classroom/instructional/limited technology support

#### Selection Process for Mentors:

- Collaboration between District and Building Administrators based on consideration of content, grade level and availability match mentors and mentees.

#### Responsibilities of the Mentor:

- participate in the mentor training program, attending any training sessions
- participate in the new teacher orientation program in August

- maintain a common log/journal of prescribed time spent with mentee with weekly entries, to be entered into Frontline using the Mentor Log. (Note: this log is verification for NYS mentoring requirements.)
- meet with mentee when needed to provide support; Meetings can occur before or after school and during prep periods, in addition to teaching obligations.
- communicate with the Mentor Coordinator
- maintain confidentiality with regard to all professional issues
- participate in the evaluation of the mentoring program
- provide guidance to mentees in fulfilling professional hours for district and NYS requirements

#### Responsibilities of a Mentee

- participate in the new teacher orientation
- actively engage in district initiatives (i.e. IDE/APPLE) through attendance of available professional development, collaboration with colleagues, and goal setting with administrators.
- maintain a common log/journal of prescribed time spent with the mentor with weekly entries and enter in Frontline using the Mentor Log.
- meet with the mentor when support is needed. Meetings can occur before or after school and during prep periods, in addition to teaching obligations.
- meet with mentoring program participants for scheduled workshops outside of school hours
- maintain confidentiality with regard to all professional duties
- participate in the evaluation of the mentoring program
- record and keep an on-going log of CTLE professional development hours (if educator holds a professional and not an initial, provisional or permanent certification) The Frontline portfolio can be used for record keeping to report to NYS using your TEACH account.

## Mentor Training and Preparation

Even excellent, highly skilled teachers need preparation as they take on the role of mentor to a colleague. Adult learning theory, teacher development, knowledge of beginning teacher needs, conferencing skills, coaching techniques, technology skills and effective communication with parents and colleagues are all areas which are beneficial in mentor preparation programs.

## Defined Set of Mentor Activities

Mentoring activities are at the core of the work that occurs between the mentor and mentee. Activities should be consistent with program goals and intended outcomes. Most importantly, mentoring activities should be research-based in the area of instructional strategies and classroom management.

The Briarcliff Manor School District's expectations and requirements provide that the mentee obtain a full understanding of:

## NYS Common Core Standards

<http://www.engageny.org/common-core-curriculum-assessments>

- Common Core Standards
- Common Core Implementation Resources
- Common Core Curriculum
- Common Core 3-8 ELA and Mathematics Tests
- Common Core Regents

## Teaching Evaluation Rubric (APPR)

- Review District APPR Plan (copy available through building principal)
- Read, study and analyze the Danielson 2011 rubric
  - Focus on the vertical continuum in each rating
  - Analyze the teacher and student examples
    - Develop a plan to integrate and apply to learning from the study of the Danielson 2011 rubric

- Use the resource Implementing the Framework for Teaching in Enhancing Professional Practice Action Tool
  - Read A Closer Look for each element in each domain
  - Complete the Element Reflection for each element in each domain

District Procedures regarding:

- Teacher Evaluation/Observation Rubric
- Contributions to the district beyond the classroom
- Development of the current professional portfolio
- District Goals and Objectives
- District Policies
- Expectations and information regarding committee participation
- Opportunities for professional development
- Process of being a mandated reporter
- Dignity for All Students Act
- Access and Review Special Education 504/IEP
- eSchoolData and DataMate training
- Review the Student Code of Conduct, faculty handbook, protocols, Acceptable Use Policy, and communicating with staff and families.

Building Procedures regarding:

- Class Trips
- Communication strategies and techniques (parents, principal, colleagues)
- Conferences/Workshops
- Creating relationships and connections between classroom and specialists
- Discipline Procedures
- Dismissal/Emergency Procedures
- Handbooks/Protocols
- Progress Reports
- Report Cards
- Reviewing/Ordering of Materials – Finance Manager
- Scheduling

- Support Systems (RTI Process, Instructional Support Team, Committee for Special Education, Speech/Language, Resource Room, Psychologist, Social Worker)

#### Classroom Procedures regarding

- Distribution of textbooks
- Aligning instruction with NYS standards and other applicable standards
- Assessments—on grade level, district level, state, national, international
- Attendance
- Classroom management
- Communication strategies and techniques (children, parents, colleagues)
- Grading procedures
- Lesson planning
- Meeting the needs of the students
- Organizational skills
- Planning and Mapping
- Reflecting on teaching practice
- Using inquiry technique

#### Mentor Coordinator

The Mentor Coordinator is expected to keep confidentiality unless an issue arises that may endanger the health and/or welfare of the mentee, mentor, or students.

#### Responsibilities of the Coordinator:

- receive training and guidance from District and Building administration in order to properly facilitate the ongoing relationship between the mentors and the mentees
- advocate for the mentoring program
- develop and monitor program objectives with assistance from District and Building Administration and the Professional Development Committee
- Design and coordinate of training sessions for the participants
- lead summer mentor training program and summer orientation

- relay information on Federal programs, Common Core Standards, NYSED, and district programs
- develop and implement a minimum of four meetings for program participants
- be available to support the program by troubleshooting and resolving conflicts
- monitor work of mentors by reviewing common logs and journals
- at completion of the program, remind mentees to submit the common log/journal in Frontline
- develop and conduct an annual evaluation of the mentoring program
- coordinate with BPTA to ensure mentee understands their contract.



