

Hyde Park Central School District Professional Learning Plan 2022-2025



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Introduction

This professional learning plan outlines a holistic approach to supporting educators' growth, inclusive of all relevant certified staffing groups (e.g., social workers, counselors, etc.). In the development of this plan, the Professional Learning Committee (PLC) utilized the work of the District Leadership Team (DLT) to identify goal areas across systems, processes, and practices. It reflects implementation of the Continuous School Improvement Framework, with the intent to provide learning opportunities that better address the needs of educators and the challenges of teaching.

This professional learning plan is a “set of purposeful, planned actions and the support system necessary to achieve the identified goals. Effective [professional learning] programs are ongoing, coherent, and linked to student achievement (Killion, J. 2008).”

Professional Learning Committee Goals

1. Create a systematic approach to the provision of professional learning so that District priorities impact/change student outcomes.
2. Utilize the model of backward planning for professional learning opportunities that are meaningful.
3. Implement new research-based practices to support the District in developing essential knowledge and skills in staff that will support positive change.
4. Begin to design a comprehensive system to measure the effectiveness of professional learning and determine its impact on student learning outcomes.

Professional Development Committee Members

Billus, Lauranne	Librarian	VAS
Boryk, Tina	Second Grade Teacher	NPE
Brown, Gregory	Deputy Superintendent	DO
Cerulli, Sue	Middle School Nurse	HMS
Conway, Jamie	AIS Math Teacher	VAS
Criser-Eighmy, Jennifer	Director of Humanities	DO
Kelly, Jill	K-12 ENL Teacher	NPE
Knisell, Kim	Director of Math/Science	DO
Lawson, Melissa	Assistant Superintendent for Pupil Services	DO
McMahon, Dennis	High School Social Studies Teacher	FDR
Miller, Joan	Third Grade Teacher	NES
Morris, Jennifer	Spanish Teacher	FDR
Pitcher, Katherine	Special Education Teacher	RRS
Pollard, Eric	Social Studies Teacher	HMS
Runne, Andrew	Spanish Teacher	HMS
Scattergood, Mary Beth	Fifth Grade Teacher	NPE
Shaw, Eric	Middle School Principal	HMS
Sprague, Ruth	High School English Teacher	FDR
Turner, Jennifer	AIS Reading Teacher	NES

District Mission

The Hyde Park Central School District empowers our community to strive for excellence and embrace the opportunities of our globally connected world.

District Vision

We are confident, curious and courageous learners who change the world.

Profile of the Graduate

The Hyde Park school community has high expectations and standards for all students. We challenge and inspire individuals to become creative and critical thinkers who make ethical choices. Our students will be able to work both independently and collaboratively to solve problems. They will become life-long learners and responsible citizens in a democratic society, and be prepared for the demands of a highly technological and global community.

Our schools provide nurturing, respectful environments that develop and support the intellectual, social, emotional, physical and aesthetic development of our students. We celebrate diversity and foster a sense of belonging for all students, emphasizing the importance of contributing to the greater community. The Board of Education, teachers, administrators, school staff, parents, students and community members all share the responsibility for education of the whole child. The Hyde Park Central School District is dedicated to continuous improvement and is committed to maintaining the flexibility necessary to anticipate and respond to a changing world.

Hyde Park Graduates will be:

- Responsible Individuals who respect themselves and others through healthy lifestyles and positive community relationships.
- Self-Directed Life-Long Learners who understand and appreciate learning.
- Critical Thinkers who anticipate, identify and evaluate issues and use multiple resources to solve problems in a variety of contexts.

- Involved Citizens who demonstrate the knowledge, skills, attitudes and values necessary for full participation in a democratic society that is part of a global community.
- Effective Communicators who comprehend and express knowledge, thoughts, feelings and perceptions in a variety of ways.
- Cooperative Participants who, in working groups, accomplish goals and tasks while appreciating individual contributions.
- Culturally Appreciative Persons who value arts and humanities in their diverse forms and who respect creative expression of interests, talents, experiences and historical appreciation.
- Mathematically, Scientifically and Technologically Competent People who apply the skills and strategies of mathematics, science and technology to everyday tasks and problems.

Purpose Statement

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. This plan provides an opportunity to articulate how the District will provide substantial need-based professional development opportunities to all educators. The expectation for educators' is participation in the professional development, the alignment of the offered professional development to State standards and implementation of the learning to more effectively meet student needs. The principles of effective professional development will be utilized in the creation and evaluation measures to determine the impact of offered professional development.

