

# Onteora Central School District

## Professional Development Plan 2014-2015

**Goal** To improve the quality of teaching and learning by providing opportunities for the Onteora community to participate in substantial professional development directly related to student learning needs.

**Objective** Increase professional development which is based on teacher needs, tied to student achievement, developed by participation, coordinated district-wide, and evaluated for effectiveness.

### **Professional Development Team**

Gabriel Buono	Bennett Elementary Principal, President OAA
Jeannine Burkhardt	HS Math Teacher
Rich DeRuvo	HS Physics Teacher, President OTA
Doreen Erlwein	Bennett Grade 4 Teacher
Sharon Rushkoski	Teaching Assistant
Nick Millas	Director of Athletics, Health, and PE
Dr. Phyllis McGill	Superintendent
Mary Naccarato	Woodstock Kindergarten Teacher
Jane Wolfrom	Phoenicia Grade 2 Teacher
Marki Clair-O'Rourke	Assistant Superintendent for Curriculum and Instruction
TBD	Parent
Dr. Margaret Veve	SUNY New Paltz
Cynthia Bishop	Director of Pupil Services
Amy Weisz	Librarian
Jennifer O'Connor	MS/HS Principal or Assistant Principal
Harvey Boyer	Music Teacher
Roberta Ziemba	Art Teacher
Anne Gallin	Language Other than English Teacher

### **Needs Assessment**

Sources used to identify professional development needs in relation to student performance indicators:

- School Report Card
- Student attendance rates
- Student performance results from district and state assessments
- Student performance results from teacher common assessments
- Reports to the Board of Education
- Staff development program participation rates
- Staff questionnaires
- State Mandates

## **Needs/Data Analysis**

The analysis of student performance data from district and state assessments established priorities for professional development. District testing, which has been aligned with NYS Common Core Learning Standards and Assessments and includes criterion-based assessments and student assessment portfolios, is merged with the New York State testing program to provide a comprehensive assessment system which is a cornerstone for professional development decisions.

A direct link between teachers and administrators and student performance data has been enhanced by providing all professional staff members with individual student performance data for each student on their roster. Teacher-led Professional Learning Community (PLC) teams analyze and interpret the data at the beginning of the school year and as data become available. Routine meetings are held to plan for addressing students' needs. Data support services are available through the District to assist teams. These groups help to set priorities for staff development

Professional development planning is a continuous approach that is facilitated by the Professional Development Planning Committee and building planning teams. Continuous access to staff development to address current needs and new educational initiatives are provided by District and Regional resources, including but not limited to the BOCES Staff Development and RTTT (Race To The Top) CoSers, in-house staff development, teacher-led workshops, Columbia University Readers/Writers Workshops, the Teacher Center @ SUNY New Paltz, the Mid-Hudson Teacher Resource Centre, NYSUT, local arts schools and center, museums, and local, regional and State-wide organizations.

## **Professional Development Focus Areas**

**District Identified:** Areas that are clearly aligned with New York State content and performance standards, student assessment data, the newly implemented New York State Annual Professional Performance Review (APPR), and District goals.

**Building Identified:** Areas that are unique needs for a particular building grade level, Instructional Study Team, and/or Department as recommended by the principal or supervisor and determined by the particular reference group, or identified by the NYS Department of Education.

**Individually Identified:** Areas of individual need to address one's professional practice, as outlined in their APPR with their building principal and/or supervisor or self-identified.

**Professional Development Opportunities and Strategies:** We are committed to providing the following opportunities and strategies for staff development to address the focus areas.

- Orientation Program or Orientation, depending on number of new faculty, and Mentoring for new teachers.
- Professional development directly related to student learning needs as identified in the New York State School Report Card, New York State Assessments, the newly implemented District APPR, and other sources.
- Professional development provided through embedded staff development to meet focus areas and priorities.
- Professional development provided through afterschool professional development offerings and workshops.
- Professional development provided through attendance at professional conferences and workshops.

