

Onteora Central School District

Professional Development Plan 2019-2020 to 2020-2021

Goal To improve the quality of teaching and learning in Onteora through substantial professional learning opportunities focused on meeting student learning needs.

Objective Increase need-based professional development tied to student achievement, developed by teachers and leaders, coordinated district-wide, and evaluated for effectiveness.

Professional Development Team

Jodi DeLucia	Asst. Supt. for Curriculum and Instruction
Cynthia Bishop	Director of Pupil Personnel Services
Gabriel Buono	Bennett Elementary Principal/President OAA
Jeannine Burkhardt	High School Math Teacher
Corey Cavallaro	Social Studies Teacher, Middle School
Pamela Ciaccio	Special Education Teacher, Phoenicia Elementary
Denise Connolly	Special Education Teacher, High School
Michele Darling	Occupational Therapist
Hal Denton	Parent Representative
Lance Edelman	High School Principal
Doreen Erlwein	Bennett Elementary Teacher, Grade 5
Megan Frandino	Special Education Teacher, Middle School
Dr. Robin Jacobowitz	Director of Education Projects, SUNY New Paltz
Brigid Kelly	Special Education Teacher, Bennett Elementary
Rachel Lim	Woodstock Elementary Teacher, Grade 3
Laura Loheide	English Teacher, High School/ELA Coordinator 7-12
Lori Matteson	Special Education Teacher, Middle School
Jennifer O'Connor	Middle School Principal
Valerie Stewart	World Language Teacher, Middle/High School
Jane Wolfrom	Phoenicia Elementary Teacher, Grade 2

Needs Assessment

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

- School/District Report Card
- Student attendance rates
- Student performance results from district and state assessments
- Student performance results from teacher common assessments
- Staff development program participation rates
- Faculty needs assessment survey
- Professional development exit tickets and evaluations
- 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 Next Generation 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 teams analyze and interpret the data at the beginning of three-year period, and as data become available. Routine meetings are held to plan for address students' needs. Data support services are available through the District to assist building level 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, in-house staff development, teacher-led workshops, Columbia University Readers/Writers Workshops, the Teacher Center at SUNY New Paltz, the Mid-Hudson Teachers Center, NYSUT, local arts schools and center, museums, and local, regional and State-wide organizations, and the consultants listed in Appendix A of this plan.

Professional Development Focus Areas

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

Targeted Focus: The district will ensure that a minimum of 15% of the professional development offered for all teaching staff and Teaching Assistants – Level III will include Continuing Teacher & Leader Education (CTLE) clock hours provided by CTLE approved providers dedicated in language acquisition (to address the needs of English Language Learners –ELL's) including a focus on best practices for co-teaching strategies, integrated language and content instruction for English Language Learners (in accordance with Section 3006, of the Education Law). Additionally, the district will ensure that a minimum of 50% of the professional development for holders of an English to Speakers of Other Languages (ESOL) or a bilingual extension will meet the aforementioned requirement.

Building Identified: Areas that are unique needs for a particular building grade level, Instructional Study Team, and/or Department as recommended by the Assistant Superintendent for Curriculum & Instruction, 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 following focus areas:

- New Teacher Orientation 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 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 CoSers;
- Professional development provided through offerings as part of Mid-Hudson Teachers Center
- Team meetings for professional collaboration;
- Minimally two professional development days per school year;
- Student performance data analyses and technical assistance provided on Statewide 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 Skills Academy teaming, curriculum writing, and other professional development opportunities;
- Targeted district and building level initiatives;
- Professional development provided within the school day and throughout the school calendar;
- Professional development opportunities for completing 175/100 hours of professional development every five years for teachers holding a professional certificate provided by CTLE approved providers;
- Professional development opportunities for Level III teaching assistants to meet 75/100 hour requirement every five years;
- Professional development provided to long-term substitute teachers;
- Minimally 15% of the professional development offered each year by CTLE approved providers for all teaching staff and T.A.'s – Level III (50% for ESOL and bilingual extension certificate holders) will include a focus on best practices for co-teaching strategies, integrated language and content instruction for English language learners.