Annual Process

The Hyde Park Central School District Professional Learning Committee has developed a comprehensive annual process that is aligned with our District's priority areas and New York State Standards. This includes meeting four times each year to identify needs, set goals, plan professional development and evaluate its effectiveness. This process will address the learning needs of teaching staff, related service providers (including speech, OT, PT), nursing staff, teaching assistants, aides and monitors.

The annual process is listed below.

- **Fall Meeting:** The committee meets to evaluate our comprehensive needs assessment.
 - The tools that will be used for our comprehensive needs assessment include the data for continuous improvement framework (see next page).
- **Winter Meeting:** The committee meets to evaluate the effectiveness of the professional development provided in the fall.
 - The tools that will be used for evaluating our professional development includes surveys that will be administered to assess the quality of the professional learning that was delivered. This will help enhance and improve learning experiences and outcomes for all.
- **Spring Meeting:** The committee meets to evaluate the effectiveness of the professional development provided in the spring. The committee reflects on the needs assessment and sets goals for the future including the plans for professional development for the upcoming school year so that it can be shared with staff.

- **Summer Meeting:** The committee meets to update and finalize the Professional Learning Plan and submits it for approval. The professional development calendar for the upcoming school year will be shared with staff.

Comprehensive Needs Assessment

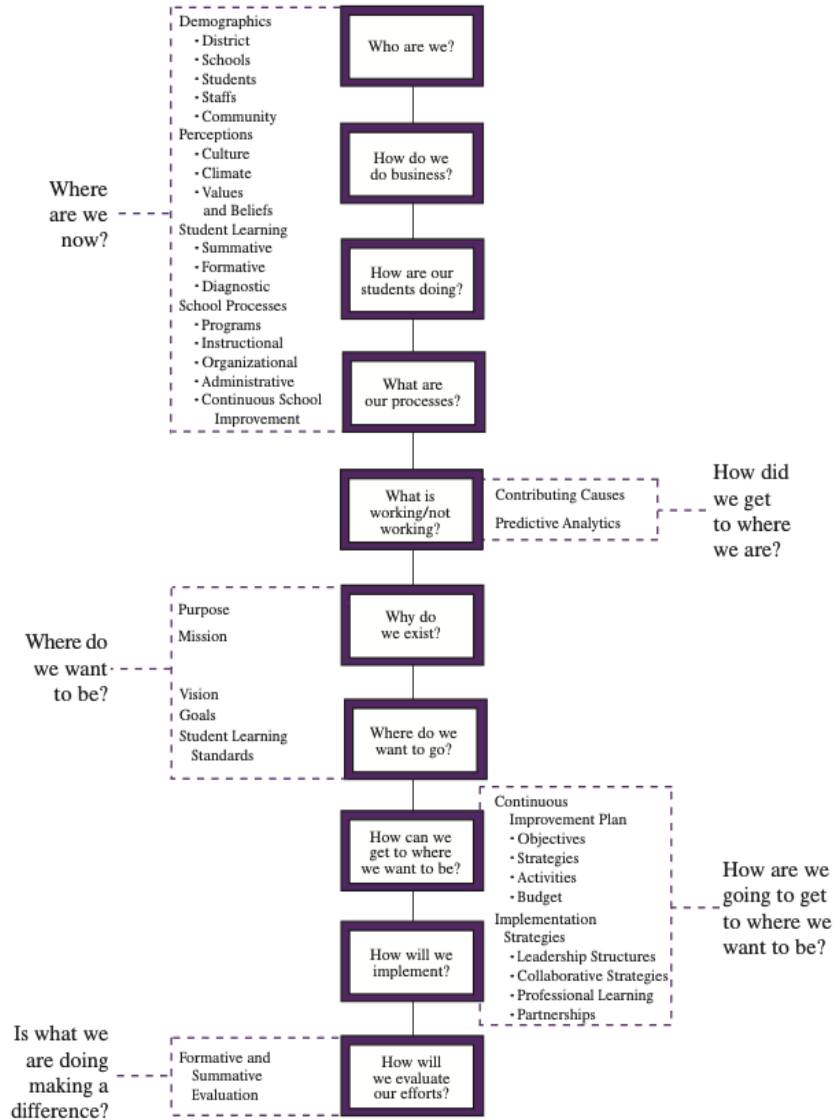
The Hyde Park Central School District utilizes the Data for Continuous Improvement Framework to guide our work. Within this framework is embedded a comprehensive needs assessment cycle that utilizes four domains of data (Demographic, Perceptual, Student Learning, and School Process). The Student Learning Domain encompasses both external State-Wide measures (e.g. Regents exams, 3-8 State Testing, NYSESLAT, etc.) as well as internal benchmark and progress monitoring measures (e.g. NWEA MAP Growth, MAP Reading Fluency, etc.). The four domains of data are collected and reviewed annually at both the school and District levels. Implications for improvement are gathered, and program evaluations and recommendations for professional learning are made as part of a continuous improvement cycle. This cycle is outlined further below:

EDUCATION FOR THE FUTURE

California State University, Chico
 Tel: (530) 898-4482 ~ <http://eff.csuchico.edu>

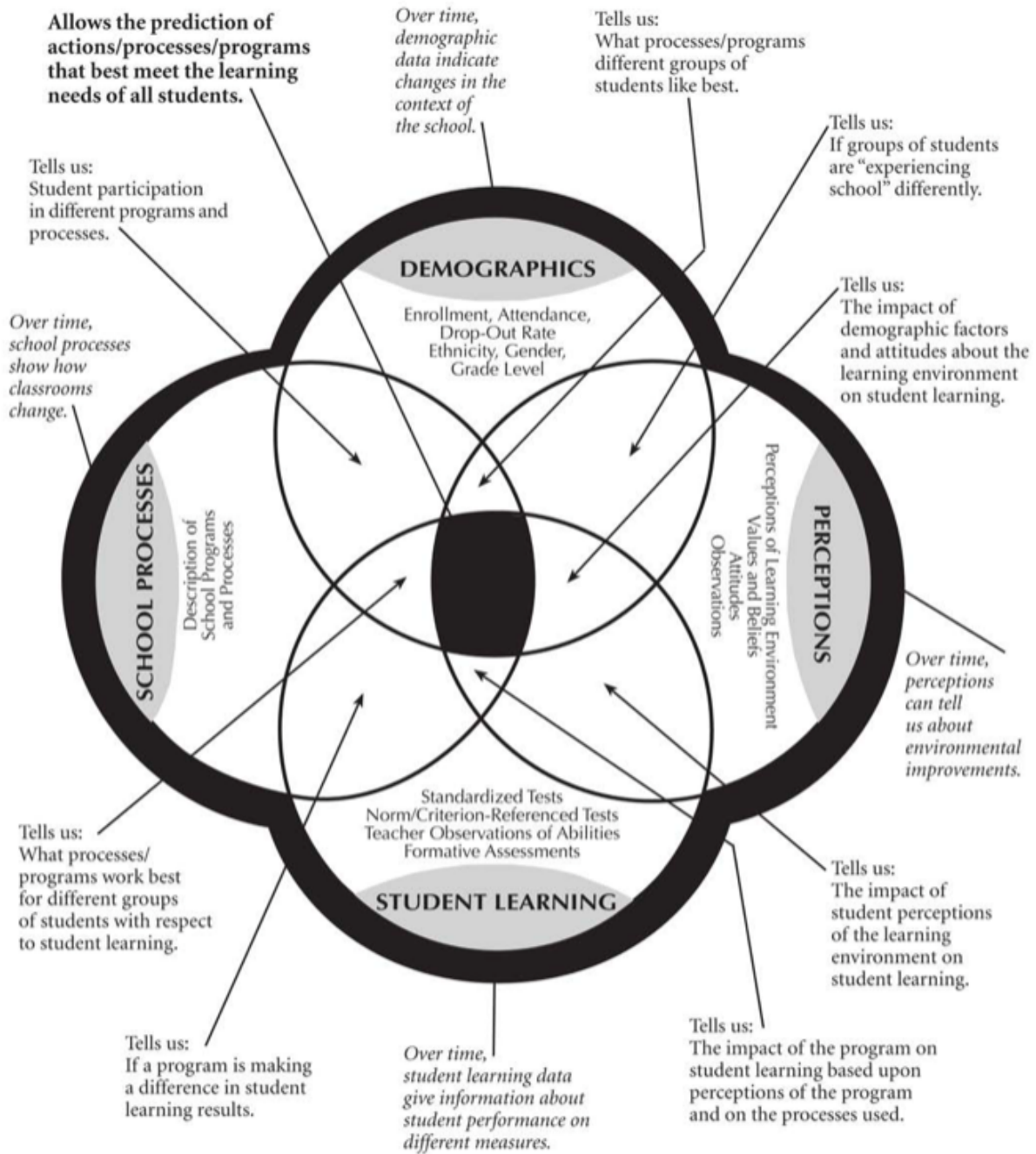
Bradley J. Geise
 bgeise@csuchico.edu

USING DATA FOR CONTINUOUS IMPROVEMENT



© Education for the Future Initiative, Chico, CA (<http://eff.csuchico.edu>)

Multiple Measures of Data



Effective Professional/Adult Learning

Many factors contribute to an effective and successful professional learning plan. This plan incorporates the following researched-based principles to guide the professional learning process.