- Professional development provided through offerings as part of Ulster BOCES Staff Development and RTTT (Race To The Top) CoSers.
- Inquiry Based Team meetings for professional collaboration.
- Minimally two professional development days per school year.
- Student performance data analyses and technical assistance provided on State-wide Assessments.
- Training in school violence prevention and intervention (including PBIS) and issues related to the Dignity for All Students Act.
- Professional development to all professional and supplementary school staff that work with students with disabilities.
- Summer Academy teaming, curriculum writing, and other professional development opportunities.
- Targeted district and building level initiatives supported through Consolidated Federal Grant.
- Professional development provided within the school day and throughout the school calendar.
- Professional development opportunities for completing 175 hours of professional development every five years for teachers holding a professional certificate.
- Professional development opportunities for Level III teaching assistants to meet 75 hour requirement every five years.
- Professional development provided to long-term substitute teachers.

### **District Resources for Professional Development**

- Budget allocations for conferences, school visitations, and in-house staff training from local and grant-based sources.
- In-district and regional workshops including but not limited to Ulster BOCES, SUNY New Paltz, Bard College, etc.
- Staff development days.

### **Implementation Plan**

- Staff development opportunities will be made available during the summer of 2014 and throughout the 2014-15 school year.
- Conference days, after school hours, and release time during the school day will be utilized for staff training time.
- A list of topics and workshops will be available through My Learning Plan.

### **Evaluation Plan**

- Training experiences will be assessed for their effectiveness.
- The Professional Development Planning (PDP) Committee will meet monthly to review the professional development that has taken place for the school year and to plan for any upcoming professional development days, as well as to develop the capacity of the PDC as a District Leadership Council.
- Available District standardized assessments, teacher-developed common assessments and NYS Assessment scores will be analyzed to evaluate the effectiveness of the professional development on instruction in terms of learning.

## 2014-2015 PDP Planning Process

On August 20 and 21, 2014, the Professional Development Committee (PDC) held a planning retreat to formulate a more detailed blueprint for the professional development to be provided to instructional staff over the course of the 2014-2015 academic year. As part of their planning, committee members first discussed the priorities of ongoing District initiatives including, but not limited to:

- K-3 Primary School Planning Committee recommendations
- K-6 Curriculum Mapping in ELA, Math, Science, and Social Studies
- K-12 Technology Audit
- K-6 County Wide Math Initiative

The Committee members then spent a substantial amount of time analyzing available perception data and 2014 New York State assessment data, as follows:

### Perception Data

- Grades 4-6 ELA Survey
- Grades 7-12 ELA Survey
- Grades K-12 Math Survey
- PDC Self-Reflection Survey
- Grades K-12 Professional Development Survey

### Assessment Data

- 2013-2014 Grades 3-8 ELA Results by Performance Level and Rank in Ulster County
- 2013-2014 Grades 3-8 Math Results by Performance Level and Rank in Ulster County
- 2013-2014 Grades 3-8 ELA District Percent by Skill
- 2013-2014 Grades 3-8 Math District Percent by Skill

The Committee also reviewed and revised the District Mentoring Plan, as appropriate.

The results of the above discussions and data analysis directly informed the professional development priority focus areas/goals identified for the 2014-2015 school year. Those priority focus areas/goals are as follows:

- *Curriculum Mapping will be conducted in ELA, Math, Science, and Social Studies K-6*
- *Implement the recommendations of the Primary School Planning Committee*
- *Improve integration of technology into instruction*
- *Improve ELA instruction aligned with the CCLS*
- *Improve Math instruction aligned with the CCLS*
- *Improve District professional development practices aligned with research and best practice*

A detailed scope and sequence for accomplishing the above priorities are outlined on the following pages.

The PDC will be meeting monthly over the course of the 2014-2015 school year to continue to analyze available data, monitor and update the PDP, as appropriate, and continue to build the leadership capacity of the PDC. Some priorities identified for that work are as follows:

- Review and analyze the K-12 Instructional Technology survey data and recommendations of the K-12 Technology Audit, updating the PDP, as appropriate
- Review the District Mentoring Plan against NYSED Mentoring Guidance and Mentoring Rubric
- Review the District PDP against NYS PDP Resources and the NYS PD Standards