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, Dutchess BOCES, SUNY New Paltz, Bard College, Mid-Hudson Teachers Center, etc.
- Staff development days

Implementation Plan

- Staff development opportunities will be made available during the summer and throughout each school year reflective of research-based, best practices in professional development
- 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
- Peer to peer classroom visitations will be provided through release time for peer coaching, reflective practice and showcasing best practices

Evaluation Plan

- Training experiences will be assessed for their effectiveness
- The Professional Development Planning (PDP) Committee will meet minimally three times throughout the school year 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 student learning

PDP Planning Process

Between January and June 2019, the Professional Development Committee (PDC) held planning meetings to formulate a more detailed blueprint for the professional development to be provided to instructional staff over the course of the 2019-2021 academic years. As part of their planning, committee members first discussed the priorities of then ongoing District initiatives including, but not limited to:

- Curriculum Mapping;
- Equity Initiative;
- Literacy Coaching;
- Mathematics Workshop Model;
- NYS Learning Standards in ELA and Mathematics Roll-out;
- NYS Social Studies Framework;
- NYS Science Standards.

The Professional Development Committee collaboratively developed a Professional Development Needs Assessment Survey to determine needs and preferences of the entire faculty. Collaboratively, the team reviewed the results to identify common themes and teacher needs.

The district continues to have substantial State Assessment refusals/opt-outs for the Spring NYS Grades 3-8 ELA and Math assessments. As a result, there is a lack of valid and reliable data available to analyze.

The results of the above discussions as well as common district assessments directly informed the professional development priority focus areas/goals identified for the 2019-2021 school years. Those priority focus areas/goals were as follows:

- Curriculum Planning and Unit Development in all core content areas;
- Introduce and implement a K-12 Social Emotional Learning initiative;
- Expand the equity initiative to all grade level K-12. Integrate this initiative with the initiative for Social Emotional Learning;
- Improve the effective integration of technology into curriculum and instruction;
- Improve ELA instruction aligned with the Next Generation Learning Standards;
- Improve Math instruction aligned with the Next Generation Learning Standards and Guided Math Practice;
- Introduce the New NYS Social Studies Framework/Toolkit K-12;
- Implement the NYS Science Standards K-12 with a focus on completion of an implementation plan and unit/lesson design;
- Improve District professional development practices aligned with research and best practice;
- Implement the improved District Mentoring Plan/Program;
- Improve research-based practices for working with high risk population, students with disabilities, and English Language Learners;
- Provide opportunities for peer collaboration and unit/lesson design, peer coaching and classroom visitations, and vertical teaming.

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

Professional Development 2019-2020 - 2020-2021

Goal #1: Increase Content Knowledge and Pedagogical Practice for all required NYSED Content Learning Standards across the K-12 Continuum				
Topic	Action Steps	Timeframe	Responsible Parties	Intended Result
NYS Next Generation Learning Standards in English Language Arts	Embedded Professional Development for all K-6 Teachers (1 Professional Development/Intensive cycle per grade level, vertical teaming)	2019-2021	Asst. Supt., Principals	To maintain strong and consistent literacy instruction across grade levels and vertically, aligned to the Next Generation Standards in a differentiated manner that aligned with the practices of the Next Generation ELA Standards
	Professional Development for 7-12 Teachers on Standards, assessment design, formative assessment, and curriculum alignment	2019-2020	Asst. Supt., Principals	To maintain strong and consistent literacy instruction across grade levels and vertically, aligned to the Next Generation Standards in a differentiated manner that aligned with the practices of the Next Generation ELA Standards
	Opportunities for Peer Visitations	On-going	Asst. Supt., Principals	Provide opportunities for lesson study and sharing of best practices among our professional teaching staff
	Opportunities for Peer Collaboration to analyze student work and design effective units/lessons designed to meet student needs	On-going /Monthly	Asst. Supt., Principals	Create a system for an on-going review of student work, lesson study, assessment review, and a focus on student growth
NYS Next Generation Learning Standards in Mathematics	Professional Development in Guided Math and Mathematics Workshop Model K-6	2x Annually	Asst. Supt.	Build Common Language and Understanding of Guided Math Practice
	Opportunities for Peer Visitations K-12	On-going	Principals	Teachers will observe best practices from their peers as teachers build expertise in Guided Math practice
	Opportunities for Peer Collaboration to design effective mathematics units aligned to Guided Math pedagogy	On-going /Monthly	Principals	Teams of teachers will collaborate on designing units and lessons across grade levels aligned to the Next Generation Mathematics Standards using Guided Math and the Workshop Model
MS/HS	Professional Development in Next Generation Mathematics Standards and Assessment	As Released	Asst. Supt., Principals	Teams of teachers will collaborate on designing units and lessons across grade levels aligned to the Next Generation Mathematics Standards