- Aligns itself with the District's mission and New York State Learning Standards.
- Includes all District stakeholder groups.
- Increases knowledge and skills about New York State standards and assessment.
- Develops skills and knowledge about student learning needs and adolescent development.
- Reflects upon and applies current research to instructional decision making.
- Promotes differentiated instruction to meet the needs of all learning styles and skill levels.
- Focuses on problem- and project-based learning, authentic learning, and student-centered environments.
- Emphasizes quantitative and qualitative data to improve professional learning planning and programs.
- Provides adequate time during the school year for staff members to learn and work together to accomplish the District's mission and goals.
- Uses content and methods that are researched-based and have proven valuable in increasing student learning.
- Includes a feedback process to assess effectiveness and inform future areas of required growth.

<http://www.nysed.gov/educator-quality/professional-learning-and-growth>

Evaluation of Professional Learning

- Professional learning is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.
- Resources are provided to plan and conduct evaluation of professional learning.
- Professional learning evaluation uses multiple measures to assess effectiveness of the knowledge and skill acquired in improving professional practice and student learning.
- Professional learning evaluation includes the use of multiple methods and techniques that provide information to ensure ongoing improvements in the quality of the professional learning experience.
- Professional learning evaluation results are reported to key stakeholder groups in a manner that promotes effective use of the evaluation data for improving both individual educator practice and building- and district-wide professional learning plans.

Continuing Teacher and Leader Education (CTLE) Requirements

Hyde Park Central School District CTLE Provider Identification Number is: 39

As of 2016, the State Education Department requires Continuing Teacher and Leader Education (CTLE) for all holders of professional classroom teaching, educational leadership, or Level III teaching assistant certificates. Certificate holders must complete 100 hours of CTLE training within a five-year period.

Registration & Continuing Teacher and Leader Education (CTLE) Requirements

Sample CTLE Certificate:

Leading Learning QA
350 Sunrise Highway
Great River, NY 10055
Phone:
Email: joeadmin@frontlineed.com

(Authorized Provider #: 12345)

This certifies that Jane Teach
(DOB:3/1/1982, SSN:9875) has
successfully completed the following course/activity:

Learning to Teach (LTT 101)

This started on 2/18/2021 and was completed on 2/18/2021

3 Hr / 3 Cr - Professional Growth

I certify that the individual listed completed the
CTLE listed pursuant to Subpart 80.4 of the
Regulations of the commissioner of Education

Joe Admin

Joe Admin
Admin

Registration & Continuing Teacher and Leader Education (CTLE) Requirements

Certificate Type	Employment Status	Registration Requirements	CTLE Requirements
Permanent Certificate Holders			
PERMANENT Classroom Teacher/School Leader	Practicing in a NYS Public or Non-Public School, Special Act District or BOCES	Active registration is required	NOT subject to CTLE
PERMANENT Classroom Teacher/School Leader	NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	May choose "INACTIVE" status for their registration	NOT subject to CTLE
PERMANENT Pupil Personnel Services (PPS) such as School Attendance Teachers, School Counselors, School Psychologists, School Social Workers, School Dental Hygiene Teachers and School Nurse Teachers	Practicing OR NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
Professional Certificate Holders			
PROFESSIONAL Classroom Teacher/School Leader	Practicing in a NYS Public or Non-Public School, Special Act District or BOCES	Active registration is required	100 hours of CTLE is required during every five-year registration period
PROFESSIONAL Classroom Teacher/School Leader	NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	May choose "INACTIVE" status for their registration	NOT subject to CTLE if INACTIVE
Teaching Assistant Certificate Holders			
Level III Teaching Assistant	Practicing in a NYS Public or Non-Public School, Special Act District or BOCES	Active registration is required	100 hours of CTLE is required during every five-year registration period
Level III Teaching Assistant	NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	May choose "INACTIVE" status for their registration	NOT subject to CTLE if INACTIVE
Continuing Teaching Assistant	Practicing OR NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
Level I, Level I Renewal, Level II Teaching Assistants	Practicing OR NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
Other Certificate Holders			
Initial Classroom Teacher/School Leader	Practicing OR NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
Provisional Classroom Teacher or Provisional School Administrator/Supervisor	Practicing OR NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
Provisional Pupil Personnel Services (PPS)	Practicing OR NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
Individuals employed in NYS Charter schools and 4410 schools are not required under regulations to choose a registration status of registered or complete CTLE.			

