



DISTRICT PROFESSIONAL DEVELOPMENT PLAN

District Name: Yonkers Public Schools

BEDS Code 6623 0001 000

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Year(s) Plan is Effective: June 2021 – June 2023

INTRODUCTION

The Yonkers Public Schools District is committed to providing high quality, research-based professional development to all administrators, teachers and pupil support staff. High standards and statewide testing continue to inform our instructional and professional development opportunities. We recognize that successful professional development which respects individual differences is both collaborative and empowering. Professional development must prepare and support educators to help them apply strategies to reach every student and to create an environment where teaching and learning are at the highest levels. When school districts become learning centers for teachers and leaders, profound change and improvement occurs.

As teacher's and leader's responsibilities gain complexity, it is the role of professional development to provide them with the tools necessary to address expectations we have for all students. Using teacher and leader identified needs and student achievement data, our mandate is clear; administrators and teachers require high quality, differentiated, data-driven and readily-accessible professional development.

The following Professional Development Plan (PDP) begins with the individual administrator and teacher, but will ultimately relate back to improvement in the learning process and the achievement of high standards for all students. The plan was created in a collegial and supportive atmosphere made up of a committee of administrators, teachers, parents, Institutions of Higher Education, and community members. The committee's philosophy is that professional development be targeted, continuous and sustained, providing professional growth which results in enrichment of knowledge, skills and strategies for the school community's stakeholders at all levels of experience. The overriding goal is the implementation of research-based best practices to improve student achievement.

It is our hope that by achieving the five goals listed below, we will surpass what is measured by test scores and foster an appreciation for learning and an integration of the world around us that endures beyond the boundaries of the Yonkers Public School System.

Goal 1	Student Achievement Provide curricula that fosters high levels of student achievement that embed 21st Century skills.
Goal 2	Professional Development Continue to develop and enhance current practices and efforts in order to ensure teacher growth leading to enhanced student learning outcomes.
Goal 3	Data Driven Culture Create a school-wide culture based on high expectations and accountability.
Goal 4	Student Needs Establish a community that supports students with diverse social and emotional needs for student growth and development.
Goal 5	Stakeholder Involvement/Engagement Develop the family and the community infrastructure to support student success.

The Yonkers Public Schools District looks forward to and supports the successful implementation of this plan so that exemplary professional development will be conducted throughout the district in accordance with the Yonkers Council of Administrators (YCA) and the Yonkers Federation of Teachers (YFT)/Board of Education agreements.

SECTION 1: PROFESSIONAL DEVELOPMENT PLANNING TEAM

1. If school teams are not represented on the district professional development team, describe briefly how the district plan will ensure that the needs of schools in the district are met.

- The school teams are represented and reflected in the Professional Development Plan (PDP) that accommodates the needs of individual schools by using school-based and district-wide data, a Professional Learning Community (PLC) design framework, and multi-year plans to determine professional development needs and activities.

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

- Annually, all certificated staff are provided with at least 3 staff development days, or 18 hours of professional development. Weekly, 50-minute staff development sessions are provided for elementary teachers (PK-6/PK-8 schools) and 45-minute staff development sessions, twice a month, are provided for secondary teachers. Additionally, time is devoted to planning, delivery, application and evaluation of these sessions/programs.
- Probationary teachers attend mandated professional development as follows:

First year teachers: 24 hours

Second year teachers: 20 hours

Third year teachers: 12 hours

- Teachers holding a professional certificate are required to successfully complete 100 hours of professional development every five years.
- Level III teaching assistants are required to successfully complete 100 hours of professional development every 5 years.
- Beginning in school year 2016-2017, all holders of teaching certificates, teaching assistant certificates (Teaching Assistant Level III), and educational leadership certificates which are valid for life (Permanent/Professional) must register with the New York State Education Department every five years. The New York State Department of Education [Registration and CTLE Requirements](#) chart can be found in the Appendix of this Professional Development Plan.