**Professional Development 2014-2015**

<b>Priority Focus Area/Goal: Curriculum Mapping will be conducted in ELA, Math, Science, and Social Studies K-6</b>			
<b>Date</b>	<b>Work</b>	<b>Responsibility</b>	<b>Intended Results</b>
July 9 and 10, 2014	Participate in the Curriculum Mapping Institute (Curriculum 21)	Curriculum Advisory and Leadership Council: Instructional Cabinet, Curriculum Coordinators, Professional Development Committee, as available	To gain knowledge to provide leadership for the District Curriculum Mapping Initiative
August 5, 2014	K-6 Curriculum Mapping Initiative Kickoff Training	Curriculum Advisory and Leadership Council Curriculum Development Committees K-6	Begin mapping ELA, Math, Science and Social Studies K-6
September 3, 2014 Superintendent's Conference Day	K-6 Curriculum Mapping continues in ELA, Math, Science and Social Studies	Curriculum Advisory and Leadership Council Curriculum Development Committees K-6	Continue mapping ELA, Math, Science and Social Studies K-6
September 3, 2014 Superintendent's Conference Day	Overview of the District Curriculum Mapping Initiative	Marki Clair-O'Rourke with other K-6 Staff	Provide context for the work and introduce the conversations that will take place at grade level horizontal sharing of Curriculum Maps
September 3, 2014	K-6 Grade Level Teams meet to share Curriculum Maps	Grade Level Teams	Horizontal Curriculum Articulation
September 18, 2014	K-6 Science Mapping	Science Curr. Dev. Committee	Continue mapping Science K-6
September 24, 2014	K-6 Social Studies Mapping	SS Curr. Dev. Committee	Continue mapping SS K-6
October 2014 – December 2015	Explore Curriculum Mapping Software/Technology Solutions	Curriculum Advisory and Leadership Council	Curriculum Mapping Software Selected and Recommended
October 1, 2014	K-6 ELA Mapping	ELA Curr. Dev. Committee	Continue mapping ELA K-6
October 3, 2014	K-6 Math Mapping	Math Curr. Dev. Committee	Continue mapping Math K-6
October 10, 2014 ½ Superintendent's Conf. Day	K-6 Curriculum Mapping continues in ELA, Math, Science and Social Studies	Curriculum Advisory and Leadership Council Curriculum Development Committees K-6	Continue mapping ELA, Math, Science and Social Studies K-6
October 10, 2014 ½ Superintendent's Conf. Day	K-6 Grade Level Teams meet to share Curriculum Maps	Grade Level Teams	Horizontal Curriculum Articulation
October 16, 2014	K-6 Science Mapping	Science Curr. Dev. Committee	Science Curr. Dev. Committee
October 29, 2014	K-6 Social Studies Mapping	SS Curr. Dev. Committee	Continue mapping SS K-6
November 5, 2014	K-6 ELA Mapping	ELA Curr. Dev. Committee	Continue mapping ELA K-6
November 14, 2014	K-6 Math Mapping	Math Curr. Dev. Committee	Continue mapping Math K-6
November 19, 2014	K-6 Social Studies Mapping	SS Curr. Dev. Committee	Continue mapping SS K-6
November 20, 2014	K-6 Science Mapping	Science Curr. Dev. Committee	Continue mapping Science K-6
December 3, 2014	K-6 ELA Mapping	ELA Curr. Dev. Committee	Continue mapping ELA K-6
December 5, 2014	K-6 Math Mapping	Math Curr. Dev. Committee	Continue mapping Math K-6
December 17, 2014	K-6 Social Studies Mapping	SS Curr. Dev. Committee	Continue mapping SS K-6
December 18, 2014	K-6 Science Mapping	Science Curr. Dev. Committee	Continue mapping Science K-6
January 7, 2015	K-6 ELA Mapping	ELA Curr. Dev. Committee	Continue mapping Science K-6
January 9, 2015	K-6 Math Mapping	Math Curr. Dev. Committee	Continue mapping Math K-6
January 15, 2015	K-6 Science Mapping	Science Curr. Dev. Committee	Continue mapping Science K-6
January 28, 2015	K-6 Social Studies Mapping	SS Curr. Dev. Committee	Continue mapping SS K-6

