

**Professional Development Plan  
2019-2020**

Riverhead Central School District  
700 Osborn Avenue  
Riverhead, NY 11901  
631-369-6700

BEDS Code: 58-06-02-04-0000  
Superintendent: Dr. Aurelia Henriquez

**Professional Development Plan Team**

Administrators: Dr. Maria Casamassa, Director of ELA  
Dr. Brian Doelger, Director of Professional Personnel  
Jeanne Grim, Assistant Principal, Riley Avenue Elementary School  
Lauren Lewonka, Director of Fine Arts  
Eileen Manitta, Director of Pupil Personnel Services  
Thomas Payton, Principal, Roanoke Avenue Elementary School  
Elizabeth Scaduto, Director of K - 4 ENL  
Denise Stevenson, Director of ENL and World Languages  
Christine Tona, Assistant Superintendent for Curriculum and Instruction

Teachers:	Mindy Benze	Gary Karlson
	Kim Birong	Roberta MacGray
	Stephanie Bonfe	Kathleen Marelli
	Donna Boscola	Kim McGurk
	Marisa DeSerio	Rita Moloney
	Kelly Dillon	Anna Quigley
	Jeremy Garritano	Jennifer Simoes
	Lisa Goulding	Greg Wallace
	Cyndi Haverty	Xiomara White

Number of buildings in district: 7

**District Contact:**

Christine Tona, Assistant Superintendent for Curriculum and Instruction  
Telephone: (631) 369-6714 Fax: (631) 369-6816

**I: Professional Development Planning Team**

All instructional levels are represented on the district planning team. Eight members of the team carry district-wide responsibilities and will ensure that the needs of all schools are considered.

The number of professional development hours will vary according to the individual teacher and the activities selected. Each teacher will have the opportunity to participate in many professional development opportunities.

## **II: Needs/Data Analysis for Professional Development Plans**

Our district used different sources of data as part of the planning process including the following:

- School Comprehensive Educational Plans (SCEPs)
- District Comprehensive Improvement Plan (DCIP)
- Quality Improvement Plan (QIP)
- Staff, Family, and Student surveys- PLC Associates, Inc.
- NYS 3-8 Assessments
- New York State High School Regents Testing Program
- NYSESLAT
- Teachers College Quick Assessments and on-demand writing
- Renaissance STAR Reading and Math assessments
- Needs assessment survey and committee dialogue
- School Report Card

1. Various district wide grade level curriculum-mapping committees continue to work on a curriculum alignment project which aligns our curriculum with the NYS Standards. At the secondary level, curriculum alignment occurs within and among the subject area departments.

2. Professional development opportunities continue to be offered to all professional staff. The integration of technology within the curriculum is being addressed as well. Major district initiatives include a new K – 6 math program, a new K – 2 phonics program, and a new grades 3 – 4 science program. These programs as well as a focus on co-teaching strategies in new Integrated Co-Teaching Classrooms (ICT) and ENL/ELA classrooms will be addressed within this Plan. A dialogue and needs assessment survey will be considered to determine further professional development needs.

3. In order to remain current and up-to-date and to improve learning for students, the Professional Development Team is committed to providing ongoing professional development based upon the following objectives:

- Professional development must be viewed as an empowering tool for teachers, which in turn improves student achievement.
- Professional development must stimulate reflective practice and be grounded in

the context of teaching.

- Professional development must value and cultivate a culture of collegiality.
- Professional development programs must provide a continuing context for formal and informal learning.
- Professional development must provide opportunities for meaningful teacher leadership roles to emerge.
- Professional development programs must be continually evaluated to determine if the implementation of learned strategies has directly affected student achievement. Further evaluation will determine if students' gains have been sustained over time.

### **III: Student Needs Assessment Sources Used**

- School Report Card
- Student attendance rates
- Graduation and dropout rates
- Teacher and student surveys
- NYS Elementary, Intermediate and Commencement level assessment data
- School-based assessments
- Program-based assessments
- Renaissance STAR Reading and Math Assessments, Teachers College Quick Assessments

### **IV: Teacher Needs Assessment Sources Used**

- Teacher survey
- Dialogue with teachers and administrators

### **V: District Resources**

Fiscal Resources:	Grant funds District funds
Staff Resources:	Curriculum developers Content specialists/directors Exemplary teachers Turn Key Trainers- Collegial Circles Mentor Teachers
External Providers:	Teacher Resource Centers (MESTRACT),

SCOPE, BOCES, Higher Education partnerships,  
Curriculum Consultants

## **VI: Implementation Plan for Professional Development**

### **Focus Areas:**

Content area teachers will always be encouraged to attend professional development related to their content areas to further develop strategies and align to the NYS Standards and content area standards. Specific focus for the 2019-2020 school year includes:

- Multi-Tiered Support Systems (MTSS) will be the over-arching focus with the following items addressed:
  - Instructional strategies for English Language Learners
  - K - 2 phonics instruction
  - Math instruction for grades K - 6 teachers
  - Science instruction for grades 3 – 4 teachers
  - Strategies for Co-Teachers (ENL and SWD)
  - Vocabulary/language development strategies for K – 12 teachers
  - Integration of technology
  - Social Emotional Learning/Mindfulness
  - Culturally responsive education
  - NYS updated Learning Standards in ELA, Math, Social Studies, Science, and Fine Arts

### **Activities in Support of Professional Development:**

- Faculty led collegial circles
- Consultant led workshops
- New Teacher Institute and Collegial Circles
- Administrative workshops
- Attendance at local/regional/national training workshops/conferences
- Summer curriculum projects
- Curriculum Mapping
- Teacher mentoring
- Faculty meeting/grade level/department meeting discussions of best practices
- Turn-key training

### **Implementation of Plan**

Professional development opportunities will satisfy NYS mandates indicating that "all districts

are required to provide substantial professional development opportunities each year for teachers in their employ." (J. Butterworth- NYSED) This plan assures the following NYS mandates:

- 100 hours of professional development over a five year period for all for teachers, administrators, and Level III teaching assistants holding professional certification.
- A teacher mentor program is included to ensure that certification requirements are met. The use of a teacher needs assessment survey will identify additional areas to address.
- Holders of a professional certificate in the certificate title of English to speakers of other languages (all grades) and holders of a bilingual extension under section 80-4.3 of this title will receive 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.
- All other holders of professional certificates in the classroom teaching service will receive 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.
- Holders of a level III teaching assistant certificate will receive 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 Riverhead Central School District will offer district provided professional development:

- During the school day
- On Superintendent's Conference Days
- Assigned to teachers by the district during after-school hours using contractual professional development hours
- After school hours with attendance at teacher discretion

Professional development will be delivered through:

- District provided and/or regional single-day conferences and workshops

- Faculty meetings/department meetings/grade level meetings focused on best practices and Standards integration
- Interschool visitations
- Curriculum writing and development
- New Teacher Mentoring Program
- Professional development for mentors and new teachers
- Graduate coursework
- Working with a consultant in a classroom to introduce new initiatives
- Peer Coaching
- Training in the use of educational technology
- Teachers supporting other teachers in order to implement new instructional strategies
- Cooperative efforts with faculty from higher education
- Attendance at and/or presentation at local, state-wide and national conferences
- Shared teacher assignments and/or team teaching
- Collegial circles
- Creative and flexible use of teacher professional time
- Instructional Rounds

### **Evaluation Plan**

The following measures will be used to evaluate the effectiveness of this plan:

- Student achievement data
- Evidence of consistent use of new strategies in the classroom
- Self-assessment
- Data from My Learning Plan
- Professional development feedback surveys
- District end-of-year assessments

### **CTLE Providers 2019-2020**

During the 2019-2020 school year, the Riverhead CSD may contract with the following entities or individuals to provide professional development under CTLE:

Eastern Suffolk BOCES (ESBOCES)  
Nassau BOCES  
Western Suffolk BOCES (WSBOCES)  
Long Island Regional Special Education-Technical Assistance Support Center (RSE-TASC)  
Long Island Regional Bilingual Education Resource Network (R-BERN)  
New York State Education Department  
Suffolk County Community College  
Brookhaven National Laboratory  
Pure Edge, Incorporated  
American Reading Company  
SUNY Stony Brook  
Long Island University  
Curriculum Associates  
Carolina Biological Supply  
Heinemann  
Winsor Learning

### **Mentoring Program**

Requirements for teacher certification are set by the New York State Department of Education. These requirements state, "All districts must implement mentoring programs for all first-year teachers in their employ." In compliance with these state regulations, the following plan has been formulated:

#### **Purpose:**

The purpose of our mentoring program shall be

- To provide support for new teachers;
- To ease the transition from teacher preparation to practice;
- To increase the skills of new teachers;
- To increase retention of teachers in our schools;

The direct beneficiaries of this program will be the students of the Riverhead Central School District.

#### **Procedures for Selecting a Mentor**

Members of the Riverhead Central School District, comprised of

administrators/teachers, will:

- Post the job description and qualifications
- Accept and review applications
- Interview candidates
- Recommend candidates to the Superintendent
- Provide mentor teaching training

### **Role of the Mentor**

- To provide professional support
- To promote mastery in teaching
- To accelerate professional growth
- To enhance teacher retention
- To orient teachers to district policies and procedures
- To maintain confidentiality in the mentoring relationship

### **Preparation of Mentor**

Mentor training may include but will not be limited to:

- Attendance at a mentoring training program
- Theory of adult learning
- Process of teacher development
- Elements of a mentoring relationship
- Peer coaching techniques
- Time management
- Knowledge of district initiatives
- Knowledge and familiarity with State Standards and Curriculum

The district will train experienced teachers in the mentoring process. This training will be ongoing and available to all professionals across grade levels and disciplines. This pool of trained professionals will become a team of available district mentors for future utilization.