SECTION 2: NEEDS ASSESSMENT

A. Needs and data analysis for PDP

1. Describe how the PDP is aligned with NYS Next Generation Learning Standards, assessments, student needs and is articulated within and across grade levels.
 - Analysis of student data that identified student needs determined the areas addressed in this plan.
 - The adjusted timelines for transitioning to revised NYS Learning Standards aligned instruction over the next two years resulted in a focus on developing curriculum and understanding how to use materials.
 - Professional development aims to be consistent within and across grade levels. Site based Professional Development Committees (PDCs) will identify and target specific needs.
2. Describe how the professional development plan is continuous, reflecting a multi-year approach to improve student performance.
 - All professional development components are integrated based upon a continuum of activities over the life of the plan. Evaluation will occur after each professional development cycle.
 - While the plan is presented for two years, the District Professional Development Committee will meet throughout the year to review and evaluate progress.
3. Identify how the data used supports the goals, objectives, strategies and activities in the professional development plan.
 - Student achievement data from New York State assessments and district assessments were used to identify critical areas of student needs, which in turn helped in the development of the plan.
 - In addition, New York State Report Card data, a survey and longitudinal data were reviewed in preparation for formulating the goals.
 - Qualitative professional discussions with the various stakeholders (i.e., school administrators, teachers, and teaching assistants) provided data to guide activities in the plan.

SECTION 2: NEEDS ASSESSMENT

B. Needs assessment sources used in developing the PDP

The following sources were used during the needs analysis:

- ✓ School Report Card
- ✓ BEDS Data
- ✓ Special designation schools
- ✓ Student attendance rates
- ✓ Graduation and drop-out rates
- ✓ Student performance results disaggregated by ethnicity, gender, SES, and other special needs
- ✓ State benchmarks for student performance
- ✓ Longitudinal data
- ✓ Number of probationary teachers
- ✓ Teacher surveys
- ✓ District developed Professional Development Needs Assessment
- ✓ Professional discussions with the stakeholders supported by this plan

SECTION 3: 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:

Fiscal Resources:		
<ul style="list-style-type: none"> • Bank Street Education Center/ Gates Foundation Grant • Contract for Excellence • Empire Grant 	<ul style="list-style-type: none"> • My Brother's Keeper • P-Tech • Teachers of Tomorrow Recruitment and Retention • IDEA-section 611& 619 	<ul style="list-style-type: none"> • Title I, II, III, and IV • School Improvement Grants • Smart Scholars early college high school programs • CRRSA-ESSER II • ARP

Staff Resources:		
<ul style="list-style-type: none"> • Content specialists • Central Office Departments 	<ul style="list-style-type: none"> • CSEA • Department Representatives 	<ul style="list-style-type: none"> • YCA • YFT

Providers*:		
<ul style="list-style-type: none"> • BOCES • Consultants/Contractors • Cultural, collegial, corporate, and community partners 	<ul style="list-style-type: none"> • Institutions of Higher Education • Professional Organizations • Lower Hudson Regional Partnership Center 	<ul style="list-style-type: none"> • Richard Gazzola Teacher Center • State Education Department

Community:		
<ul style="list-style-type: none"> • Community-based organizations 	<ul style="list-style-type: none"> • Major employers 	<ul style="list-style-type: none"> • Parents/YCPTA

Please identify any funds the district has received for professional development which are not used to implement this plan, and why.

* A list of providers is included in Appendix A



2021-2022 Professional Development Committee

Lia Council	Richard Gazzola Teacher Center
Paul Diamond	Yonkers Federation of Teachers
Luis Duany-Blanco Jordan Gonzalez	Executive Director, Division of Equity & Access Director, Language Acquisition
Kemba Ellerbe	Yonkers Federation of Teachers
Sandra Guzman	Yonkers Council of Administrators
Gail Joyner-White	Yonkers Council of Administrators
Roselyn Kendrick-Jones	Yonkers Federation of Teachers
Tarima Levine	Yonkers Federation of Teachers
Dr. Christopher Macaluso	Assistant Superintendent, Professional Development
Christine Morrone	Yonkers Federation of Teachers
Thomas Muniz	Yonkers Federation of Teachers
Elda Perez-Mejia	Yonkers Council of Administrators
Dr. Kara Popiel	Yonkers Federation of Teachers
Gregg Redmon	Yonkers Federation of Teachers
Samantha Rosado-Ciriello	President, Yonkers Federation of Teachers
Andrea Vazquez	Yonkers Council of Parent Teacher Associations

PRIORITY 1: DATA-INFORMED PRACTICE

Goal: By June 2023, 70% of schools will have teams that conduct ongoing, collaborative analysis of at least three Plan/Do/Study/Act (PDSA) data cycles on student learning, professional practices and social and emotional well-being, as evidenced by minutes of team meetings and adjustments made to School Comprehensive Education Plans (SCEP).