New Teacher Orientation and Mentoring

Philosophy and Rationale

As public schools develop a deeper understanding of the impact of quality teaching on student performance, it is critical that districts find ways to recruit, retain and train professional staff in becoming outstanding 21st century educators. Like any profession, “on-the-job training” that is consistent and continuous is the best way to develop teacher talent. Teachers who feel competent and appropriately supported are more likely to stay in our school district. Teachers who are knowledgeable in their subject area and skilled in the delivery of instruction will provide our students with a high-quality education preparing them appropriately for life in the 21st century. In summary, highly competent and well-trained teachers contribute to stability and have a positive impact on student achievement in Hyde Park.

The Hyde Park mentor program is designed to attract, train, and retain teachers in the Hyde Park School District. Further, we believe this program assists in:

- Attracting our most talented and experienced tenured teachers to serve as mentors and become involved in the total program
- Increasing the observation/support/evaluation skills of our administrators through professional development
- Fostering collaboration among administrators, mentors, and mentees
- Engaging in ongoing program assessment and appropriate revision

APPENDIX A: District Priority Areas

2022-2023

Priority Area 1:

Create equitable experiences for all students that lead to increased engagement, attendance, and achievement while decreasing disproportionality.

Priority Area 2:

Align curriculum, instruction, and assessment to the rigor of the NYS Next Generation Learning Standards and 21st century learning skills (4C's).

Priority Area 3:

Utilize a common data framework to drive continuous school and District improvement.

APPENDIX B: Building Leadership Team Goals

HYDE PARK CENTRAL SCHOOL DISTRICT
Building Leadership Team (BLT) Action Plan
***Updated annually by October 1 of the current school year**

School:

Year:

The Hyde Park Central School District empowers our community to strive for excellence and embrace the opportunities of our globally connected world.
We are confident, curious and courageous learners who change the world.

Goals:

District level goal:
Building level goal:

<p>Data used to develop goals and activities:</p> <p>How is this plan intended to impact student learning?</p> <p>Goal Statement 1:</p> <p>Goal Statement 2:</p>

Franklin D Roosevelt High School BLT goals 2022-2023:

Haviland Middle School BLT goals 2022-2023:

North Park Elementary School BLT goals 2022-2023:

Netherwood Elementary School BLT goals 2022-2023:

Ralph R. Smith Elementary School BLT goals 2022-2023:

Violet Avenue Elementary School BLT goals 2022-2023:

APPENDIX C: 2022-2023 Professional Development Opportunities

Description of How Professional Learning is Provided:

The Professional Development Plan is used to plan District-sponsored professional development events, as well as to guide individuals as they pursue personal professional development.

All professional staff have access to professional development through opportunities such as (but not limited to):

- Superintendent's Conference Days
- Teacher Training Days
- Department- and school-sponsored inservice programs before or after school
- Department and school staff meetings
- Training for State assessment administration, scoring and analyzing
- The District's Technology Integration program
- BOCES inservice programs
- Mid-Hudson Teacher Center programs
- Coursework and/or workshop programs through accredited colleges and universities, including on-line courses/programs
- Workshop programs and conferences through professional organizations
- New Teacher Orientation and Mentor Program
- Administrative Summer Retreat
- Professional Learning Communities
- Various District Curriculum Committees

Potential providers of professional development include:

- District administrators
- Professional Development Specialists
- Instructional Technology Integration Teachers
- District teachers and teaching assistants
- Technology Support Services staff
- Pupil Personnel Services staff
- College Professors
- Professional organizations/associations consultants
- Instructional materials vendors
- Private consultants
- BOCES, RBERNs, and RICs



HPCSD Professional Development

2022-2023

We are confident, curious, courageous learners who
change the world!

Key to Professional Development



Strategic Coherence Plan Goal 1: Goals for Learning (Curriculum): Fully embed all of the 4C's into the K-12 curriculum (written and taught).