### **Types of Mentoring Activities**

Mentor activities may include but will not be limited to:



- Orienting teacher to school culture
- Observing instruction
- Peer coaching
- Modeling teaching methodology
- Instructional planning
- Team teaching
- Facilitating collegial circles
- Arranging for observation of other teacher's instructional practices
- Assisting new teachers in fulfilling professional duties outside the classroom
- Assisting in the formulation of a Professional Development Plan
- Maintaining a log of hours and activities

### **Time Allotted and Structure of Program**

Time allotted for mentoring may vary. Our committee recommends several models of mentoring.

### **K-12 Models**

- **Release time for mentor from teaching responsibilities for part of the school day.** This model could be used with a special area mentor at grades 5 and 6 (reading, resource, etc.). At the Middle School/High School level release time would need to be reflected in the mentor's teaching schedule.
- **Co-teaching model of one instructional class where both teachers are assigned as the teacher of record.** This model must also include common duty and common prep for debriefing and conferencing.
- **Coordinated scheduling of duty periods and common prep time for new teacher and mentor.** This model would also include coverage by a substitute teacher for observation/visitation to either teacher or mentor.
- **1-1 new teacher and mentor (with agreed upon mentor stipend).**
- **Team teaching model.** This model teams a mentee with an experienced teacher from the mentor pool. This team model must allow the two teachers to teach

together for part of their day, as well as to have common planning and duty time.

There must be a **stipend for the mentor teacher** when no release time from teaching schedule is offered and only duty assignment is made available. If a teacher's schedule is not reduced, a stipend must compensate for additional responsibilities of mentoring. The stipend amount is a subject of mandatory negotiations. Each mentor would decide on his/her stipend option (dollars or credits.)

**Evaluation/Assessment:**

- The Superintendent of Schools or designee will meet annually with the mentors and mentees to review their perceptions of the effectiveness of the program.
- Evaluation forms developed by the Professional Development Committee will be used to assess the program from the perspectives of the mentor and the mentee. The completed forms will be submitted to the Professional Development Committee for review and analysis.
- The Professional Development Committee will assess the Mentoring Program annually and make recommendations for future implementation.

**Mentor Coordinator Position**

In order to ensure a quality mentoring program, research states there must be an individual to oversee all aspects of the program. This person would be involved in planning, organizing, keeping records, providing logistical assistance and also most importantly, providing professional assistance to the mentoring program on a regular basis. The State Education Department requires all districts to keep an accurate record of all hours logged by new teachers for a minimum of a seven-year period. These records will be officially used to qualify for a Professional Certificate for teacher licensing through New York State Department of Education.

The coordinator is a key person in providing any and all assistance to the mentors, mentees, and administrators in regards to the mentoring process. This person must be available daily to ensure that the program is well run, cost effective, and provides assistance to mentees on a regular basis. The coordinator will oversee all aspects of the district wide mentoring program, in conjunction with District Central Administration, to ensure that the program helps mentees move toward establishing themselves as professionals, helps to meet standards for state certification and increases the skills of mentees for more effective instruction.

The coordinator will be involved in the on-going training and assisting in the professional growth

of the district's mentoring staff. The coordinator will access and disseminate professional literature and research in relation to the mentoring process. The coordinator will be a trained professional to assist mentors with individualized questions and coaching sessions whenever available. The coordinator will provide and gather resources, provide logistical planning and help to brainstorm strategies to assist in the individual plans for mentees. The coordinator will also collect valuable data from the district experienced staff as to the skills, strategies and strengths they could model for mentees. This information will be a valuable resource to help assist in the future growth of professionals in the district.

All information regarding the mentor/mentee relationship and progress is considered confidential and is not used in the district's formal evaluation program. All administrators still have a responsibility to observe and evaluate mentees on a regular basis. The coordinator will address the interpersonal issues that might arise with all mentoring matches and may result in modifications or changes. It is for this reason that the Professional Development Committee must recommend that the coordinator position be a non-administrative teacher position. This teacher will have release time from their teaching schedule to fulfill all responsibilities in order to coordinate and oversee the Mentor Program district wide. The Mentor Coordinator will report and be responsible to District Central Administration for all time and responsibilities involved in managing Mentoring Program.

## Statement of Assurances

The Superintendent certifies that:

- Planning, implementation and evaluation of the Professional Development Plan will be conducted by a professional development team that includes teachers, administrators, and others identified in the plan.
- The plan focuses on improving instructional practice as identified through data analysis.
- 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 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.
- The plan indicates an evaluation of the effectiveness of the professional development and a mechanism to adjust activities based upon the evaluation.
- The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

---

Dr. Aurelia Henriquez, Superintendent of Schools, Riverhead CSD

---

Date

---