Objectives: To establish and implement a student-centered, results-focused, data-driven continuous improvement system.

Professional Learning Standards: 1a, 1b, 1d, 1f, 1h, 2b, 2c, 3a, 3b, 4a, 4b, 4c, 6a, 6c, 8a, 8b, 8c, 8d, 9d, 9f

Strategy	Activity	Audience	Anticipated Hours	Data Source/Performance Measure/Progress Monitoring
Leverage professional conversations to develop ongoing, collaborative analysis of data on student learning, professional practices, and social and emotional well-being – with alignment from the district, school administrators, and teachers	The Department of Research, Evaluation and Reporting will collaborate with the Division of Equity & Access: Curriculum, Instruction and School Supervision to identify a vetted Standard-aligned, Research-Based Data Protocol (SRBDP) to be used at the district and school levels to target student growth and proficiency and social and emotional well-being	Central Office Leaders School Leaders	6-12 hours	Identification of Data Protocol
Implement the SRBDP with principals to monitor the school's progress toward meeting or exceeding its Every Student Succeeds Act (ESSA) Measures of Interim Progress (MIPs) (substitute any other valid and reliable data source due to unavailable state- provided data)	District leaders will identify and share with principals and teacher leaders (designated by each school's PD Committee) a series of ESSA data sets and District data that will be used for progress-monitoring student growth/proficiency and social and emotional well-being	Central Office Leaders Principals Teacher Leaders	6-8 hours	Share outs of district data
	The District PLC teams introduce the SRBDP(s) at the September 2021 Principals' PLC (PPLC) using specified ESSA data and District data sets	Central Office Leaders PPLC Teams	6-8 hours	Sept. 2021 PPLC agenda

All sessions will include best practices that promote equity, access and instructional rigor for culturally and linguistically diverse classrooms.

Strategy	Activity	Audience	Anticipated Hours	Data Source/Performance Measure/Progress Monitoring
Implement the SRBDP with school teams to monitor the school's progress toward meeting or exceeding its Every Student Succeeds Act (ESSA) Measures of Interim Progress (MIPs) (substitute any other valid and reliable data source due to unavailable state- provided data)	The school leader(s) will turnkey the SRBDP process at their monthly professional development sessions using the expected protocols and one or more of the specified data sets	Teacher teams	6-12 hours	Schools' PD Agendas Notes from team meetings
	School staff and teachers will use the SRBDP analysis, applying it to their specific content area, in order to identify/leverage successes. Teachers will also share and make instructional, curricular, pedagogical or classroom climate shifts that meet the needs of individual students and/or class. Identified shifts will address improvements in student growth and proficiency as well as social/emotional well-being (SEL). At least one of the data cycles should focus on an aspect of SEL (e.g., MTSS, Restorative Practices/Suspensions, Referrals to Special Ed).	Principals Teachers	6-12 hours	
	Ongoing PD support/coaching to school leaders and identified teachers by SSS teams focused on identifying potential instructional shifts	SSS Teams Principals Teachers	10 hours	
	The school leader(s) and Pupil Support Team (PST) will apply the SRBDP to the school's social/emotional programs and student group analysis. Teachers will continue to flexibly group students to target student growth and proficiency and social and emotional well-being	Principals PST Members Teachers	12-24 hours	

All sessions will include best practices that promote equity, access and instructional rigor for culturally and linguistically diverse classrooms.