Goal #1: Increase Content Knowledge and Pedagogical Practice for all required NYSED Content Learning Standards across the K-12 Continuum				
	Professional Development to support new Mathematics Curriculum	Spring 2020	Asst. Supt.	Effectively implement a new Mathematics Curriculum (textbooks and resources) aligned with Guided Math Practice
New York State Science Standards	Facilitated Peer Collaboration to complete Curriculum Maps and units/Lessons aligned to New York State Science Standards	Fall 2019 4x Annually	Asst. Supt., Principals	Teachers will utilize 3-Dimensional Learning, Phenomenon Based Units, and the inquiry model into classroom instruction K-12
	Professional Development Opportunities on New York State Science Standards and Inquiry from outside agencies including BOCES (Science Labs, Inquiry Model, 3-D Learning, and Phenomenon)	On-going	Asst. Supt., Principals	Teachers will utilize 3-Dimensional Learning, Phenomenon Based Units, and the inquiry model into classroom instruction K-12
	Professional Development K-6 on effective use of Science Labs	On-going	Asst Supt., Principals	K-6 Teachers will effectively utilize Science labs
New York State Social Studies Framework	Professional Development on The New York State Social Studies Framework and the Inquiry Arc Peer Collaboration for Planning and Curriculum Development	On-going	Asst. Supt., Principals	K-6 Teachers will begin to develop curriculum maps and units aligned to the New York State Social Studies Framework integrating innovation, Civics, and enduring issues 7-12 Teachers will continue to support the development of curriculum and assessment aligned to the NYS Social Studies Framework and begin to implement practices showcased in the Inquiry Arc into classroom practice
New York State Arts Standards	Professional Development on the New York State Arts Standards	2019-2020	Asst. Supt., Principals	Teachers will attend training by certified NYS trainers to fully understand the new Framework for the Arts
	Peer Planning Time	Fall 2019– Spring 2021 4x Annually	Principals	Teachers will assess the NYS Arts Standards and alignment of standards and practice to current curriculum. Teachers will work collaboratively to amend curriculum as appropriate to more closely align to the teaching practices outlined by the new standards
Physical Education and Health	Content Specific Professional Development and Peer Collaboration Opportunities	4x Annually	Director of Physical Education and Health	Teachers will work to align curriculum to the NYS Learning Standards and to align instruction and practice vertically K-12

Goal 2: Build awareness to promote Social Emotional Learning, equity and inclusivity across and among our school to support the district’s diverse student populations and promote empathy

Topic	Action Steps	Timeframe	Responsible Parties	Intended Results/Evaluation
K-12	Keynote Presentation to Kick-Off Social Emotional Learning Initiative	Fall 2019	Supt., Asst. Supt., and Cabinet	Build common language and vision for Social Emotional Learning Initiative K-12
	On-going embedded professional development and support for the effective classroom integration of best practices	2019-2021 and On-going	Asst. Supt, Principals	Support the embedded coaching delivery model that is driven by the needs of the professional learning community Begin to build a cultural awareness around implicit bias, disproportionality, poverty, diversity and their impact on student learning Continue “Mindset” work at the elementary level, review/refine school and classroom protocols and routines to infuse “Mindset” strategies into both procedural and instructional components of the school day and introduce it at the secondary level
K-6	Facilitated Professional Development and Opportunities for Peer Collaboration	2019-2021 and On-going	Asst. Supt., Principals	Teachers will develop and implement consistent research-based practices to support the social emotional needs of all students K-6
	Professional Development on Implicit Bias and Equity	Fall 2019	Asst. Supt., Principals	Build Common Language and explore implicit biases that impact classroom instruction and interactions with students and families
9-12	Facilitated Professional Development and Opportunities for Peer Collaboration	2019-2021 and On-going	Asst. Supt., Principals	Teachers will develop and implement consistent research-based practices to support the social emotional needs of all students attending to equity and implications of poverty in all classrooms K-12

Goal #3: Provide professional development opportunities for research-based practices in supporting diverse populations including students with disabilities and English Language Learners

