

Rye City School District



Professional Learning Plan (PLP)
2023-2024

Developed June 2023

Rye Board of Education 2023-2024

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Topic	Page
I. Introduction	4
II. The Rye City Professional Learning Plan	4
A. Composition of Professional Learning Committee	7
B. Composition of Professional Learning Team	8
C. Goals and Objectives	9
D. Approval by the Board of Education	10
E. Professional Learning for Staff Members Certified after February 2004	10
F. Mentor/Intern Program	12

III. The Rye Commitment	13
IV. Strategies, Activities, Needs and Evaluations	14
Appendix A: Rye City Professional Learning Providers 2022-2023	19
Appendix B: CTLE Certificate	22

Professional Learning Plan

I. Introduction

The purpose of the Professional Learning Plan is to improve the quality of teaching and learning by ensuring that when teachers and leaders participate in substantial professional learning they have opportunities for professional growth, remain current with their profession, and meet the learning needs of their students. These plans provide an opportunity for schools, school districts and BOCES to articulate how they will provide substantial need-based professional learning opportunities for their educators, the expectation for educators' participation in the professional learning, the alignment of the offered professional learning to State standards, student needs, principles of effective professional learning, and how the schools, school districts or BOCES will measure the impact of the offered professional learning. New York State Professional Learning Standards have been developed to further assist schools, school districts and BOCES with their Professional Learning Plans. This guidance document was developed by the New York State Professional Standards and Practices Board to assist schools, school districts and BOCES in the design and writing of their Professional Learning Plans. The document is formatted to highlight the required components of Professional Learning Plans and includes suggested items that might be included to ensure you are meeting the requirements of the plan.

The Rye City School District is committed to an ongoing comprehensive professional learning plan. Planned programs of activities coordinated by district and building leadership are related to The Next Generation Learning Standards, the Rye City School District Strategic Priorities, differentiated instruction, effective teaching practices and departmental, building and district-wide initiatives.

The New York State Education Department developed a new certification structure that went into effect in 2004, and was updated in 2016 requiring teachers with professional certificates to complete ongoing professional learning. Professional learning opportunities are important in helping teaching professionals integrate new knowledge and state-of-art techniques and technologies into their practice; to make new and innovative contributions to the school community; and to positively impact student outcomes.

The Rye City School District's Professional Program Learning Program provides opportunities for teachers on an individual, building and district-wide level. Our focus is to improve student achievement with an emphasis on instruction, curriculum and assessment. The Planned Program of Professional Learning (PLP) is a tool to assist teachers in planning and keeping track of their professional learning experiences. The district is committed to providing time and resources to support professional learning on three levels. At the individual level, faculty members are encouraged to pursue interests that connect to professional knowledge and skills related to their instructional assignments. At the building level, teachers are encouraged to seek opportunities that meet established building goals and objectives. The district-wide level focuses on district goals and objectives.

The Rye City School District supports faculty participation in approved graduate and undergraduate courses, in-service workshops, curriculum development projects, summer curriculum/staff development projects, and attendance at professional meetings related to state goals. The Assistant Superintendent for Curriculum, Instruction and Assessment provides overall coordination, in collaboration with administrators and teachers.

Professional learning in the Rye City School District is a vital component of our commitment to serving our faculty, staff, and students. We are

committed to high-quality, research-based professional learning to provide ongoing growth for practitioners within our organization, as well as to the assessment of ongoing professional learning initiatives. Professional learning is tailored to the needs of individual teachers, grade levels, departments, and buildings, aligned with District initiatives, and progresses across grade levels, Kindergarten through grade 12, and when appropriate, is continuous and sustained.

This Professional Learning Plan (PLP) is in compliance with Commissioner Regulations 100.2 (dd) and the NY State Professional Learning Plan Guidance Document of 2019-20, that requires each district and BOCES to collaboratively create professional learning plans that are reviewed annually. Additionally, professional learning activities outlined in this plan provide teachers with the opportunities needed to meet and maintain the Continuing Teacher Leader Education (CTLE) requirements as defined by The Board of Regents in Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders. These individuals are required to complete 100 hours of acceptable CTLE, every five year registration period, in content, pedagogy, and language acquisition. This applies to educators, educational leaders, and Level III Teaching Assistants.

We strive to provide professional learning in alignment with the New York State Professional Learning Standards (<http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>):

1. **Designing Professional Development:** Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
2. **Content Knowledge and Quality Teaching:** Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
3. **Research-based Professional Learning:** Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.
4. **Collaboration:** Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate in a respectful and trusting environment.
5. **Diverse Learning:** Professional development ensures that educators have the knowledge and skills to meet the diverse learning needs of all students.
6. **Student Learning Environments:** Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.