## DEFINITIONS

Term	Definition
ACT- American College Testing	A standardized test for high school achievement and college admissions
AP- <i>Advanced Placement</i>	AP courses and exams take place in secondary school classrooms. When a college chooses to recognize the achievement through exam scores students can, in turn, receive college level credit.
APPR- <i>Annual Professional Performance Review (Teacher Evaluation Observation Rubric)</i>	Requires school districts and BOCES to annually evaluate the performance of probationary and tenured teachers providing instructional and pupil personnel services. The procedures for evaluating teachers are a mandatory subject of collective bargaining.
BOCES- Board of Cooperative Educational Services	A program comprised of a robust catalog which share educational services for public school districts.
Board of Regents	The Regents are responsible for the general supervision of all educational activities within the State, presiding over The University and the New York State Education Department.
Classroom Inquiry	Skills and attitudes that permit the student to seek resolutions to questions and issues while constructing new knowledge.
CTLE hours (Continuing Teacher and Leader Education hours)	100 hours are required every 5 years for teachers who hold a professional certification and Level III Teaching Assistant logged on your TEACH account.
Curriculum Mapping	Atlas Public Site is used to store course outline information for various courses in all 3 schools, which could include but not limited to: <ul style="list-style-type: none"> <li>• Unit topic/focus</li> <li>• Standards</li> <li>• Timeframe/Duration</li> <li>• Resources</li> <li>• Essential Questions</li> </ul>
Common Core Standards	NYS P-12 Common Core Learning Standards define the knowledge and skills students should master to graduate high school able to succeed in academic college courses and in the workforce.  NYS P-12 Common Core Learning Standards:

	<ul style="list-style-type: none"> <li>• Are aligned with college and work expectations</li> <li>• Are clear, understandable and consistent</li> <li>• Include rigorous content and application of knowledge through high-order skills</li> <li>• Build upon strengths and lessons of current state standards</li> <li>• Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society</li> </ul> <p>Are evidence-based</p>
DASA- Dignity for All Students Act	New York State's Dignity for All Students Act (The Dignity Act) seeks to provide students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function.
Extension Certificaiton	A certificate that is attached to a regular base certificate, authorizing the holder to teach an additional student population, grade, or subject not authorized by the base certificate. Extensions are not free-standing and may be attached to multiple base certificates. Valid as long as the base certificate remains valid.
Mentor Program	The purpose of the mentoring requirement is to provide educators with support in order to gain skillfulness and more easily make the transition Briarcliff seamless whether it is a new role/position or beginning of their career.
Mentee	A newly appointed educator or educator in transition of a new grade, building, or subject area who has an appointed mentor to provide support.
Mentor	An experienced, tenured educator, appointed by District and Building Administrators, who is capable of assisting another colleague in their transition to the position and/or the District.
National Board Certification	A voluntary, advanced teaching credential that goes beyond the state licensure by creating national standards that involve a rigorous certification process.
PBIS	Positive Behavior Intervention System, <i>may vary between schools.</i>
Pedagogy	The art or profession of teaching, training, or instruction.
Professional Certification	A Certificate awarded to an educator after successfully completing the Initial Certificate. It is renewed every five years based upon the state criteria. After 2004, certificate holders must complete 100 hours of professional development every five years.

Professional Development Hours	Briarcliff School District has collectively bargained that teachers must complete these hours each school year, 15 hours as of 2021-2022 School Year.
Professional Growth (Frontline)	A professional development management and evaluation system used to streamline processes.
Professional Growth	Life-long learning for educators, with a goal of impacting student achievement and engagement
RTI- Response to Intervention	A multi-tiered, problem-solving approach that identifies general education students struggling in academic and behavioral areas early and provides them with systematically applied strategies and targeted instruction at varying levels of intervention.
SAT- Scholastic Aptitude Test	A standardized test for college admissions created and administered by The College Board.
Staff Needs Assessment Survey	A survey aimed at identifying needs of a targeted group that is then used to address those needs.
Student- centered learning	An educational philosophy where students are in charge of their learning and make choices based on experiences, learning styles, and preferences.
Teacher Center	A place for educators to meet, share ideas, and learn together.
Turnkey	A participant who has received training in a specific area and then trains/shares their learning with one or more people in that area.
Vertical Teaming/ Alignment	Educators of the same discipline working together across grade levels in order to increase alignment

# STATEMENT OF ASSURANCES

School District: BRIARCLIFF MANOR

BEDS CODE: 661402020000

## BRIARCLIFF MANOR UNION FREE SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT PLAN

### STATEMENT OF ASSURANCES

The Superintendent certifies that:

- Planning, implementation and evaluation of the Professional Development Plan was conducted by a professional development committee that included parent representation, teachers, administrators and others identified in the plan.
- The plan focuses on improving student performance and teacher practice as identified through data analysis.
- The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

The plan describes professional development that:

- is aligned with state content and student performance standards;
- is articulated within and across grade levels;
- is continuous and sustained;
- indicates how classroom instruction and teacher practice may be improved and assessed;
- indicates how each teacher in the district will participate;
- reflects congruence between student and teacher needs and district goals and objectives;

- indicates an evaluation of the effectiveness of the professional development and a mechanism to adjust activities based upon the evaluation.

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Signature (Dr. James Kaishian, Superintendent of Schools)

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Date