Strategic Coherence Plan Goal 2: Teaching for Learning (Instruction): Design, deliver, and share quality instruction designed through the lens of the 4C's and is accessible to all students.



Strategic Coherence Plan Goal 3: Measures of Learning (Assessment): Build our capacity to develop and imbed formative and summative assessments (K-12) that measure student proficiency/mastery of NYS Standards and the 4C's.



DCIP Priority 1: Decrease disproportionality in suspensions among subgroups.



DCIP Priority 2: Utilize data to improve instruction in ELA and Math, K-8



DCIP Priority 3: Aligning curriculum resources and instruction to the rigor of the Next Generation Learning Standards.



DCIP Priority 4: Implement consistent Social Emotional Learning programming with positive outcomes for improved attendance.



DCIP Priority 5: Create a District system that focuses on continuous improvement, K-12.

MYRON
DUECK

Join Myron Dueck,
author of *Grading
Smarter, Not Harder* and
Giving Students a Say for
a 2-day institute
designed to engage,
explore, and redesign.



SESSION 1
JULY 14TH

**Rethinking and Redesigning Our
Summative Assessments**

Our learning day will kick-off with an interactive keynote entitled, "*Failing IS an Option*" which explores the value of risk-taking through the lens of 60's rock music and space travel. Following the keynote, we will examine the elements of a learning standard and use an effective tool to determine the intersection of the verb and the noun inherent in every standard. Next, we will give participants the opportunity to examine on of their own assessments through this process. The balance of the day will involve lookin at examples of assessment ideas that align with a particular standard(s) and providing participants with time to design question and activities that align with their specific standards.

[LINK to Register](#)



HYDE PARK CSD
Deputy Superintendent
Dr. Gregory Brown

SESSION 2
JULY 15TH

**Passenger to Co-Pilot - Practical Ways
to Assess With Our Expert Learners**

Our second day of learning will focus on inviting students to be active in their own learning and assessment journey. From the opening interactive keynote, "Ask Them," that seeks to answer WHY we need to understand the uniqueness of every learner. Mini-sessions will follow the keynote, each highlighting innovative and student-centered instruction and assessment ideas. Topics will include Inquiry Pizza, the Brown Bag Assessment, Sharing Circles and oco-created unit plans, each demonstrating how we can truly increase and honor student voice.

[LINK to Register](#)



 **NYS Next Generation
LEARNING STANDARDS**

P-12 English Language Arts

6-12 Literacy in Social Studies/Science and Technical Subjects

P-12 Math

HPCSD Professional Development Series on progress
monitoring within the Next Generation Learning
Standards in ELA and Mathematics.

Jennifer Criser-Eighmy

Kimberly Knisell





Orientation to the Educator Account (45-minute, Open Enrollment)

During this orientation webinar, educators will explore all that Zearn math has to offer by taking a guided tour of the digital platform from one of our Professional Learning team members. Participants will gain insight into the supports offered and how to utilize them to strategically get started with Zearn math. At the end of the orientation, participants will have the opportunity to ask questions about any and all elements of implementing Zearn math.

Part 1: Getting Started with Zearn Math (90-minute, district-specific)

During the training, teachers will explore the Zearn Math approach to teaching and learning. Teachers will learn the integrated supports that ensure all students are able to access math learning with Zearn Math and consider how to leverage Zearn materials to provide hands-on and independent learning. Participants will grapple with the implementation plans from educators across the country to distill guiding principles for effective implementation. With plenty of time for reflection and application, teachers will craft a plan to implement Zearn materials. **5:00-6:30 pm on October 11th** [LINK](#)

Part 2: Getting to Impact for All Learners with Zearn Math (90-minute, district-specific)

During the training, teachers have the time and space to refine their implementation of Zearn by leveraging the Zearn math reports to differentiate in order to meet the needs of all kids. Participants will reflect on the insights derived from each Zearn Math report and deepen their understanding of how to interpret the student productivity, progress, and misconception data captured. Participants will then connect these reflections to action by identifying aligned next steps for the instruction of individuals and groups of students. Participants will conclude their time in the session by applying their learnings to their own classrooms and leave with a data driven action plan to ensure every student gets the support they need. **5:00-6:30 pm on November 29th** [LINK](#)



NEWSLA SESSIONS

CULTURALLY RESPONSIVE TEACHING

Culturally relevant pedagogy is supported by instructional resources that unpack and discuss ways to examine identities.