Topic	Action Steps	Timeframe	Responsible Parties	Intended Results/Evaluation
Special Education	<p>Provide focused, facilitated professional development opportunities in-district and externally on Co-Teaching, the Continuum of Service, Response to Intervention, Explicit Instruction, TCI, and Literacy supports, Transition Planning</p> <p>Provide focused professional development for all classroom teachers on best practices for supporting students with disabilities in the classroom</p>	2019-2021 and On-going	Asst. Supt., Director of PPS	Improve instructional practices for Students with disabilities and develop common language and consistent classroom practices across the district K-12
	Provide focused, facilitated professional development on IEP development and goal setting	Fall 2019 and On-going	Asst. Supt., Director of PPS	Improve practices in IEP development and goal setting to more closely reflect the needs of students, address least restrictive environment, and target outcomes for student success
English Language Learners	Provide focused professional development for all classroom teachers and related service providers on best practices for supporting English Language Learners in the classroom	On-going	Asst. Supt., Director of PPS	Improve instructional practices for English Language Learners and develop common language and consistent classroom practices across the district K-12
	Provide professional development opportunities externally for teachers of English Language Learners to support literacy instruction, language acquisition, and support for working with families of English Language Learners	On-going	Asst. Supt., Director of PPS	Improve instructional practices for English Language Learners and develop common language and consistent classroom practices across the district K-12
	Provide Peer Collaboration time for teachers of ELLs to support each other and classroom teachers with curriculum modifications, and strategies to support ELLs	4x Annually	Asst. Supt., Director of PPS	Improve instructional practices for English Language Learners and develop common language and consistent classroom practices across the district K-12

Goal #3: Provide professional development opportunities for research-based practices in supporting diverse populations including students with disabilities and English Language Learners				
OT and PT	In-district and external training on specific topics including but not limited to: Exploring new and/or updated OT/PT assessments for students ages 3-21	On-going	Asst. Supt., Director of PPS	Improve quality of evaluations as they relate to initial eligibility for special education services, continuation of services, and discharge from services
	In-district and external training on specific topics including but not limited to: Service providers role in transition planning and Response to Intervention (RTI)	On-going	Asst. Supt., Director of PPS	Improve participation in RTI meetings, recommendations of interventions, supporting the RTI process, and improving transition plan goals and activities
	In-district and external training on specific topics including but not limited to: How sensory, motor and neurological differences in individual students drive OT/PT services in schools	On-going	Asst. Supt., Director of PPS	Improve supports for students whose neurological functioning impacts their abilities to succeed in the school setting
Speech	In-district and external training on specific topics including but not limited to: Connecting Speech/Language therapy to reading/writing skills development	On-going	Asst. Supt., Director of PPS	Improve speech/language services as an integrated intervention during literacy instruction
	In-district and external training on specific topics including but not limited to: Understanding and co-treating Selective Mutism; working with clinical staff	On-going	Asst. Supt., Director of PPS	Improve success for treatment of students by collaborating with school psychologists and/or social workers
	In-district and external training on specific topics including but not limited to: Supporting the social/emotional needs of students with communication delays ages 3-21	On-going	Asst. Supt., Director of PPS	Expand on the use of Social Thinking for all students on the Autism Spectrum, even in the higher grade levels
Clinical Staff	In-district and external training on specific topics including but not limited to: Understanding adverse childhood experiences and treating trauma in the school setting	On-going	Asst. Supt., Director of PPS	Improve clinical supports for students who have experienced trauma

Goal #3: Provide professional development opportunities for research-based practices in supporting diverse populations including students with disabilities and English Language Learners				
	In-district and external training on specific topics including but not limited to: Exploring updated and/or new psycho-educational assessments	On-going	Asst. Supt., Director of PPS	Improve quality of evaluations as they related to initial eligibility, appropriate programming/services, and consideration for declassification
	In-district and external training on specific topics including but not limited to: Engaging students on the Autism Spectrum in the educational environment	On-going	Asst. Supt., Director of PPS	Improving educational opportunities and outcomes for students on the Autism Spectrum
	In-district and external training on specific topics including but not limited to: Understanding the rise in marijuana, CBD, and the new frontier of addiction	On-going	Asst. Supt., Director of PPS	Improve understanding of substance abuse issues our students face, and offer the best clinical supports possible utilizing the most up-to-date research
Teacher of the Deaf	In-district and external training on specific topics including but not limited to various types of assistive technologies available to support students with hearing impairments.	On-going	Asst. Supt., Director of PPS	Improving educational opportunities and outcomes for students with hearing impairments

Goal # 4: Improve the effective integration of technology and STEM/STEAM into curriculum and pedagogical practice in every classroom K-12.				
Topic	Action Steps	Timeframe	Responsible Parties	Intended Results/Evaluation
Technology Integration	Technology Integration Specialist embedded PD and Coaching K-6 and 7-12	2019-2021 1x Week	Asst. Supt., Director of Technology, Principals	Support the effective integration of technology into curriculum and instruction K-12
	In-district and external training on specific topics including but not limited to: Google Classroom, Inquiry, Coding, Robotics, computer-based curriculum supports, science and engineering kits, maker space and active learning spaces	2019-2021 and On-going	Asst. Supt., Director of Technology, Principals	Support the effective integration of technology into curriculum and instruction K-12. Promote consistent practice across all classroom K-12
	Professional development through Ulster BOCES, the Benjamin Center, and the Teacher's Center to support the effective use of innovative Science Labs K-6	2019-2020 Monthly	Asst. Supt., Director of Technology, Principals	Effectively implement and utilize Science Labs at minimum 2x per month grades K-6
	On-going Website development and support	On-going	Director of Technology	Promote the use of classroom websites for curriculum support, home to school connections, and information sharing