7. **Parent, Family, and Community Engagement:** Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in their children's education.
8. **Data-driven Professional Practice:** Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
9. **Technology:** Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
10. **Evaluation:** Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

The key components of the NY State regulation for professional learning include the following:

- A. A committee representing teachers, administrators, parents, and higher education institutions was formed during spring of 2022 to develop the PLP. A majority of the members of the professional learning committee must be teachers selected by their collective bargaining unit.
- B. The PLP committee must work collaboratively to identify student needs, teacher needs, goals, objectives, strategies, and activities for professional learning.
- C. The PLP must describe the alignment of professional learning with the New York Next Generation Learning Standards and assessments. It must also address how the school district will measure the impact of professional learning on student achievement and teachers' practices.
- D. The Rye City School District's Professional Learning Guidelines were the foundation upon which the PLP was developed. The PLP was first submitted to the Board of Education for approval in September 2023. The PD committee submits an updated revision of the PLP for approval on an annual basis.
- E. Beginning with the 2016-2017 school year, each school district must describe how it will provide their newly certified teachers and Level III teaching assistants with opportunities to participate in 100 hours of professional learning every five years (20 hours per year) by a sponsor approved by NYSED. The professional learning provided by the district must align with the goals outlined in the Professional Learning Plan.

- F. During the 2019-20 school year the Professional Development Committee renamed as the Professional Learning Committee (PLP), incorporated the 2019-20 Guidance Document provided by NY State Education Department to align the new expectations in our 2021-22 annual Professional Learning Plan.

II. The Rye City Professional Learning Plan

A. Composition of Professional Learning Committee

The PLP Committee should be developed in collaboration with a professional learning team that consists of:

- ❖ Superintendent
- ❖ School Administrators
- ❖ Teachers - upon designation by the teachers' collective bargaining organization
- ❖ Parent - at least one designation by the established parent group(s)
- ❖ Curriculum Specialists - upon designation by the teacher's collective bargaining organization
- ❖ Higher Education - if a qualified candidate is not available, the plan should describe the efforts made to include a representative

<i>Professional Learning Committee</i>		
Patricia Murray	Assistant Superintendent for Curriculum, Instruction and Assessment	District
Annemarie Piekarski	Principal	Milton School
Joseph DiGiovanni	Principal	Rye Middle School
Erin Vredenburgh	Director of Pupil Personnel Services and Special Education	District
William Meyer	Assistant Principal	Rye High School
Kristie Orlando	Assistant Principal	Rye Middle School

Kaitlyn Sassone	Director of Technology/CIO	District
<i>Faculty Representatives</i>		
Jacquelyne Benfari	Grade 5 Teacher	Milton School
Cody Blume	Social Studies Teacher	Rye Middle School
Shehnaz Khalfan-Washington	English Teacher	Rye Middle School
<i>Curriculum Specialists</i>		
Kerri Winderman	Elementary Math Coach	K-5
Melissa Ross	Elementary Literacy Coach	K-2
Tara Bauer	Elementary Literacy Coach	3-5
Nicholas Clair	Instructional Coach	6-12
Kimberly Persaud	Instructional Technology Coach	K-5
Caroleann Del Juidice	Instructional Technology Coach	6-12
<i>Parent Representatives</i>		
Jane Anderson	Parent, BOE Trustee	District
Shaun Kloepfer	Parent	Rye Middle School
<i>Higher Education</i>		
Diane Cunningham	Senior Consultant	Diane Cunningham Consulting, LLC

B. Composition of Professional Learning Team

<i>Professional Learning Team</i>
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Patricia Murray	Assistant Superintendent for Curriculum, Instruction and Assessment	District
Erin Vredenburgh	Director of Pupil Personnel Services and Special Education	District
Kaitlyn Sassone	Director of Technology/CIO	District
Tara Bauer	Elementary Literacy Coach	3-5
Melissa Ross	Elementary Literacy Coach	K-2
Kerri Winderman	Elementary Math Coach	K-5
Caroleann Del Juidice	Instructional Technology Coach	6-12
Kimberly Persaud	Instructional Technology Coach	K-5
Nicholas Clair	Instructional Coach	6-12
Linda Flanagan	Supervisor of Special Education	K-5
Amy Osooli	Supervisor of Special Education	6-12

C. Goals & Objectives

The following is a list of the professional learning goals and objectives developed by the committee:

Goal #1: To provide learning opportunities on best instructional practices that will further students' ability to think critically, collaborate, solve problems creatively, and thrive in a global environment as socially responsible citizens.