Strategy	Activity	Audience	Anticipated Hours	Data Source/Performance Measure/Progress Monitoring
Leverage the SSS/PLC structure to implement and monitor use of the SRBDP by principals	<p>Instructional rounds, school visits, or coaching sessions will be used for SSS or Division PLC teams to gather low-inference evidence of practice related to student performance and social-emotional well-being</p> <p>Coaching and feedback sessions between SSS leaders and principals will focus on the use of data to ensure rigorous instruction aligned with SCEP goals and in adjustments to leadership practices</p> <p>School leaders will collect data related to specific data sets for review with SSS teams or Division PLC during monthly PPLC meetings</p> <p>PPLC school leaders will be introduced to attendance and chronic absenteeism and will process data through the SRBDP in (December 2021)</p>	<p>Central-Office Leaders</p> <p>SSS leaders Principals</p>	24-30 hours	Agendas and notes from instructional rounds
Mid-course Adjustments	Mid-year review and revision of the SCEP	<p>Central Office Leaders</p> <p>Principals</p> <p>School-based teams</p>	6-12 hours	
Communicating Focus Areas February-June 2022	The school leader(s) will turnkey the SRBDP mid-year reflection at the school's February/March professional development sessions and facilitate conversations to prepare for administration of 2022 NYSED 3-8 ELA/Math and NYSED June Regents examinations.	<p>Principals</p> <p>Teachers</p>	6-12 hours	

All sessions will include best practices that promote equity, access and instructional rigor for culturally and linguistically diverse classrooms.

Strategy	Activity	Audience	Anticipated Hours	Data Source/Performance Measure/Progress Monitoring
Data Audit and Setting Priorities for 2022-2023	School leaders will examine relevant data sets using the SRBDP to assess individual and student growth and proficiency and social and emotional well-being (April/May 2022)	Central Office Leaders Principals	6-8 hours	
	Select elementary and high school principals will be asked to share SRBDP findings with the district team	Central Office Leaders Principals	6-8 hours	
	District leaders will provide professional development for Principals and school teams in developing the 2022-2023 SCEP	Central Office Leaders Principals Teachers	6-8 hours	
	At the May 2022 professional-development session at the school, the Principal will engage teachers and staff in the same reflective process in order to provide specific actionable feedback that will continue the development of student growth and proficiency, and social and emotional well-being	Principals Teachers	6-12 hours	

All sessions will include best practices that promote equity, access and instructional rigor for culturally and linguistically diverse classrooms.

PRIORITY 2: RIGOROUS INSTRUCTION

Goal: By June 2023, 80% of schools will have at least one active content area Professional Learning Community (PLC) focusing on the instructional core (i.e., intellectually challenging work/tasks, high-level questioning and academic discussions), as evidenced by PLC meeting notes and instructional adjustments observable in the school.

Objectives: To collaboratively establish and implement equitable, accessible and rigor-based opportunities for developmentally meaningful instruction.

Professional Learning Standards: 1a, 1b, 1c, 1d, 1e, 1f, 1g, 1h, 2a, 2b, 2c, 2d, 2e, 2f, 3b, 4a, 4b, 4c, 5a, 5b, 5c, 6c, 8a, 8b, 8c, 8d, 8e, 9d, 9f, 10b

Strategy	Activity	Audience	Anticipated Hours	Data Source/Performance Measure/Progress Monitoring
Developing a Common Understanding of PLCs and the Instructional Core	Training for School Support System (SSS) teams focused on PLC formation and instructional core	Central Office PLC/ SSS Teams	6-8 Hours	SSS Reviews PLC Surveys Instructional Rounds Common Assessments
	Training for school-based teams around PLC and instructional core	School Leaders Teachers	10 hours	
	Content directors will provide professional development to school leaders and teachers in their content areas, focused on the instructional materials available related to the instructional core (task)	School Leaders Teacher Teams in content areas	4-6 hours	
Implementing Content Area PLCs	Principals and teachers, in alignment with the SCEP and Shared Decision-Making process, will determine which content area PLC will be implemented along with the members of the PLC	Principals	60 hours spread out during the school year	PLC notes shared with school leaders Data collected around change idea
	The PLC will identify a change idea to be implemented	Teacher Teams in content areas Teacher Teams in content areas		
	The PLC will review implementation and determine if the change idea should continue, continue with modifications, or be replaced with a different change idea	Teacher Teams in content areas		
Providing Content Support for PLCs	SSS teams will engage in instructional rounds at assigned schools to measure the impact of the PLCs change idea(s) on the instructional core	SSS Teams Principals	18-24 hours	SSS team notes from instructional rounds
	SSS teams will review collected data and determine differentiated levels of support for schools based on results	SSS Teams	12-16 hours	
	SSS teams will enlist the support of content directors to provide targeted and differentiated support to schools that are not on track to meet the end of year target	Central Office Leaders SSS Teams	6-12 hours	

All sessions will include best practices that promote equity, access and instructional rigor for culturally and linguistically diverse classrooms.