Newsela connects educators to content that supports understanding, engagement, and reflection on their personal identity and the identity of others

This virtual, synchronous session will be held on a date to be determined. **Level III TAs may attend as an ENL training for required CTLE.**



DIFFERENTIATING INSTRUCTION

Teachers who differentiate build multiple means of expression and engagement into lessons to offer student options and promote ownership over learning. Newsela's accessible content, instructional supports, and interactive tools lay the foundation for personalized lessons and learning activities.

This virtual, synchronous session will be held on a date yet to be determined.

Dates all TBD



ENGLISH LEARNERS: BUILDING LANGUAGE SKILLS WITH NEWSLA

During this session, participants will gain a deeper understanding of the language needs of English Learners (ELs) through the exploration of the WIDA English Language Development Standards and resources. After considering the needs of ELs, participants will map scaffolds and supports from Newsela to specific language needs of students. In a collaborative space, participants will develop an instructional plan using a Newsela article and features to take with them into the classroom.

This virtual, synchronous session will be held on a date to be determined. **Level III TAs may attend as an ENL training for required CTLE.**



FINE AND PERFORMING ARTS

NYS Arts Standards Roundtables

Music and Art K-12
 10/24 Process 1: Creating
 1/11 Process 2: Presenting/Performing
 2/27 Process 3: Responding
 3/31: Process 4: Connecting

Virtual Meetings at 4:00



For the 6th year in a row, the Hyde Park Central School District has been named one of The Best Communities for Music Education by NAMM (the National Association of Music Merchants).

This noteworthy distinction is a community award and is a reflection of the wonderful work of our dedicated and talented music staff and students, and also a barometer of the support that we get from our BOE, our Administration, our wonderful Hyde Park Families as well as numerous businesses and organizations in our community.

Congratulations, and thank you for all you do to keep the Hyde Park Central School District on the map as one of the Best Communities for Music Education!



Vertical Department Meetings

Band - October 3rd

Orchestra - October 18th

Chorus/General - September 30th

Elementary Music & Art

Elementary Music

September 19th

November 7th

January 23rd

March 27th

April 24th

Elementary Art

September 20th

November 15th

January 17th

April 18th

Special Education & Related Services

The HPCSD Special Education department will use the seven core principles and practices within the NYSED *Blueprint for Improved Results for Students with Disabilities* to review practice and to identify areas where improvement is needed.

Department Meetings will be scheduled by the new Special Education Director.



Department Meetings will be scheduled by the new Special Education Director

Orton-Gillingham

Orton-Gillingham is a structured literacy approach. It introduced the idea of breaking reading and spelling down into smaller skills involving letters and sounds, and then building on these skills over time

Dawn M. Nieman received a Bachelor's degree in Elementary Education before acquiring a position teaching third grade in a public school. While working towards her master's degree specializing in Reading, she realized there was something missing in actually teaching a child how to read. She left public school to work at a private school, which specialized in the remediation of dyslexic students. While there she was trained in the Orton-Gillingham Approach.

Dawn continued to learn this approach, and she opened her private practice in 1996 for those who could not attend this private school. In 2000 she started a summer camp which specialized in the remediation of dyslexic children which she ran for sixteen summers. Dawn became a Fellow of the Orton-Gillingham Academy in 2007. In 2013 she left the classroom to teach other teachers how to work with dyslexic children.

Dawn trains teachers in a variety of settings including public and private schools as well as universities. She continues to tutor students and also creates teaching materials to help those recently trained to work with students. Her most recent creation is a workbook titled *Phonics Fixer*.

DISTRICT PRE-
APPROVAL REQUIRED

DATES
To Be Announced



Enrollment

Please speak to your building principal if you are interested.



Dawn M. Nieman
Orton Gillingham
Trainer

2022-2023



Academic Directors

SpEd Director
Thomas Cunningham
Melinda DiMaio
Jennifer Criser-Eighthy
Kimberly Knisell
Malissa Reeder
Rick Wert

FDR Academic Department Meetings

Department Meetings will focus on the Next Generation Learning Standards or new Standards in your discipline. Meetings will be in-person or virtual, depending on the situation. PE/Health dates are for elementary (virtual) as well.

Department Meetings are open to all staff.