Objective: Faculty in all disciplines will continue to implement the New York State standards in combination with the Rye Commitment. The professional learning will be high-quality, relevant and meaningful in order to support teachers in fostering critical thinking, collaboration, creative problem solving, and responsible citizenship.

Goal #2: To provide learning opportunities for faculty to enhance skills to support social, emotional and wellness of all students.

Objective: Faculty will develop a deeper understanding of, and acquire the tools to support the social, emotional, economic, and medical needs that could impact students' overall success.

Goal #3: To increase teachers' capacity to utilize data to inform instruction through a multi-tiered system of support.

Objective: Faculty will utilize data to identify the needs of all students and provide interventions when necessary. Professional learning will be provided that will assist building-level Response to Intervention Teams and individual teachers in identifying students who need additional support, and in monitoring any necessary interventions.

D. Approval by the Board of Education

The PLP was originally submitted to the Board of Education for approval in August 2023; and is re-submitted with any updated revisions of the plan to the Board of Education for approval on an annual basis.

The PLP Committee is composed of teachers and administrators who annually review progress towards established professional learning goals. Through the evaluation of student achievement and performance measures, the PLP Committee makes recommendations for revisions of established professional learning goals and a focus for professional learning. The Board of Education is provided an updated Professional Learning Plan on an annual basis for review and approval.

E. Professional Learning for Staff Members Certified after February 2004

Beginning with the 2016-2017 school year, the Professional Learning Plan of each school district must describe how the school district will provide their newly certified teachers and Level III teaching assistants with opportunities to participate in 100 hours of professional learning every five years (20 hours per year) by a sponsor approved by NYSED. The professional learning provided by the district must align with the goals outlined in the Professional Learning Plan.

Starting July 1, 2016, teachers who hold a Professional Certificate or teaching assistants who hold a Title III certificate are required to complete 100 hours of professional learning over a five-year period (approximately 20 hours per year) in order to maintain certification.

The ultimate goal of all efforts in this area is to increase the capacity of faculty members to enable and assist all students to higher academic achievement. The New York State Education Department recommends that the content of these professional learning opportunities be directly related to:

- Enhancement of teachers' subject matter knowledge [content]
- Teacher knowledge, use and application of appropriate teaching techniques [pedagogy]
- Broadening and enhancing teacher abilities to apply more accurate and appropriate assessment methodologies [assessment]
- Enhancing teacher skills and options in effectively managing individual students and classrooms in both heterogeneous and homogeneous settings [student/classroom management]

Ongoing professional learning takes place in the summer, during the school day, and before and after school hours. Contractually, the district provides professional learning time beyond the school day. The sessions may be taught by an internal or external NY sponsor approved instructor, and may be applied to CTLE hours. In addition there are a minimum of two Superintendent's Conference Days, depending upon the session, for at least ten (10) hours that some or all teachers and teaching assistants may attend. This provision supports the requirement of Part 100 Commissioner's Regulations for a minimum of one hundred (100) hours of professional learning every five (5) years. A variety of activities are provided through a combination of department, grade level and full faculty sessions, Superintendent's Conference Days, and release time during the day for workshops, peer coaching and classroom visitations. The New York State Learning Standards and the New York State Professional Development Standards are considered in the planning and review of professional learning. A certificate of attendance and completion are available to participants through My Learning Plan (MLP).

Individual Professional Learning is also available for teachers. Teachers may participate in a variety of professional learning opportunities (i.e., workshops, conferences, courses) that occur during the day or after school. These opportunities are selected by the teacher, and must be pre-approved by their building principal. These hours must be consistent with the intent of professional learning as a "a comprehensive, sustained and intensive approach to improving effectiveness in raising student achievement". To apply for PD requirements or in-service credits, the time must occur outside the work day or the district designated time requirements, can be an individual or group initiative, and may be applied to CTLE hours.

Part 154 Professional Development Requirement

The new regulations for English as a New Language (ENL) students require teachers and administrators to revisit how instruction is provided to ENL students. In addition 15% of general education teacher's, school building and district leaders', school district business leaders', Level III Teaching Assistant Certificate Holders' 100 hours are required to be in the area of instruction for English New Language Learners, and 50% of ENL teachers and teachers with a Bilingual extension's 100 hours must include language acquisition in core content area instruction, all with a focus on best practices for co-teaching strategies and integrating language and content instruction for ENLs. However, there is an exemption for teachers and school leaders employed in districts who possess a waiver from such requirements if they have less than 5 % (or 30) ENL students enrolled in the district. In those districts, teachers and school leaders will not have to meet this requirement. For the past five (5) years in the Rye City School District, the ENL student population has been less than 5% of the total student population. During the 2016-2017, 2017-2018, 2018-19, 2019-20, 2020-21, 2021-22, 2022-23 school years, the Rye City School District received a waiver from this provision, and will continue to seek a waiver as long as the District continues to qualify. The district will continue to include professional learning sufficient to meet the needs of the district's ENLs in language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction of ENLs, and that all ENL teachers will receive training sufficient to meet the needs of the district's ENL students in language acquisition in alignment with core content area instruction, including best practices for co-teaching strategies and integrating language and content instruction for ENLs. The district