PRIORITY 3: CULTURALLY RESPONSIVE-SUSTAINING EDUCATION

Goal: By June 2023, 60% of schools will establish a community that supports students with diverse social and emotional needs by engaging the staff in reflecting and refining curriculum and instruction that addresses equity and inclusion, a welcoming and affirming environment, and promotes cultures and languages which have been historically suppressed historically devalued, marginalized or disenfranchised. This will be measured by school-wide Professional Development agendas, SEL climate surveys/student check-in protocols/empathy interviews, and teacher-team meetings looking at student work in all subjects, including the arts.

Objectives: To establish a YPS community that supports students through Culturally Responsive-Sustaining Education (CR-S) focused on student growth and development.

Professional Learning Standards: 1a, 1b, 1c, 1d, 1e, 1f, 1g, 1h, 2b, 2d, 2f, 3a, 3b, 4a, 4b, 4c, 5a, 5b, 5c, 6a, 6b, 6c, 7b, 7c, 9c, 9e, 10a, 10b, 10c

Strategy	Activity	Audience	Anticipated Hours (items highlighted in yellow address language acquisition practices)	Data Source/Performance Measure/Progress Monitoring
Provide sessions and materials for school leaders to establish common definitions of: community, equity, inclusion, cultural suppression, and disenfranchisement, including key concepts from Zaretta Hammond (e.g., “warm demander/agency/independent thinking”) and other relevant current research	The Departments of Language Acquisition/Counseling and Special Education, in conjunction with the Professional Development Department, will introduce the common definitions at the September 2021 Principals' PLC (PPLC)	Central Office Leaders School Leaders	6-12 hours	Session materials on basic CRE definitions
	The school leader(s) will turnkey the CRE framework at their respective faculty meeting using the common definitions	School Leaders Teachers	6-8 hours	Professional Development Agendas from each school
	School staff will use the CRE framework, applying it to their specific content area, to make instructional, curricular, pedagogical or classroom climate shifts to meet the needs of individual students and/or classes, to improve student growth, proficiency, and social and emotional well-being	Guidance Counselors/Social Workers/School Psychologists Teachers	6-8 hours in teacher-team meetings	Agendas/notes from teacher team meetings Adapted curricular materials

All sessions will include best practices that promote equity, access and instructional rigor for culturally and linguistically diverse classrooms.

Strategy	Activity	Audience	Anticipated Hours (items highlighted in yellow address language acquisition practices)	Data Source/Performance Measure/Progress Monitoring
Provide sessions on infusing CRE principles into curriculum and student work (i.e., “what are we asking students to do”?)	Provide a suggested monthly PD calendar for school leaders on topics related to CRE (e.g., “Setting the stage for CRE”, “Defining equity/inclusion”, “Creating CRE opportunities”) Implementing multiple and varied perspectives into the Instructional Core	Central Office Leaders School Leaders Teachers	6-8 hours	Professional Development Agendas from each school
Teacher team meetings will include discussions of CRE and looking at student work through that perspective	Analyzing student work to understand how their misconceptions of the content can be used to deepen understanding	School Leaders Teachers	6-8 hours	
PLC/SSS leaders from central office will support school leaders with implementing “looking at student work” protocols	Triangulate data for Priority 3: Interpreting SEL survey climate data, formative assessment data from SEL tool-kit check-ins, and student work samples inform practice	Central Office Leaders	6-8 hours	
Collaboration Across PLCs	School teams will be given the opportunity to share their successful CRE practices	Central Office Leaders School Leaders Teachers	4-10 hours	PLC Convening Materials

All sessions will include best practices that promote equity, access and instructional rigor for culturally and linguistically diverse classrooms.

