

Greenwood Lake UFSD

Greenwood Lake, NY 10925



Professional Development & Mentoring Plan

2017

Adopted by the GWL Board of Education _____

The Greenwood Lake UFSD Professional Development Committee met throughout the 2016-17 school year to develop a comprehensive plan that allows for flexibility as district goals, objectives, and needs change.

Committee Members

Member Name	Role
Caitlin Averill	Elementary Teacher
Roni Ben-Nun	BoE Member, Higher Education Teacher
Maria Boller	School Administrator
Sarah Hadden	District Administrator
Stacy Shepard	Middle School Teacher

I. Definition of Professional Development

Professional Development is a systematic process designed to improve student learning and meet district goals/objectives by building professional skills and knowledge, and encouraging growth and renewal.

II. Purpose of Professional Development

- A. Professional Development will help us meet our district goals/objectives.
- B. Professional Development will help our teachers
 - Utilize best practices (pedagogy)
 - Collaborate with peers
 - Stay up to date on local, state, and national trends
 - Enhance knowledge in curriculum area for which they are responsible
- C. Professional Development will help our students' progress to their maximum potential
- D. Professional Development will help our students prepare for high school by being:

Effective Communicators:

- Convey thoughts, feelings, ideas and information in a variety of ways.

Critical and Creative Thinkers:

- Analyze, synthesize and apply information using a variety of reasoning strategies.
- Engage in reflective self-assessment.

Collaborative Contributors:

- Act as contributing member of a group to achieve a common goal.

Quality Producers:

- Create top quality work.
- Set, articulate and prioritize goals.
- Develop and work toward both long and short term goals.

III. Needs/Data Analysis

Based on the stated purpose of Professional Development, the district assesses needs for ongoing and future professional development in several ways:

- Needs Assessments of staff through surveys of perceptions.
- Analysis of student achievement data, disaggregated by gender, poverty, disability, ELL status from state and local assessments and other sources.
- Analysis of professional performance reviews and teacher improvement plans, conducted and complied by administrators.
- Trends identified during short classroom visits (walkthroughs).
- Analysis of current research in content and pedagogy.
- Other data that may have relevancy.

IV. District Objectives

As part of the Continuous School Improvement Plan, the district establishes multi-year targets or objectives for student achievement. Analysis of the data mentioned in Section III, when compared to district objectives, yields gaps or needs which may be addressed in part through Professional Development. These objectives will be clearly communicated to stakeholders.

V. District Strategies

As part of the Continuous School Improvement Plan the district establishes yearly areas of focus, or strategies, which are identified as pathways by which the district can advance on its targeted objectives. These strategies are global in nature and may involve Professional Development as part of the activities by which they are operationalized. These strategies will be clearly communicated to stakeholders.

VI. Professional Development Activities

- A. Based on the identified needs, objectives and strategies, Professional Development activities are planned on a yearly basis and are continuously sustained, aligned with New York State Standards and Assessments, based on student needs, and promote articulation across grade levels.
- B. These activities are either integrated as part of building level action plans, are developed by the Curriculum & Professional Development Committee as separate Action Plans, or are part of individual or BOCES Professional Development Plans.
- C. The **content** of Professional Development may center on content skills and knowledge, pedagogical skills and knowledge, or interpersonal and relationship skills and knowledge in order to increase the quality of student work.
 1. Examples of content skills and knowledge
 - English/Language Arts
 - Math
 - Science
 - Technology (STEM)
 - Social Studies
 - English as a New Language
 - Foreign Language
 - Health, Physical Education and Home Economics
 - The Arts
 - Career Development and Occupational Studies
 - 21st Century Learning Skills
 2. Examples of pedagogical skills and knowledge:
 - Teaching reading & writing in all content areas
 - Understanding and implementing instruction for different learning styles
 - Strategies for teaching low achieving students
 - Adapting and modifying the curriculum for students with special needs and/or ENL
 - Using data to inform instructional practice

- Using formative/summative assessments
- CoTeaching Strategies
- Peer sharing and observations
- Using visual learning tools such as graphic organizers
- Using homework as a teaching tool for practicing concepts learned
- Restructuring time/space
- Teaching study skills in the content area
- Integrating technology into content areas and developing technology skills
- Creating and using center/station activities

3. Examples of interpersonal skills and knowledge:

- Positive Behavior Interventions & Supports
- Teaching for character development
- Motivating students
- Increasing student self esteem
- Managing student behavior
- Creating classroom communities
- Increasing parent involvement
- Embracing with diversity in the classroom
- Understanding and implementing collaborative work groups
- Conflict resolution
- Coping with adversity
- Teaching social skills
- Mentoring new teachers