will also adhere to the Annual Assessment and Exit Criteria Requirements of the Part 154 regulations. The ENL population has been as follows: 2022-23: 2.6 %; 2021-22: 2.7%; 2020-21: 3.6%, 2019-20: 3.3%; 2018-19: 3.6%, 2017-18: 3.0%, 2016-17: 2.9%, 2015-16: 3%.

All professional learning hours are logged in My Learning Plan (MLP) by the individual teacher and record keeping is the responsibility of educators with the assistance of CTLE sponsors utilizing the NYSED approved form (see Appendix B). Educators must maintain CTLE records and documentation (their Certificate of Completion forms) for at least three years from the end of the registration period in which they completed the CTLE. Educators will not send documentation of their CTLE clock hours to the Department for the re-registration process. However, their CTLE documentation must be available upon request by the Department.

(See The Rye City School District Professional Development Guidance document for more detailed information.)

F. Mentor/Intern Program

After February 2004, school districts were required to include their mentoring program for new teachers in the Professional Learning Plan. The mentoring program must include procedures for selecting mentors, the role of mentors, the preparation of mentors, types of mentoring activities, and the time allotted for mentoring.

During the 2014-15 school year, the Rye City School District, in conjunction with the Rye Teachers Association, revised the district's New Teacher/Mentor Academy Program. The program was initially implemented during the 2015-16 school year and continues, as follows:

The goals of the Rye New Teacher/Mentor Teacher Academy Program are:

- To orient new teachers and leave replacements to their workplace.
- To provide emotional support and general guidance about the school district's professional culture to reduce attrition and enhance student achievement by providing dedicated, experienced teachers to support the growth and well-being of new teachers.
- To assist new teachers and leave replacements with curricular and classroom management issues, grade level and building goals and standards, and other professional issues.

The role of the mentor is to provide informal and formal contact, be a role model, offer direct assistance, demonstration, observation and feedback, and assist with professional learning. Activities include observing instruction, instructional planning sessions, peer coaching and orienting the new teacher to the school-culture. In cooperation with building administrators, mentors and their mentees observe in each other's classrooms at least twice during the school year.

Selection process:

All tenured faculty members may apply to mentor a new staff member. From the pool of applicants, mentors are selected by a Mentor Selection Committee, which includes teacher representatives, the building level principal, and/or the assistant principal from the school and the Assistant

Superintendent for Curriculum, Instruction and Assessment.

Mentor Preparation and Time Commitment:

Mentors attend “Welcome Workshop” training in August and additional workshops in October and April. They meet with their mentees on a regular basis, for a total of 30-40 hours over the course of the year (approximately one hour per week), keeping a log of topics and suggestions. Mentors are expected to maintain confidentiality of discussions, observations, and other contacts with their interns that pertain to professional issues.

Mentor Program and CTLE Hours:

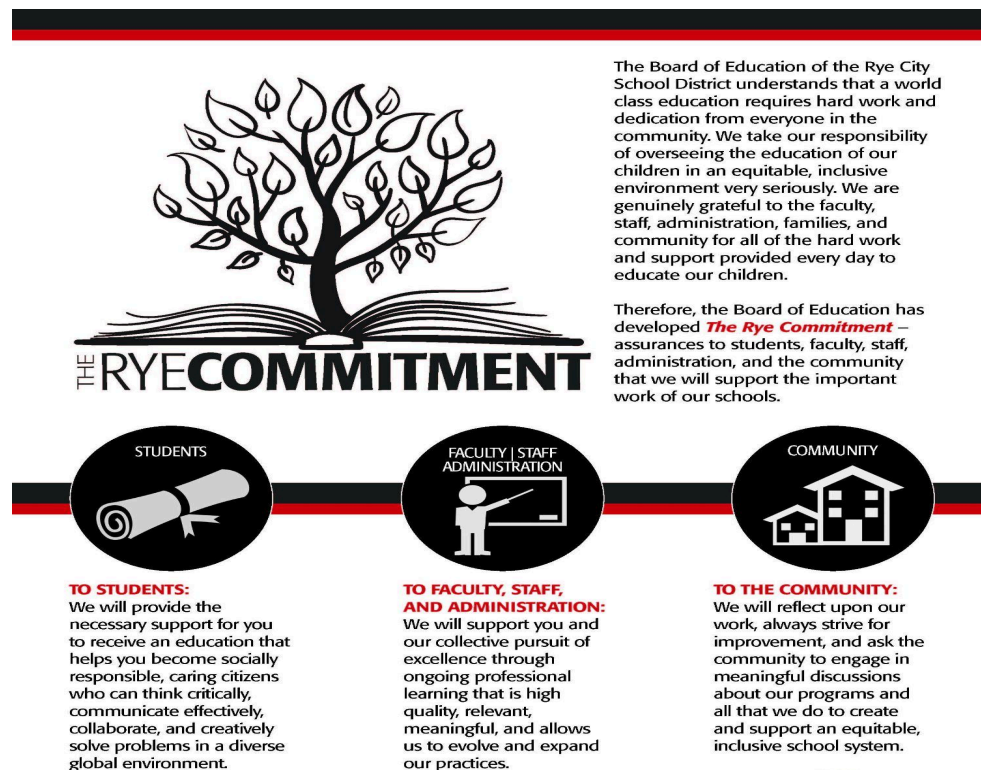
Effective December 31, 2019 (not retroactive), educators acting as a mentor to a new classroom teacher as part of a school district or BOCES’ mentoring program may, at the discretion of the school district or BOCES, credit up to 30 hours of such time towards their CTLE requirement in each five-year registration period. Educators acting as a mentor to a teacher candidate may, at the discretion of the school district or BOCES, credit up to 25 hours of such time towards their CTLE requirement in each five-year registration period.

(See The Rye City School District New Teacher/Mentor Academy Handbook for more detailed information.)

III. The Rye Commitment

The mission of the Rye City School District, in partnership with the local community, is to ensure that every student is capable of becoming a life-long learner who can thrive in a global environment as a self-reliant and socially responsible citizen. To realize this mission, the Rye City School District is dedicated to providing an engaging, challenging, personalized program that supports each individual’s talents and potential, in a fiscally responsible manner.

The City of Rye is located in southern Westchester County, New York, on the shore of the Long Island Sound, 25 miles from New York City. Approximately 15,000 residents live in the 5.5 square mile community. Rye City contains five public school buildings: three elementary schools, one middle school, one high school which includes the Academy at Rye. Currently, the school district is comprised of approximately 3,452 students and approximately 340 educators. The state report card for 18-19 shows that the student population is 52% male and 48% female. Eighty-two percent of students are white, and the remaining 17% encompass a variety of races, including Hispanic/Latino, Asian, Hawaiian/other Pacific Islander, Multiracial, and African American. In addition, 4% of the student population are English Language Learners, 10% are students with disabilities, and 2%



are economically disadvantaged. One percent of the population is eligible for free and reduced lunch.

The three elementary schools in the District, which each span grades K-5, are Milton, Midland and Osborn Schools. These three schools combined make up 42% of the total RCSD student population. The Middle School (grades 6 through 8) and High School (grades 9-12) comprise a combined 52% of the total student population. The Academy at Rye High School is an interdisciplinary morning program for 11th and 12th graders. This program has approximately 24 students.

In partnering with the community and District, the Rye Board of Education created The Rye Commitment. The Commitment assures that the Board of Education will support the important work of the Rye schools through a pledge to students, faculty, staff, administrators, and the community. For students, The Rye Commitment promises to provide necessary support to ensure that they receive an education that helps them become responsible, caring citizens who can think critically, communicate effectively, collaborate, and creatively problem-solve. The Rye Commitment to faculty, staff, and administrators is to support them and the collective pursuit of excellence through ongoing professional learning that is high quality, relevant, meaningful, and creates an educational community that continues to evolve and expand educational practices.

IV. Strategies, Activities, Needs and Evaluations

Goal #1: To increase teachers' capacity to utilize best instructional practices that will further students' ability to think critically, collaborate, and solve problems creatively.

Objective: Faculty in all disciplines will continue to implement the New York State standards in combination with the Rye Commitment. The professional learning will be high-quality, relevant and meaningful in order to support teachers in fostering critical thinking, collaboration, creative problem solving, and responsible citizenship.