<b>Date</b>	<b>Work</b>	<b>Responsibility</b>	<b>Intended Results</b>
January 30, 2015 ½ Superintendent's Conf. Day	K-6 Curriculum Mapping continues in ELA, Math, Science and Social Studies	Curriculum Advisory and Leadership Council Curriculum Development Committees K-6	Continue mapping ELA, Math, Science and Social Studies K-6
January 30, 2015 ½ Superintendent's Conf. Day	K-6 Grade Level Teams meet to share Curriculum Maps	Grade Level Teams	Horizontal Curriculum Articulation
February 4, 2015	K-6 ELA Mapping	ELA Curr. Dev. Committee	Continue mapping ELA K-6
February 6, 2015	K-6 Math Mapping	Math Curr. Dev. Committee	Continue mapping Math K-6
February 19, 2015	K-6 Science Mapping	Science Curr. Dev. Committee	Continue mapping Science K-6
February 25, 2015	K-6 Social Studies Mapping	SS Curr. Dev. Committee	Continue mapping SS K-6
March 4, 2015	K-6 ELA Mapping	ELA Curr. Dev. Committee	Continue mapping ELA K-6
March 6, 2015 ½ Superintendent's Conference Day	K-6 Curriculum Mapping continues in ELA, Math, Science and Social Studies	Curriculum Advisory and Leadership Council Curriculum Development Committees K-6	Continue mapping ELA, Math, Science and Social Studies K-6
March 6, 2015 ½ Superintendent's Conf. Day	K-6 Grade Level Teams meet to share Curriculum Maps	Grade Level Teams	Horizontal Curriculum Articulation
March 13, 2015	K-6 Math Mapping	Math Curr. Dev. Committee	Continue mapping Math K-6
March 19, 2015	K-6 Science Mapping	Science Curr. Dev. Committee	Continue mapping Science K-6
March 25, 2015	K-6 Social Studies Mapping	SS Curr. Dev. Committee	Continue mapping SS K-6
April 10, 2015	K-6 Math Mapping	Math Curr. Dev. Committee	Continue mapping Math K-6
April 29, 2015	K-6 Social Studies Mapping	SS Curr. Dev. Committee	Continue mapping SS K-6
May 1, 2015	K-6 Math Mapping	Math Curr. Dev. Committee	Continue mapping Math K-6
May 6, 2015	K-6 ELA Mapping	ELA Curr. Dev. Committee	Continue mapping ELA K-6
May 7, 2015	Common Scoring Day	Identified ELA and Math Teachers	Scoring 3-8 ELA and Math Assessments
	K-6 Curriculum Mapping continues in ELA, Math, Science and Social Studies, as available	Curriculum Advisory and Leadership Council Curriculum Development Committees K-6, as available	Continue mapping ELA, Math, Science, and Social Studies K-6
May 7, 2015 ½ Superintendent's Conf. Day	K-6 Grade Level Teams meet to share Curriculum Maps	Grade Level Teams, as available	Horizontal Curriculum Articulation
May 21, 2015	K-6 Science Mapping	Science Curr. Dev. Committee	Continue mapping Science K-6
May 27, 2015	K-6 Social Studies Mapping	SS Curr. Dev. Committee	Continue mapping SS K-6
June 3, 2015	K-6 ELA Mapping	ELA Curr. Dev. Committee	Continue mapping ELA K-6
June 12, 2015	K-6 Math Mapping	Math Curr. Dev. Committee	Continue mapping Math K-6
June 17, 2015	K-6 Social Studies Mapping	SS Curr. Dev. Committee	Continue mapping SS K-6
June 16, 2015	K-6 Science Mapping	Science Curr. Dev. Committee	Continue mapping Science K-6
<b>Priority Focus Area/Goal:</b> <i>Implement the recommendations of the Primary School Planning Committee</i>			
<b>Date</b>	<b>Work</b>	<b>Responsibility</b>	<b>Intended Results</b>
Superintendent Conference Days	PLCs meet to provide training for all classroom teachers on Social Thinking! Curriculum	Director of Pupil Personnel Services Identified PLC Members	Develop SEL Professional Learning communities that will convent to advance competency with the Social Thinking! curriculum