D. Multiple methods of **delivery** will be utilized as part of an effective Professional Development plan.

- In-House Staff Development workshops
- Professional organization workshops/conferences
- Teacher center courses/workshops
- College courses/workshops
- BOCES workshops
- Mentorship
- Agency or private workshops/conferences
- Research/Presentations
- Collaboration/Committee activities
- Faculty/Department/Grade Level meetings
- Coordinator meetings with staff
- Summer Curriculum Work/Summer Grants
- Visitations
- Other

E. Resources for Professional Development may come from a variety of sources.

1. Funding
 - Grants (federal and local)
 - Local budget
 - BOCES budget
 - Individual contributions/donations

- Agency contributions/donations
 - Self
 - Other
2. Time
- Professional development days
 - Early Release PD days
 - After school
 - Evenings
 - Release time during school days
 - Summer
3. Trainers/facilitators
- Consultants (see Appendix I)
 - School & District Administrators
 - Exemplary Teachers
 - BOCES trainers
 - Turn key trainers
 - SED trainers
 - Higher education personnel
4. Physical/Knowledge Sources
- Primary documents
 - Texts and guides
 - Primary research
 - Journals
 - Internet
 - National, state and local standards
 - Other

F. New Teacher Training/Mentor Program

1. All new teachers are provided training through a new teacher training/mentor program
2. A mentoring plan has been developed by separate committee and is attached as Appendix II

Mentoring Plan

The New York State Mentor Teacher Program was established in 1986 with the enactment of Section 3033 of Education Law. It is designed to provide peer guidance and assistance to teachers in their first year of full-time employment. In 2004, the Board of Regents adopted regulations (CR 100.2 (dd) (iv)) requiring all school districts and BOCES to provide a mentored experience to initial certificate holders during their first year of employment.

A high-quality mentoring program positively supports the recruitment and retention of new teachers, while strengthening teaching practice. Teacher mentoring is critical to the overall preparation and professional development of new teachers. It builds on teachers' continuum of experiences – from pre-service programs and accomplishments to continued development over the course of teachers' careers. Mentoring programs accelerate the process of becoming a highly effective teacher whose goal is to advance student achievement.

Mentoring is a vital component and essential strategy whereby new teachers are guided by mentors to apply teacher competence acquired from teacher preparation to the new context and professional culture of the classroom and district. New teachers share their prior accomplishments with mentors and use these experiences as a starting point for present learning and development.

VII. CTLE Record Keeping for Professional Certificate Holders (effective July 2016)

1. All Professional Certificate Holders (teachers, administrators, Level III Teaching Assistants) must have 100 documented CTLE hours every five years.
2. Expected participation – in order to obtain an average of 25 hours of professional development per year
 - Three to four Superintendents’ Conference Days.
 - Two to four Early Release Days for Professional Development per year.
3. CTLE hours will be recorded in each teacher’s My Learning Plan account. Hours will be automatically calculated for BOCES conferences & workshops. The Director of Curriculum and Technology will oversee the tracking of in-district CTLE hours throughout the year.
4. At the end of the 5 year period, each Professional Certificate holder will be responsible for submitting his/her own CTLE hours to State Ed through the TEACH system

VIII. Evaluation of the Effectiveness of Professional Development

Effective professional development:

- uses content that has proven value in increasing student learning and development.
- is based on knowledge about human learning and development.
- requires and fosters the norm of continuous improvement.
- requires understanding of the change process and utilizing that knowledge in planning.
- requires staff to learn and apply collaborative skills.
- seeks and continuously encourages input and ownership from the staff.
- uses a variety of professional development approaches to accomplish the goals of improving instruction and student success.
- provides the follow-up necessary to ensure improvement of instruction and student success.
- is supported by adequate funding and other resources.
- is accessible and delivered in a variety of times and places.

Evaluation of Professional Development activities is done in several distinct ways:

- Each separate event is evaluated for its impact and appropriateness, using both formal and informal feedback.
- Each year the effectiveness of the total program is evaluated using rubrics and teacher surveys.
- Each year professional performance is reviewed through both formal and informal observations. Growth in skills and knowledge is noted and aggregated.

Board Of Education Objectives and Strategies

The Board of Education, school staff, students, parents, and community share the responsibility for these objectives.

Goal 1 – Inspire the love of learning in all members of our school community.

Goal 2 – To preserve and enhance the local educational program for our Greenwood Lake K-12 students.

Goal 3 – To respond to students’ individual learning differences.

Goal 4 – To offer a cost effective education, aligned with the District’s Strategic Plan, that utilizes best practices and academic research to provide students and staff the resources and infrastructure required for optimum teaching and learning in a safe and healthy environment.

Goal 5 – To strive to develop, through community partnerships, the strength of character and knowledge necessary to cultivate responsible citizens, prepared to live in a diverse and ever-changing world.

Goal 6 – To continue the pursuit of excellence in education for all students of the Greenwood Lake School District.