Strategy/Activity	Grades	Who	Performance Indicators	Professional Resources
Faculty will receive professional learning on critical thinking, including feedback, questioning, perspective taking, and reflection (faculty meetings, book studies, inservice courses, workshops)	K-12	<ul style="list-style-type: none">● Faculty and Staff● Building Leaders● District Leaders● D. Cunningham● Staff Developers	<ul style="list-style-type: none">● Criteria evidenced in critical thinking tool● Informal observations● Student work and presentations	<ul style="list-style-type: none">● Consultant- D. Cunningham● Journal articles and assorted resource materials

Faculty will participate in learning walks and intervisitations within and across grade levels/departments	K-12	<ul style="list-style-type: none"> ● Faculty and Staff ● Building Leaders ● District Leaders ● D. Cunningham ● Staff Developers 	<ul style="list-style-type: none"> ● Criteria evidenced in critical thinking tool ● Informal observations ● Student work and presentations 	<ul style="list-style-type: none"> ● Consultant- D. Cunningham ● Journal articles and assorted resource materials
Integrated Co-teachers will receive professional learning on co-teaching models and be provided structured planning time to enhance co-teaching	K-12	<ul style="list-style-type: none"> ● Building Leaders ● District Leaders ● Special education/General Education teachers ● G & R 	<ul style="list-style-type: none"> ● Consistent use of effective co-teaching models within the classroom ● Informal observations ● Student progress monitoring data 	<ul style="list-style-type: none"> ● G & R ● Journal articles and resources
Teachers will participate in a variety of activities regarding active learning and authentic curriculum design	K-12	<ul style="list-style-type: none"> ● Faculty & staff ● District Leaders ● Building Leaders ● Department Coordinators ● Staff Developers ● Consultants 	<ul style="list-style-type: none"> ● More student voice and choice in the classroom ● Evidence of student engagement during walkthroughs and observations ● Evidence of critical thinking, collaboration, creative problem solving, and responsible citizenship ● Teachers are able to use new active learning spaces 	<ul style="list-style-type: none"> ● What Schools Could Be ● D. Cunningham ● Journal articles and texts
Teachers will participate in professional learning within STEAM and the use of elementary Makerspaces	K-5	<ul style="list-style-type: none"> ● Faculty and Staff ● Staff Developers ● Building Leaders ● District Leaders 	<ul style="list-style-type: none"> ● Frequency of use of the Makerspaces ● Integration of STEAM activities within the Science21 units 	<ul style="list-style-type: none"> ● Science 21 ● Mystery Science ● Rubicon Atlas ● Professional articles and texts

Faculty will receive professional learning on culturally responsive instructional practices within the CR-SE Framework and on inclusive instructional practices within the NYS Blueprint for Special Education	K-12	<ul style="list-style-type: none"> • Faculty and Staff • Department Coordinators • Staff Developers • Building and District Leaders 	<ul style="list-style-type: none"> • Teachers are able to design/redesign lessons that are culturally responsive and inclusive • Making culturally responsive adjustments to the curriculum that meets the needs of all students in the classroom • All students feel seen and represented in the curriculum 	<ul style="list-style-type: none"> • NY State Culturally Responsive Framework • NY State Blueprint for Special Education • Professional Journals • Consultants
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Goal #2: To provide learning opportunities that develop a shared K-12 understanding of social-emotional learning and common language for faculty. These activities will support the overall goals of the District Social-Emotional Learning Committee.

Objective: Faculty will develop a deeper understanding of and acquire the tools to support the social-emotional needs of students.

Strategy/Activity	Grades	Who	Performance Indicators	Professional Resources
Faculty will participate in learning opportunities on SEL strategies for both in and outside of classroom instruction	K-12	<ul style="list-style-type: none"> • Faculty & Staff • Building Leaders • District Leaders 	<ul style="list-style-type: none"> • Implementation in the classroom • Students being able to use coping strategies for emotion regulation • Students feeling more connected to staff and each other in the classroom • Classroom time dedicated to SEL • Teachers accessing resources • Strategies and supports to support teachers • Common language being used 	<ul style="list-style-type: none"> • CBC of Westchester • Rye Youth Council • ESS Insights clinicians
Faculty will participate in professional learning on Dialectical Behavioral Therapy	K-12	<ul style="list-style-type: none"> • Faculty & Staff • Building Leaders • District Leaders • School psychologists • School Counselors 		<ul style="list-style-type: none"> • CBC of Westchester • Rye Youth Council • ESS Insights clinicians
Faculty will participate in professional learning on	K-12	<ul style="list-style-type: none"> • Library Media Specialists • Staff Developers 		<ul style="list-style-type: none"> • Common Sense Media

