

WEST HEMPSTEAD UNION FREE SCHOOL DISTRICT

ADMINISTRATIVE OFFICES

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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 2008-2009 school year.

Committee members were:

Ann Peluso, Assistant Superintendent
Theresa Ganley, Principal/GW
Christine Desposito, Teacher/GW/CA/MS
Toby Daempfle, Director
Susan Saul, Teacher/High School
Michael Zunno, Teacher/High School
Victoria Puccio, Teacher/Middle School
Barbara Hafner, Teacher/Middle School
Bonnie Manes, Teacher/CA
Blake Zimmerman, Teacher/CS
Walter Ejnes, SEPTA

I. The plan

- ◆ Goals
- ◆ Objectives
- ◆ Strategies
- ◆ Activities
- ◆ Evaluation Standards
- ◆ Mentoring
- ◆ 175 Professional/staff Development hours as per State regulations for newly certified teachers
- ◆ Evaluation of Professional/staff Development Plan

- A. Goals – 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 and a strong commitment to integrating all students into the total school program. We are addressing the needs necessitated by the state standards, school district report card, new state and local assessments and new program initiatives within the district.
- 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.
- C. Strategies – All pedagogical staff members will be provided with numerous appropriate opportunities to enable them to further develop professional skills. As per State regulations, teachers certified after February 2, 2004 are required to be provided a mentoring experience to insure 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 – Professional/staff development activities applicable to all faculty 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 scheduled 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
 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 support groups
 - e. Guest speakers
- * Course work may either be used for salary increment or professional/staff development, not both.

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. DPC
 - d. ITEC
 - e. Textbook Committee
 - f. Child Study Team (beyond the course of the school day)
 - g. CSE (beyond the course of the school day)
 - h. Report Card Committee
 - i. Health and Safety Committee
 - j. Discipline Committee
 - k. Field Trip Committee
 - l. APPR/PDP
 - m. Eligibility/Appeals Committee
 - n. Strategic Planning Council
 - o. Wellness Committee
 - p. Any other District-sanctioned committee

5. Curriculum Development
 - a. Field Trip Previewing
 - b. Curriculum Presentation (C.A.P. Projects)
 - c. Professional period activities as per Collective Bargaining Agreement Article IV
 - d. Teacher Mentoring- See Addendum #3

6. District provided make-up sessions (up to 3 sessions per year)

- E. As per State regulations: Teachers, newly certified after February 2, 2004, are required to complete 175 hours of professional/staff development during their first 5 years. 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. Superintendent's Conference
 - b. New Teacher Orientation – before school year
 - c. Mentoring teachers
 - d. Workshops:
 1. During or after school day
 2. Summer
 3. Weekend
 - e. Professional/staff development support groups
 - f. Guest Speakers

3. Committees
 - a. DCC
 - b. Site-based
 - c. DPC
 - d. ITEC
 - e. Textbook Committee
 - f. Child Study Team
 - g. CSE
 - h. Report Card Committee
 - i. Health and Safety Committee
 - j. Discipline Committee
 - k. Field Trip Committee
 - l. APPR/PDP
 - m. Eligibility/Appeals Committee
 - n. Strategic Planning Committee
 - o. Wellness Committee
 - p. Any other District-sanctioned committee (Wellness)

4. Curriculum Development
 - a. Field Trip Previewing
 - b. Curriculum Presentation (C.A.P. Projects)
 - c. Professional period activities as per Collective Bargaining Agreement Article IV
 - d. Teacher Mentoring- See Addendum #3

5. 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

F. As per State regulations: Teaching Assistants Level III, newly certified after February 2, 2004, who work for 90 or more days of any school year are required to complete 75 hours of professional/staff development during their first 5 years. The 5 year professional cycle begins on the July 1st following the effective date of the certificate. If Teaching Assistants Level III, participate in any workshops beyond the school day, they are to be compensated at their hourly rate of pay. Activities listed below may be included in the teacher logs for completion of this requirement:

1. Course Work:

Graduate
In-Service

2. Conferences:

Superintendent's Conference
New Teacher Orientation – before school year

3. Workshops:

- a. During school day
- b. After school day
- c. Summer
- d. Weekend
- e. Half day
- f. Full day

4. Visitations within and out of district

5. Professional/staff development support groups

6. Meetings- may include but are not limited to:

- a. Faculty
- b. Department
- c. Grade Level/Team Meeting
- d. New Teacher
 1. With building principal
 2. With director
 3. With administration
 4. With Mentor
- e. Vertical teaming

G. Evaluation Standards & Process:

1. It is expected that pedagogical staff participate in a minimum of eighteen hours as agreed to by the Collective Bargaining Agreement (Article IV, Section O) in the 2008-2009 school year in professional/staff development.
2. Each staff member will be expected to sign an attendance sheet for each activity attended. In addition, a professional/staff development log of all activities must be completed by the teacher via My Learning Plan. The said attendance forms shall include the name of the activity, the

activity date, and duration (see Addendum #2). 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. At the end of the year, the professional/staff development record sheet will be collected to determine whether a staff member has satisfied the required number of hours for professional/staff development as outlined in this plan.

H. Evaluation of Professional Development Plan:

The Professional/staff Development Committee will reconvene in January 2009 to review, modify and amend the Professional/staff Development Plan, as needed.

Addendum #3
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

Teachers	Administrators
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
- Minimum 7 years teaching 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 Interns 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/Intern Responsibilities

- Mentor training is required: Summer training and/or throughout the school year. Consultants will be providing ongoing training and support for both mentors and interns. Training will be up to two days during the summer and throughout the school year. After School Training takes precedent unless otherwise directed by the Superintendent or designee.
- Mentors will provide 10 hours of after school support for interns throughout the school year, as needed.
- Mentors/Interns will be provided with released time equivalent to a total of 5 days as needed with the ability to extend after consultation with mentor, Principal and/or Director.
- Activities may include but are not limited to:

Inter-visitations	Planning
Observations	Coaching
Consultations	Team Teaching
Modeling	

- Record-keeping process – Interns will be required to maintain a log of activities that they participated in throughout their mentoring process. This log must be signed by the Principal and submitted to District Personnel Office at the end of the school year for placement in the personnel file. It is strongly suggested that 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 Intern at any time. Any pedagogical information obtained by the Mentor is completely confidential between the Mentor-Intern pair and will not be shared with supervisors, administrators or used in the evaluation of the Intern. 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, Interns and building Administrators to assess the effectiveness of the program and to make suggestions for improvement, if necessary.
 - b. Mentors and Interns will participate in an evaluation process in January and June.
 - c. The Mentoring Committee may meet with Mentors and Interns 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 2009.

Revised 2/11/08