APPENDIX

A – List of Professional Development Sponsors

B – Mentoring Program Description

Appendix B

FINAL AGREEMENT BETWEEN THE BOARD OF EDUCATION AND THE YONKERS FEDERATION OF TEACHERS ON MENTORING

MENTORS

A. Mentor Qualifications

- Mentors will participate in mentor training offered by the district.
- Priority will be given to active tenured teachers and recently retired tenured teachers of the Yonkers Public Schools with a minimum of 5 years teaching experience.
- Consistently satisfactory performance throughout their teaching career as evidenced by previous evaluations and walk-throughs, which may include: Mastery of pedagogical skills; content knowledge; positive interpersonal relationship qualities; leadership qualities, organizational skills (NYS guidelines); and positive attitude toward professional growth. Three written recommendations by current and past supervisors shall be required for mentors coming from outside of the district if no YPS teachers (active or retired) are available.
- The selection committee will review the performance evaluations and observations contained in the mentor's personnel files as part of the selection process.

B. Mentor Working Conditions

- Mentoring sessions and confidential conferences shall be held at times and in a private location mutually agreed upon between the mentor, the mentee, and building administrators.
- Mentors participating in mentoring activities outside the school day shall be compensated at the hourly rate. No more than twenty (20) compensated hours shall be allotted annually unless recommended by the Mentoring Committee and approved by the Superintendent. In lieu of such hourly compensation and for purposes of this mentoring agreement only, mentors may opt for in service credit issued at the rate of 1 credit for each 10 hours of mentoring outside of the school day. Hours may be exchanged for service credit only in 10 hour increments. Otherwise, hours will be paid at the hourly rate.
- Mentors must keep logs of their meetings, times and topics covered to be submitted monthly to the Mentoring Committee.
- Mentors shall not accept an administrative or administrative intern position while serving as a mentor.
- The role of mentor does not limit or supplant the authority of administrators to supervise or evaluate the performance of the mentees; therefore, the Board and the Federation agree that information obtained by a mentor shall not be made available to any administrator.

Appendix B

MENTEES

- Mentees shall be identified as per SED regulations
- Mentees participating in mentoring activities outside of the school day shall receive one in-service credit issued by the Professional Development Department for at least 10 and as many as 15 hours of mentoring. Thereafter, for hours beyond 15, but fewer than 20, mentees shall be compensated at the hourly rate. Mentees who complete 20 hours of mentoring outside of the school day shall receive 2 in-service credits. No more than 20 compensated hours shall be allotted annually unless recommended by the Mentoring Committee and approved by the Superintendent.

MENTORING COMMITTEE

- The Committee shall design and schedule a Districtwide Orientation meeting which all mentors and mentees must attend. The Committee shall further design and schedule Mid-Course Program Review and Culmination meetings which all participants will make every effort to attend. Compensation for mentors and mentees shall be subject to the above provisions and limitations. There shall be no extra compensation for Committee members.
- The mentoring committee shall be a subcommittee of the Professional Development Plan Committee composed of 3 teachers appointed by the YFT and 3 administrators appointed by the Superintendent.
- The Professional Development Plan Committee will select one of its members to chair the mentoring subcommittee by consensus.
- If consensus on issues cannot be reached, the issues go back to the full Professional Development Plan Committee, and if consensus is still not reached, the issues go to the Superintendent and the President of the Federation.

ROLE OF THE MENTORING COMMITTEE

- The Committee shall design the Mentoring Program and the program evaluation.
- The Committee shall monitor the implementation of the mentoring program and the program evaluation.
- The Committee shall monitor, approve and evaluate the design and implementation of the Mentoring Program.
- The Committee shall ensure that training for Committee members and mentors is provided.
- The Committee shall approve all mentor applications and program evaluation forms and procedures and shall select mentors.

Appendix B

- Issues or concerns between the mentor and mentee shall be addressed by the Committee.
- The Committee will establish clearly designed goals and desired outcomes for the mentoring program and will establish an annual program evaluation process which addresses these goals and outcomes.

CONFIDENTIALITY

- Confidentiality of information obtained concerning all individuals during the mentoring process shall be maintained by all involved.
- The information obtained by a mentor through interaction with the mentee while engaged in the mentoring activities of the program shall not be used for evaluating or disciplining the mentor or the mentee at any time.

THE BUILDING ADMINISTRATOR

- The Principal (and/or Assistant Principal) will be a partner in the mentor/mentee program in Yonkers Public Schools, seeing himself or herself as an integral part of the team by helping to clarify the school's staff development goals with both the mentor and the mentee.
- Building principals will facilitate assignments of new teachers to mentors, support and champion mentoring as integral to the school's professional development planning.
- Principal (and/or Assistant Principal) must attend the Districtwide Orientation meeting and will make every effort to attend the Mid-Course Program Review and Culmination meetings for the mentor/mentee program.
- Yonkers Public Schools believes that this mentoring experience cannot succeed without the full, willing support of the building administrators.