Digital Citizenship		<ul style="list-style-type: none"> • Director of Technology 	<ul style="list-style-type: none"> in the building to support conflict resolution • Self-reported reduction in stress, anxiety, and greater capacity to manage to emotional needs • Greater teacher flexibility in deadlines, open communication with students and families, ongoing support • Greater willingness by staff to meet the needs of at risk students 	
Faculty will participate in professional learning on Crisis Prevention and de-escalation strategies	K-12	<ul style="list-style-type: none"> • Faculty and Staff • Director of Special Education • Supervisor of Secondary Special Education 		<ul style="list-style-type: none"> • CPI Training Certification
Faculty will engage in professional learning with Challenge Success to focus on student wellness	6-12	<ul style="list-style-type: none"> • Faculty and Staff • District and building leaders • School Counselors • School Social Workers 		<ul style="list-style-type: none"> • Challenge Success (Stanford University)
Faculty will receive training in Peer-to-Peer Program	6-12	<ul style="list-style-type: none"> • Faculty and Staff • District and building leaders • School Counselors • School Social Workers 		<ul style="list-style-type: none"> • University of Michigan Peer to Peer Program

Goal #3: To increase teachers' capacity to utilize data to inform instruction, including the use of formative and summative assessments when planning instruction and reflecting on student learning.

Objective: Faculty will utilize data to identify the needs of all students and provide interventions when necessary. Professional learning will be provided that will assist building-level MTSS Teams and individual teachers in identifying students who need additional support, and in monitoring any necessary interventions.

Strategy/Activity	Grades	Who	Performance Indicators	Professional Resources
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Provide professional learning on Implementing data-based targeted small group instruction	K-12	<ul style="list-style-type: none"> ● Faculty and Staff ● Building and District Leaders ● Staff Developers 	<ul style="list-style-type: none"> ● Teachers are regularly teaching in small groups ● Students are being progress monitored regularly ● All students are regularly seen in small groups within one week 	<ul style="list-style-type: none"> ● TC Reading and Writing Units of Study ● TC Phonics K-2 ● Words Their Way 3-5 ● Haskins Global Literacy Hub ● Math in Focus
Provide professional learning on the implementation, scoring, interpretation of assessments and data, including the NWEA	K-8	<ul style="list-style-type: none"> ● Faculty and Staff ● Building and District Leaders ● Staff Developers 	<ul style="list-style-type: none"> ● Assessments are being implemented consistently ● Information is being entered into database 	<ul style="list-style-type: none"> ● TCRWP ● Heggerty ● NWEA Maps ● Haskins Global Literacy Hub
Provide professional learning on formative and summative assessments.	6-12	<ul style="list-style-type: none"> ● Faculty and Staff ● Building and District Leaders ● Staff Developers 	<ul style="list-style-type: none"> ● Assessments are being implemented consistently ● Data is being used to inform instruction 	
Continuation of MTSS training at all schools	K-12	<ul style="list-style-type: none"> ● Faculty and Staff ● Building and District Leaders ● Staff Developers ● Haskins Lab (D. Kearns) 	<ul style="list-style-type: none"> ● A decrease in the numbers of students in Tiers 2 and 3 ● A decrease in the number of referrals to CSE ● Consistent progress monitoring for students 	<ul style="list-style-type: none"> ● Haskins Global Literacy Hub
Provide professional learning on data-based individualization for	K-5	<ul style="list-style-type: none"> ● Faculty and Staff 	<ul style="list-style-type: none"> ● Frequent progress monitoring for students ● An increase in progress towards 	<ul style="list-style-type: none"> ● Haskins Global Literacy Hub

elementary special education teachers		<ul style="list-style-type: none"> ● Building and District Leaders ● Staff Developers ● Haskins Lab (D. Kearns) 	IEP goals	
Provide professional learning on the Science of Reading and multi-sensory literacy instruction	K-2	<ul style="list-style-type: none"> ● Faculty and Staff ● Building and District Leaders ● Staff Developers ● Haskins Lab (D. Kearns) 	<ul style="list-style-type: none"> ● An increase in Tier 1 instruction ● A decrease in the number of students in Tiers 2 and 3 	<ul style="list-style-type: none"> ● Haskins Global Literacy Hub