District Mentor Plan

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 tenured district teacher with permanent or professional certification and at least 5 years' experience chosen to share their 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/mentee 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 Assistant Superintendent for Curriculum and Instruction. 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 their first year of teaching at Onteora and has had less than two years of teaching experience.

Release Time and Commensurate Compensation:

- 40 hours throughout the year (i.e. 1 hour per week)
- 4 times per month outside of the school day (with compensation)
- 1 half day per month, as necessary

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.

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: The Professional Development Planning Committee will also serve as the Mentor Steering Committee. The Mentor Steering Committee will monitor, review the program, and discuss effectiveness and recommendations annually.

Roles of the Mentor Coordinator:

- Work with principals to match mentors with mentees with input from the OTA building representative
- Coordinate training of mentees and mentors, as needed
- Schedules and facilitates regularly scheduled Mentor Committee meetings
- Develop a mentor application
- Selects mentors with Building Principals
- Research and coordinate outside professional development opportunities
- Monitor and evaluate the Mentor Program
- Facilitate any scheduling and meeting concerns
- Meet with Building Principals to discuss program and scheduling concerns
- In collaboration with Building Principals and OTA building representatives, assign and/or reassign mentors with mentees
- Develop and submit budgetary needs of the Mentor program
- Maintain confidentiality

Roles of the Principal:

- Ensure that a mentor is appropriately identified with input from the OTA building representative
- Make mentoring a priority
- Provide time for the mentor and mentee to meet as mutually assigned
- Keep supervision and evaluation a separate entity from mentoring
- Recognize the efforts of the mentors and mentees
- Be available to solve problems
- Maintain confidentiality

Roles of the Mentor:

- Participate in ongoing training (two workshops will occur prior to the end of the school year)
- Participate in New Teacher Orientation
- Establish a supportive relationship with mentee
- Make commitment to mentoring process
- Orient mentee to the school district and community
- Promote socialization of mentee in the school setting and community
- Encourage mentees to develop professional relationships
- Make mentee aware of available resources
- Meet with mentee at least once a week for the entire school year
- Assist the mentee in understanding their core curriculum and the NYS standards

Roles of the Mentor (cont'd):

- Observe mentee in their educational setting proceeded and followed by discussion
- Model best practices in teaching and classroom management
- Complete and submit logs on My Learning Plan using the Mentor Log Form
- Participate in evaluation of the Mentor Program and make suggestions for improvement
- Maintain confidentiality

Roles of the Mentee:

- 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 log on My Learning Plan using the Mentee Log Form
- Participate in three-way conferences
- Be present at initial staff orientation and any mentee training sessions
- Maintain confidentiality

Roles of the Assistant Superintendent for Curriculum and Instruction:

- Ensure coordination of mentors through district administrators
- Ensure mentors and mentees 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-mentee 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 a mentee 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-mentee relationship. Therefore, all shared confidences should be kept between the mentor and the mentee. Mentors will never make evaluative reports about the mentee available to others, either verbally or in writing.

If at any time a mentor or a mentee feels this trust has been violated, either the mentor or the mentee can submit in writing the incident to the facilitator of the Professional Development Planning Committee.

The facilitator will bring the issue to the 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 mentee 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 will serve as the liaison between the mentor/mentees and the Mentor Steering Committee (PDP Committee); if there is one, if not, this function will be the role of the facilitator of the PDP
- The Committee will annually read the submitted reports and discuss the program's progress
- The Coordinator will monitor necessary information required by NYS regarding mentors, mentees, hours spent, etc.
- Mentors and mentees will input their data into My Learning Plan

- Upon completion of the mentor/mentee experience, mentee 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 Mentor Program plan for the following year. The mentor and mentee will each have an opportunity to debrief about their Mentor Program experience.

Resources:

- New York State Education Department www.highered.nysed.gov/tcert/
- South Lewis School District Mentor Mentee Program plan
- Baldwinsville Central School District Mentoring Program plan
- Syosset Central School District Mentor Mentee Proposal
- Victor Central School District Mentor Program plan