<b>Date</b>	<b>Work</b>	<b>Responsibility</b>	<b>Intended Results</b>
Quarterly Interdisciplinary Planning Meetings TBD	Interdisciplinary planning meeting to assess implementation, to plan, and to discuss next steps for training and curriculum development on the Social Thinking! curriculum	Director of Pupil Personnel Services	Develop SEL Professional Learning communities that will convene to advance competency with the Social Thinking! curriculum
After school PD groups TBD	Planning meetings for ongoing training and program development of Social Thinking! curriculum	Identified PD Groups	Develop SEL Professional Learning communities that will convene to advance competency with the Social Thinking!
	Present Social Thinking! To parents so they understand the language and the strategies we are teaching in school		Partner with our PTAs, families and the greater community on Social Thinking!
	Align after school, out-of school and extracurricular activities to include the competencies of Social Thinking!		Partner with our PTAs, families and the greater community on Social Thinking!
	Provide printed materials and family presentations in languages other than English, as needed		Partner with our PTAs, families and the greater community on Social Thinking!
<b>Priority Focus Area/Goal: <i>Improve integration of technology into instruction</i></b>			
<b>Date</b>	<b>Work</b>	<b>Responsibility</b>	<b>Intended Results</b>
October 2014 TBD	Analyze results of the K-12 Instructional Technology Survey and recommendations of the K-12 Technology Audit	PDC	Revise/update 2014-2015 PDP to reflect priorities of the K-12 Technology Audit, including the K-12 Instructional Technology Survey
<b>Priority Focus Area/Goal: <i>Improve ELA instruction aligned with the CCLS</i></b>			
<b>Date</b>	<b>Work</b>	<b>Responsibility</b>	<b>Intended Results</b>
June 29 – July 3, 2014	TC Reading Institute in NYC	Gabriel Buono and 5 Teachers	Improve quality instruction of TC Reading units grades K-6
August 21, 2014	Analysis of 2014 Grades 3 – 8 ELA District Percent by Skill sent to Grades 2-9 teachers, as appropriate, with NYS released State assessment items	PDC	Teachers have access to PDC analysis of 2014 ELA assessments to inform curricular planning and instruction
10 days K-6 TBD	In district support of K-6 ELA teachers through Teachers College	Gabriel Buono TC – Lauren Kolbeck, K-3 TC – Grace Chough, 4-6	Quality instruction of TC Reading and Writing units grades K-6
October 18 2014	Teachers College Saturday Reunion	Gabriel Buono/TC	Improve quality instruction of TC Reading and Writing units grades K-6
October 18 2014	Teachers College Saturday Reunion	Gabriel Buono/TC	Improve quality instruction of TC Reading and Writing units grades K-6
March 28, 2014	Teachers College Saturday Reunion	Gabriel Buono/TC	Improve quality instruction of TC Reading and Writing units grades K-6

<b>Priority Focus Area/Goal: <i>Improve Math instruction aligned with the CCLS</i></b>			
<b>Date</b>	<b>Work</b>	<b>Responsibility</b>	<b>Intended Results</b>
August 18, 2014	County –Wide Math Initiative: Kickoff! Initiative Orientation (Ulster BOCES)	K-6 Math Initiative Team	Provide overview of the 18 month initiative
August 21, 2014	Analysis of 2014 Grades 3 – 8 Math District Percent by Skill sent to Grades 2-9 teachers, as appropriate, with NYS released State assessment items	PDC	Teachers have access to PDC analysis of 2014 Math assessments to inform curricular planning and instruction
August 25, 2014	County Wide Math Initiative: Knowing the Standards and Understanding the Progressions of the CCLS (Ulster BOCES)	K-6 Math Initiative Team	Deeper understanding of the CCLS in math
August 26, 2014	County Wide Math Initiative: Looking at the NYS Math Assessments Data for Grades 3-8 (Ulster BOCES)	K-6 Math Initiative Team	Data Analyzed to Inform the Development of the PDP
September 29, 2014	County Wide Math Initiative: CCLS Math Toolkit for Administrators (Ulster BOCES)	K-6 Administrators	
October 2014 TBD	County Wide Math Initiative: Courage to Teach with Ann Myers (Ulster BOCES)	K-6 Math Initiative Team (Teachers only)	Establish a Culture for Self and Peer Review
November 2014 TBD	County Wide Math Initiative: Roundtable Phase I Debrief & Next Steps/Phase II Digging Deeper into the Standards and Progressions of CCLS, K-8 (Ulster BOCES)	K-6 Math Initiative Team	Reflect on Phase I/Self Reflection Review next steps/overview of Phase II Peer Review Deepen conceptual understanding of the progressions and major clusters for specific domains of the CCLS in math
November 2014 – March 2015 TBD	County Wide Math Initiative; Phase II: Peer Road Shows (Ulster BOCES)	K-6 Math Initiative Team	Teachers collaboratively plan and share effective teaching strategies and practices. Teachers visit each other’s classrooms, provide mutual support, and reflect and debrief after each visit.
April 2015 TBD	County Wide Math Initiative: Learning to Assess What you Value and Quality Assessment Design with Jennifer Borgioli, Learner-Centered Initiatives (Ulster BOCES)	K-6 Math Initiative Team	Design, revise, and audit locally designed assessments Gain the tools and knowledge to design quality curriculum-embedded assessments that provide meaningful data to enhance instruction.
End of June 2015 – 3 Days TBD	County Wide Math Initiative: Designing “lite” Benchmark Assessments that Provide Meaningful Data K-8 (Ulster BOCES)	K-6 Math Initiative Team	Draft 3 tasks for each standard/area of focus that were identified for each grade level in the August 26 data-analysis session.