Priority Strategies:

- A. Effective use of a wide variety of instructional techniques and strategies, meaningful and practical content, and activities that complement traditional classroom learning
- B. Maximize and individualize motivation and academic instruction for students through differentiation
- C. Increase opportunities for character development
- D. Emphasize non-fiction writing for critical analysis, persuasion, understanding and conveying information
- E. Increase the sense of connectedness (between student and school, teacher and student, school and school, assessment and teaching, and parents and school)
- F. Supply and support instructional technology resources
- G. Allocate instructional minutes for improved instruction & student performance (scheduling)

Appendix I

List of Outside Consultants

AIMSweb
Achieve3000
ATLAS Curriculum Mapping
Discovery Education
Dutchess BOCES
 Science 21
EastWest Math
eSchool Data
Edison Displays
Gravity Goldberg LLC
Michael Rettig
OU BOCES
PNW BOCES
 PBIS
Peaceful Playground
SchoolWires
Shaw, Perelson, May & Lambert

Greenwood Lake UFSD



Mentoring Program

2017

Mentoring Plan

A District Professional Development Plan was developed by a Professional Development Committee during the 2016-17 school year.

A separate committee was formed during the summer of 2016 and over the course of the 2016-17 school year, it met on a regular basis to review and make suggestions for updating the 2005 mentoring document. The committee consisted of teachers, building administration, and district administration.

The mentoring committee will evaluate the program annually and make every attempt to include the following roles:

- At least 2 teacher members (one from each building)
- At least 1 recent mentor/1 recent mentee
- 1 building administrator
- 1 district administrator

2016-17 Committee Members:

Member	Role
Ascher, Allison	Elementary Teacher; Recent Mentee
Castaldo, Cathy	Special Education Teacher (MS); Recent Mentor
Crozier, Kathy	Elementary Teacher; Recent Mentor
Goetz, Margaret	Special Education Teacher (ES), Recent Mentor
Hadden, Sarah	District Administrator
Lawrence, Matthew	Building Administrator (MS)
Reilly, Kate	Middle School Teacher; Recent Mentee
Saltz, Keith	Middle School Teacher

Mentor Program

Teachers New to the Profession: Up to 2 years mentoring

* Second year of mentoring determined by administration after consultation with mentor & curriculum leaders

Teachers with Experience/ New Only to GWL: 1/2 year mentoring

PHILOSOPHY

Mentoring is the complex developmental process of guiding and supporting new teachers and new-to-district teachers through the initial phases of their career transition to help them become highly effective and reflective educators who challenge students to think critically, be creative, communicate well, and collaborate. Furthermore, it leads them to remain lifelong learners.

GOAL

The mentoring program will improve teacher performance, increase retention of promising teachers and build a community of learners while meeting state requirements for certification.

OBJECTIVES

The objectives of the Mentor Program include:

- Providing instructional assistance, support and general guidance for mentees.
- Providing knowledge of State standards, district-wide performance standards and district curriculum guides for mentees.
- Training and assisting experienced teachers to serve as mentors.
- Offering experienced teachers the opportunity to serve as mentors to share their knowledge and skills with new teachers entering the field.
- Acknowledging examples of outstanding educational practices that exist throughout the district.
- Provide information related to the “culture” of the Greenwood Lake School District. A GoogleDoc entitled “ABCs of GWL” shall be maintained and kept available for all mentees/mentors to guide their discussions related to our culture, processes, and procedures.

HIGHLIGHTS OF MENTOR PROGRAM

- Every effort will be made to pair mentors and mentees from the same tenure area or level.
- Mentors & Mentees will receive summer training, focusing on skill building and relationship building.
- Mentors will provide a minimum of 30 hours of support (15 hrs per semester)
- Mentors and Mentees will observe, co-teach, and reflect with a focus on best instructional practices.

FINANCIAL COMPENSATION OF MENTORS

- Mentors will receive a stipend according to the language of the most current GLTA contract. (full year mentor = full stipend; half year mentor = half stipend)
- If mentors or mentees are asked to come in during summer hours, they will be paid according to the language of the most current contract.

Mentors

CHARACTERISTICS OF A MENTOR

Mentors should :

- be tenured teachers in the district.
- hold permanent or professional New York State certification.
- demonstrate mastery of pedagogical skills and curricular knowledge.
- demonstrate superior teaching abilities.
- demonstrate strong interpersonal and communication skills.

SELECTION OF MENTORS

- Prospective mentors must apply to be a mentor as per the position advertisement
- Building principals select mentors from among applicants with the agreement of the mentoring teacher.
- Every effort will be made to match a mentor with an appropriate mentee according to tenure area, grade level or curriculum area, building, and personality.
- In the event that a match proves to be incompatible, the building principal shall select another mentor for the mentee in question.