SUNSET CLAUSE

In the event that the NYS Education Department mentoring requirement ceases to exist, the program may be cancelled at the option of the District; but, the Board and the Federation will reopen negotiations on this issue in order to explore other alternative ways to provide mentoring opportunities.

Appendix B

Mandated Mentoring Program Fact Sheet

- All first year teachers and new teachers holding an initial certificate must complete a mentored teaching experience within their first year of employment as a teacher. A teacher is exempt, if they have an initial certificate and have two or more prior years of teaching experience.
- The mentoring program must be included as a component of the Professional Development Plan.
- Must be developed consistent with Article XIV of the Civil Service Law (Taylor Law). Any mentoring program that falls within the purview of the Taylor Law must be collectively negotiated consistent with the Law.
- The mentor's role is to provide guidance and support to a new teacher. However, additional mentor responsibilities may be negotiated and reflected in a collective bargaining agreement.
- If the mentor's role is limited to guidance and support, information emerging from mentoring activities and the mentoring relationship is confidential and may not be used to evaluate or discipline a new teacher. The regulation creates several specific exceptions to this confidentiality requirement:
 - Where an evaluative role for the mentor is stipulated contractually
 - Where 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
 - Where information emerges that raises a reasonable question regarding the new teacher's moral character
- The Professional Development Plan shall describe how the school district will provide a mentoring program for teachers. The plan shall describe the following elements of the mentoring program.
 - Procedure for selecting mentors
 - Role of mentors
 - Preparation of mentors
 - Types of mentoring activities (amendment added team teaching)
 - Time allotted for mentoring
- It is recommended that districts re-convene the Professional Development Committee (or a sub-group thereof) as soon as practicable; to ascertain the degree of alignment between the district's current mentoring efforts and the provisions of the new regulation.
- School districts shall be required to maintain documentation of the implementation of the mentoring program described in the Professional Development Plan. This should include:
 - Name of the individual
 - Teacher certificate identification number
 - Type of mentoring activity
 - Name and teacher certificate identification number of the individual who provided the mentoring
- Such record shall be maintained by the school district for at least 7 years from the date of completion of the mentoring activity. This shall be available for review by the State Education Department.



Division of Equity and Access

Department of Professional Development

Appendix A

**Comprehensive Professional Development Plan Sponsors
2021-2022**

Professional Learning (PL) Activities	Sponsor
School Leader Development	Bank Street Graduate School of Education
Becoming a Learning Organization	Bank Street Education Center
Thinking Maps	The Balance Between
Sheltered Instruction Observation Protocol (SIOP)	Center for Applied Linguistics (CAL)
Developing Public Service Curriculum	City Hall of Yonkers NY
Positive Behavior Interventions and Supports (PBIS)	Cluster Inc.
Career and Technical Education Contextualized Learning	CTE Technical Assistance Center of NY
Instructional Rounds Leadership Coaching	Delaware Academy for School Leadership (DASL) at The University of Delaware
Gifted Curriculum and Instruction	Dr. Elisa Brown/Hunter College/University of Connecticut
Community Wrap Around Model Program Cycle of Improvement	Interactive Health
Visual Literacy in an Innovative Literacy Curriculum	Jacob Burns Film Center
Middle School Science Curriculum	Mercy College
The Microsociety Model	Microsociety International
Montessori Philosophy and Education	Montessori Live
Comprehensive Special Education Programming Support	Lower Hudson Regional Partner Center
Extended Learning Time Trust – various courses	New York State United Teachers (NYSUT)
Data Driven Instruction/MAP	Northwest Evaluation Association (NWEA)
Introduction to Next Generation Learning Standards	Richard Gazzola Teacher Center http://rgteachercenter.org
College Link Curriculum Mapping	Westchester Community College (WCC)
Sanctuary Model and Whole Child Community Model	Westchester Jewish Community Services (WJCS)
Community School Model	Yonkers Historical Society
Understanding the NYSUT Rubric	Yonkers Federation of Teachers
Developing Public Service Curriculum	Yonkers Police Department