<b>Priority Focus Area/Goal:</b> <i>Improve District professional development practices aligned with research and best practice</i>			
<b>Date</b>	<b>Work</b>	<b>Responsibility</b>	<b>Intended Results</b>
September 10, 2014	Using MLP, Establish clear expectations for the provision of PD that aligns with identified PD priorities, and provides a description of and intended objectives of the PD being provided.	PDC	Improve District professional development practices aligned with research and best practice, and in response to the District K-12 PD Survey
October 8, 2014	Develop mechanisms for insuring that PD includes opportunities for participants to practice the new skills and provides feedback to the PD participants on that practice.	PDC	Improve District professional development practices aligned with research and best practice, and in response to the District K-12 PD Survey
November 12, 2014	Design PD that includes coaching and follow-up opportunities for PD participants	PDC	Improve District professional development practices aligned with research and best practice, and in response to the District K-12 PD Survey
December 10, 2014	Using MLP, develop a PD Evaluation Instrument and communication process that solicits feedback from PD participants and communicates feedback summary to PD providers and participants	PDC	Improve District professional development practices aligned with research and best practice, and in response to the District K-12 PD Survey
January 14, 2015	Develop expectations and protocols for insuring turnkey training of knowledge and skills gained by District employees at external conferences.	PDC	Improve District professional development practices aligned with research and best practice, and in response to the District K-12 PD Survey
February 11, 2015 March 11, 2015 April 8, 2015	Review the District Mentoring Plan against NYSED Mentoring Guidance and Mentoring Rubric	PDC	Improve District professional development practices aligned with research and best practice
April 8, 2015 May 13, 2015 June 10, 2015	Review the District PDP against NYS PDP Resources and the NYS PD Standards	PDC	Improve District professional development practices aligned with research and best practice

## Mentoring Plan 2014-15

**Goal:** To improve the instructional skills of new teachers by facilitating and enhancing their professional development

**Objectives:**

To further strengthen teaching performance

To increase the retention of new teachers

To support the development of the knowledge and the skills needed by new teachers to be successful in teaching

To integrate new teachers into the social system of the school, the school district, and the community

To promote reflective practice and analysis for new teachers

**Definitions:**

**Mentor:** A permanently certified, tenured district teacher with at least 5 years experience chosen to share his/her experience and expertise with a corresponding mentee teacher preferably within the same building and the same discipline area.

Mentors must have demonstrated mastery of instructional methods, teaching, and learning styles, subject matter knowledge, and interpersonal relationship skills.

Mentors must have knowledge and understanding of the mentor/intern relationship, the importance of confidentiality, peer coaching, adult learning strategies, and time management strategies

Mentors will be selected by the building principal, in consultation with the building OTA representative and the District Superintendent. In the event that a trained mentor is not available in a mentee's discipline area, another trained mentor in that building will be asked to fulfill that role. There may be times that the best mentor for a mentee may be a colleague outside of the building.

**Mentee:** Any teacher in his/her first year of teaching at Onteora and has had less than two years of teaching experience.

**Release Time and Commensurate Compensation:**

1 half day per month, as necessary

2 hours per month outside of the school day (with compensation), or during available Monday afternoon staff development times

**Second Year Mentee:** A first year mentee may submit an application to be mentored for a second year. Their request should include specific goals and should define the level of support required. The application will be reviewed on a case-by-case basis. These requests must be presented through My Learning Plan and may not exceed 20 hours of mentor-mentee time. An application may be redirected in the form of training or other professional development activities. Applicants must be on track for tenure to be considered for this option.

**Peer Support: Mentor Training:** The mentors will continue to receive regular professional development throughout the school year in terms of training and opportunities for questions and debriefing through meetings with designated district and/or building administrators, and requests for training through My Learning Plan.