Appendix A
Rye City Schools Professional Learning Providers 2023-2024

• Andrea Honigsfeld	• NWEA
• Apple Education	• NYS Association for Computers and Technical Education
• ASCD	• NYS Council of Superintendents
• Asia Society	• NYS Education Department
• Bureau of Educational Research (BER)	• NYS English Council
• Centris Group (IEP and RTI Direct)	• NYS School Board Association
• Challenge Success	• NYSUT ELT (Education and Learning Trust)
• China Institute	• Orange-Ulster BOCES
• College Board	• Pearson
• College of St. Rose	• PowerSchool Group
• Diane Cunningham Consultant	• Progress Development Institute (PDI)
• Dutchess BOCES	• Project Lead the Way (PLTW)
• EdCamp	• Putnam Northern Westchester BOCES
• ESS	• Putnam Westchester Industry & Science Teacher Alliance
• Edith Winthrop Teacher Center	• Refined Practices Consulting
• Fielding Nair International	• Regional Bilingual Education Resource Network (RBERN)
• Fountas and Pinnell/Heinemann	• Responsive Classroom
• G & R Inclusive Group LLC	• Rockland BOCES
• Google Apps for Educators	• Rockland Teachers Center

• Green River Literacy Center	• Rubicon Atlas
• Greg Duncan	• Rye City School District
• Haskins Global Literacy Hub	• Rye Historical Society
• Houghton Mifflin Harcourt	• Rye Nature Center
• Hudson Valley Regional Bilingual Education Resource Network	• Rye Youth Council
• IDE	• Scarsdale Teachers Center
• Intervention Central	• Science Teachers Association of NYS
• Japan Society	• Southern Westchester BOCES
• Jill Ackers-Clayton	• Southport School
• Learner Centered Initiatives (LCI)	• Staff Development for Educators (SDE)
• LEGO Education	• Sunburst Central (Type to Learn)
• Lower-Hudson Regional Information Center	• Teachers College, Columbia University
• Manhattan College	• Ten-County Mathematics Education Association
• Manhattanville College	• TEQ Professional Development
• Mercy College	• The Connected Educator, LLC
• Metropolitan Museum of Art	• The Teachers Center of Westchester
• Microsoft Office	• Ulster BOCES
• Mindful Schools	• University of the Pacific

<ul style="list-style-type: none"> ● Molloy College 	<ul style="list-style-type: none"> ● WESPSB - Educators (Washington State Professional Educator Standards Board)
<ul style="list-style-type: none"> ● Nassau BOCES 	<ul style="list-style-type: none"> ● Westchester Association for the Education of Young children (WAEYC)
<ul style="list-style-type: none"> ● National Teachers of Mathematics (NCTM) 	<ul style="list-style-type: none"> ● Wilson Language Training
<ul style="list-style-type: none"> ● New Directions for Excellence 	<ul style="list-style-type: none"> ● Yale Center for Social Emotional Learning
<ul style="list-style-type: none"> ● New York Historical Society 	

APPENDIX B

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
 Office of Teaching Initiatives
www.highered.nysed.gov/tcert

Completion of Approved Continuing Teacher and Leader Education (CTLE) Hour(s) Certificate

All CTLE must be completed with Approved Sponsors and be reported using this form, or an alternative form/format that captures the same information that is requested on this form, in addition to any electronic reporting requirements.

Instructions for the Trainee:

Please complete Section I and retain your copy for at least three years from the end of the registration period in which you completed the CTLE. It is not necessary to send a copy of this form to the Office of Teaching Initiatives unless it is requested by the State Education Department or for use in obtaining an Initial Reissuance. **A separate form must be completed for each training.**

Instructions for the Approved CTLE Sponsor:

Please complete Sections II and III. These sections must be completed by the Approved CTLE Sponsor authorized individual. Sponsors must verify that the trainee completed the activity, the title, date(s) and number of hours awarded. Records must be retained for a period of eight years. You may use an alternative form or format, however that alternative must capture the same information that is requested on this form.

Section I			
First Name:	Last Name:	Middle Initial:	
Date of Birth:	Last 4 Digits of the Social Security Number:		
Section II			
Name of Venue:			
Street Address:	City:	State:	Zip Code:
CTLE Activity Title: _____ <small>(Indicate title/subject/grade level, etc.)</small>			
Select One or More Areas of Activity: _____ Pedagogy _____ Content _____ English Language Learning _____			
CTLE Date(s): from: _____ to: _____		Number of hours awarded _____	
<small>(mm)</small>	<small>(dd)</small>	<small>(yyyy)</small>	<small>(mm)</small> <small>(dd)</small> <small>(yyyy)</small>
Section III			
I certify that the individual listed in Section I completed the CTLE cited above pursuant to Subpart 80-6 of the Regulations of the Commissioner of Education.			
Approved Sponsor Name:			
Print Name of Authorized Certifying Officer :			
Signature of Authorized Certifying Officer:			
Approved Sponsor Identification Number:		Date:	
Email:		Phone Number:	

(Rev. 06/2020)