PREPARATION OF THE MENTOR

The Mentor will:

- Attend training prior to being designated as a mentor. Training will focus on the development of mentoring skills, which will include, but not limited to
 - Study of theory of adult learning
 - Theory of teacher development
 - Elements of a mentoring relationship
 - Peer coaching techniques
 - Time management methodology

ROLE OF THE MENTOR AND TIME REQUIREMENTS

The Mentor will:

- Meet with their assigned mentee prior to or as near as possible to the start of the school year for an initial meeting. The purpose of this meeting is to initiate the relationship between the mentor and the mentee.
- Meet with the mentee a minimum of 15 hours per semester (30 hours per year). These sessions can be direct observations of the mentee in his or her classroom, assistance with instructional planning, peer coaching, orientation to the school's culture, or other appropriate types of activities to help the mentee with his or her professional practice.
- Provide the mentee with support related to subject and course curricula, instructional strategies, classroom management, building and district policies and procedures, parental contacts and any and all other topics that may be of importance to the performance of a mentee's duties as a teacher.

- Provide opportunities for the mentee to observe the mentor or other qualified teacher during the regular school day for a minimum of two times per year. It is the responsibility of the building administrator to provide necessary classroom coverage.
 - Observe the mentee in an instructional capacity during the regular school day for a minimum of two times per year. It is the responsibility of the building administrator to provide necessary classroom coverage.
 - Maintain confidentiality between the mentor and mentee that pertain to professional issues. The mentor will not breach confidentiality, nor will the mentor be required to testify as to the substance of any discussions, observations, or other contacts with the mentee in any legal proceeding regarding the mentee. The only exception to this rule would be withholding information related to a crime or commitment of an act that raises a reasonable question as to the teacher's moral character.
 - Maintain a log of all contact between the mentor/mentee. The log will identify the date, time and type of activity. This log must be submitted to the district office along with the "Greenwood Lake UFSD Mentoring Program – Log of Activities Form" attached to the claim form in order to receive payment for mentoring service. The Log of Activities form is attached hereto as Appendix I.
 - Participate in an evaluation of the mentor/mentee program, when requested.
 - Participate in four support meetings (two per semester) coordinated by the school administrator
 - Receive an annual stipend as per contract.
-

Mentees

DEFINITION OF AN MENTEE

- Any newly employed teacher in need of mentoring to meet New York State certification requirements that works in the school district for at least a full semester.
- An experienced teacher in need of mentoring support as determined by building and/or district administration.

Types of Mentoring Activities and Time Requirements

THE MENTEE WILL:

- Attend new teacher orientation.
- Meet with mentor on a regular basis 15 hours per semester (30 hours per year) to discuss subject and course curricula, instructional strategies, classroom management, building and district policies and procedures, parental communication, and any other topic of professional concern. These sessions can be direct observation of the mentee in his or her classroom, assistance with instructional planning, peer coaching, orientation to the school's culture, or other appropriate types of activities to help the mentee with his or her professional practice.
- Maintain a log of all contact between the mentor/ mentee team. The log will identify the date, time, location, and type of activity. Log to be submitted to the Mentor Coordinator at completion of mentoring period.
- Maintain a reflective journal highlighting areas of professional growth. (optional)
- Remain in the mentor/mentee program for a full year, or required term, from the date of employment.
- Participate in support meetings coordinated by the building administrator
- Participate in an evaluation of the mentor/mentee program, when requested.
- Review the "ABCs of Greenwood Lake" GoogleDoc with his/her mentor at beginning of year, and add to it as questions/topics arise

Greenwood Lake UFSD
Mentoring Program
Log of Activities

Mentor: _____

Mentee: _____

Date	Activity/Topic	Mentor Initials	Mentee Initials

Statement of Completion of Mentoring

During the 10 academic months from _____ to _____,
Date (month, year) Date (month, year)

_____ and _____
Mentee's name Mentor's name

participated together in the Greenwood Lake UFSD Mentoring Program as described in the district's Professional Development Plan/Mentoring Guidelines.

Mentoring involved a minimum of 30 hours and included, but was not limited to

- ❖ Formal Mentor/Mentee Meetings
- ❖ Formal Meetings with District Administration
- ❖ Mentor observing Mentee teach
- ❖ Mentee observing one or more other teachers
- ❖ Discussions of items on the district approved "ABCs of GWL" GoogleDoc

Mentee's Signature

Date

Mentor's Signature

Date

For District Office Use:

Mentee's Teacher Certification # _____

Mentee's Social Security# _____

At the conclusion of the mentoring year, mentors will submit this form, along with the Log of Activities and auxiliary pay form, to the building principal, who will forward to the Superintendent's Office.

As per state regulations, this document must be kept on file for at least seven years.