## **Roles:**

**Roles of the Steering Committee:** Given the limited number of new hires in recent budgets and anticipated budgets and the recent downsizing of the District's faculty, the Professional Development Planning Committee will also serve as the Mentor Steering Committee.

Match mentors with interns when principal, with input from the OTA building representative and Superintendent, cannot identify a mentor.

Monitor the program; review and revise as necessary

Coordinate training of mentors, as needed

## **Roles of the Principal:**

Ensure that a mentor is appropriately identified with input from the OTA building representative and Superintendent.

Make mentoring a priority

Provide time for the mentor and intern to meet as mutually assigned

Keep supervision and evaluation a separate entity from mentoring

Recognize the efforts of the mentors and interns

Be available to solve problems

Communicate to the mentor and the intern during the three-way conference areas of strength and areas which need improvement

## **Roles of the Mentor:**

Collaborate with intern for Needs Assessment, both at the beginning and end of the school year

Assist intern with setting and meeting goals

Schedule visits to the intern's classroom for observation

Allow the intern to observe him/her for the purpose of modeling techniques and behaviors

Meet regularly with the intern, at least once per week

Arrange and attend the three-way conferences

Encourage interns to develop professional relationships

Provide advice and assistance to the intern

Share materials and resources with interns

Assist the intern in understanding his/her core curriculum and the NYS standards

Help familiarize the intern with the school's physical plant, procedures, expectations, staff, supportive services, and other resources

Guide the intern towards new experiences which will build his or her teaching techniques

Complete and submit monthly reports to the Steering Committee (See attached)

Be present at any mentor training sessions

## **Roles of the Intern:**

Collaborate with mentor for Needs Assessment, both at the beginning and end of the school year

Begin to satisfy the 175 hours of professional development required by NYS for new teachers

Schedule classroom visitations with the mentor and others

Meet regularly with the mentor at least once per week

Complete and submit monthly reports on My Learning Plan

Participate in three-way conferences

## **Roles of the Superintendent (or his/her Designee):**

Ensure coordination of mentors through district administrators

Ensure mentors and interns utilize My Learning Plan

Provide mentor program information, as appropriate and at least on an annual basis, to the Professional Development Planning Committee.

### **Confidentiality:**

Confidentiality is a critical component of the mentor-intern program, as noted in paragraph (2) of subdivision (dd) of section 100.2 of the Regulations of the Commissioner of Education. Establishing a safe and trusting environment is essential. If an intern is to grow, then having a trusting relationship with the mentor is vital. Trust is knowing that your actions and words will not be public knowledge. The sharing of a confidentiality issue can undermine the entire mentor-intern relationship. Therefore, all shared confidences should be kept between the mentor and the intern. Mentors will never make evaluative reports about the intern available to others, either verbally or in writing.

If at any time a mentor or an intern feels this trust has been violated, either the mentor or the intern can submit in writing the incident to their mentoring program coordinator. The coordinator will bring the issue to the Professional Development Planning Committee to form a small team to act as an impartial third party to resolve any disagreements. If a mutual agreement cannot be reached, the intern will be assigned a different mentor. In that event, the release time will be transferred from the former mentor to the new mentor.

### **Program Management:**

The coordinator(s) will serve as the liaison between the mentor/interns and the Steering Committee (PDP Committee).

The Committee will annually read the submitted reports and discuss the program's progress.

The coordinator(s) will monitor necessary information required by NYS regarding mentors, interns, hours spent, etc. Mentors and interns will input their data into My Learning Plan.

Upon completion of the mentoring/intern experience, intern can obtain verification of their participation in mentoring and their professional development hours through My Learning Plan.

### **Program Evaluation:**

The PDP Committee will meet annually to assess the program and recommend potential revisions to the Mentoring Program Plan for the following year.

The mentor and intern will each have an opportunity to debrief about their Mentoring Program experience.

The Needs Assessment will be used as a pre- and post-year evaluation tool.

### **Resources:**

New York State Education Department [www.highered.nysed.gov/tcert/](http://www.highered.nysed.gov/tcert/)

South Lewis School District Mentor Intern Program plan

Baldwinsville Central School District Mentoring Program plan

Syosset Central School District Mentor Intern Proposal

Victor Central School District Mentor Program plan