9/20, 10/24, 11/15, 12/13, - English/Math

9/28, 10/26, 11/17, 12/20, - Science/Social Studies

9/22, 10/27, 11/17, 1/12, 2/21, 3/23, 4/27, 5/11 - World Languages

9/21, 10/20, 11/10, 12/15, 1/17, 2/16, 3/22, 4/20, 5/18 - PE/Health

9/19, 11/7, 1/23, 3/27, 4/24, 6/5 (K-12 mtg) - Music

9/20, 11/15, 1/17, 4/18 - Art

3/7, 5/2, 6/6 - K-12 Art



Academic Support Services

ELEMENTARY READING AIS MEETINGS

Dates: 9/30, 11/18, 12/16, 1/13, 2/10, 3/10, 4/28, 5/12, 6/13 (EOY Meeting)

*9/8 BOY meeting (full day)
*6/8 EOY meeting (full day)

ENL MEETINGS

Dates: 9/14, 10/19, 11/30, 1/11, 2/15, 3/15, 4/19, 5/22*
*May ENL department meeting will be the day prior to NYSESLAT scoring.

ELEMENTARY MATH AIS MEETINGS

Dates: 9/16, 10/21, 11/18, 12/16, 1/13, 2/10, 3/10, 4/28, 5/12/6/9

*9/8 BOY meeting (full day)
*6/8 EOY meeting (full day)



Technology Services

Please check the listings for the Technology Professional Development opportunities on the [Technology Training Calendar](#) and register on [Frontline](#).

Tech Grab Bags
Offered each month at FDR, HMS, and at all elementary buildings. These sessions will be in person, giving everyone hands-on opportunities.



Please reach out to [Susan Ardalan](mailto:susan.ardalan@hpcsd.org), our Tech Integrator, with any technology use questions and/or training needs. Susan can work with you in small groups, 1:1, in-class coaching, virtual, in-person, etc.:

susan.ardalan@hpcsd.org
845-229-4000 ext.1409
in district - dial 1409
845-229-4004 Option 5

[Schedule an appointment or check the Tech Integration webpage](#)
[Check out our Training Resource folder](#)

Tech Tips
Offered each month virtually as 3 separate Google Meets for FDR, HMS, and Elementary. Links to the Tech Tips Google Meets will be on both the [Technology Training Calendar](#) and posted on [Frontline](#).



In addition, check out the Staff Resources section of the district website: <https://www.hpcsd.org/staffresources>

You can also submit an online ticket at [IncidentIQ](#) or contact the [helpdesk](#) for any technology needs and/or training



APPENDIX D: Professional Development Providers

HPCSD Consultant / Provider List Appendix D	
Organization and/or Consultant Name	Topic
Putnam Northern Westchester BOCES	
Science 21	K-5 NYS Science Learning Standards
SS/ELA	K-5 NYS Social Studies Framework
7 - 12 Social Studies	Assessment Training / SS Framework
Dutchess BOCES	
Consultant	Orton-Gillingham Reading / Decoding
Various Consultants	Administrative Mentorship
Model Schools	Technology Integration
School Improvement	Staff specialist support
Ulster BOCES	
Principal's Center	Administrative Leadership
ZEARN	K - 8 Math Digital Curriculum Companion
HVRBERN	
NYSITELL Training	ENL Assessment
NYSESLAT Scoring Training	ENL Assessment
ELL Instructional Strategies	ENL Instruction
SIFE	Bridges Training / Implementation
WISTi	Writing Strategies
Second Step	SEL
Mindfulness In Schools	SEL
NewsELA Pro	Literacy instructional content support
Batelle for Kids / Ed Leader 21	4 C's

Ken Kay	Reframing the 4C's
Ashokan	Science
NWEA	Instructional content platform
MAP Growth	Benchmark Assessment
K-3 MAP Reading Fluency	Progress Monitoring (Literacy)
3-8 MAP Accelerator	Progress Monitoring (Math)
Dreambox Learning	6 - 8 Reading Plus / Literacy
Learning A to Z	Digital Text Access
RAZ Plus	Literacy & Content Integration
Headsprout	Early Literacy / Decoding
Foundations	Decodable Texts / Explicit phonics
Science A to Z	Multi-level informational texts in science
The Brookline Center (Various Presenters)	Bridge for Resilient Youth in Transition (BRYT) Program support
Susan Ardalan - Technology Integration Specialist	Technology Integration
Bradley Geise	Data for Continuous School Improvement
Heinemann	Various Literacy Curriculum Trainings
Dr. Jill Harrison-Berg	Equity
Global Compliance Network (GCN) Training	Annual mandatory staff training

APPENDIX E: New Teacher Orientation Plan

**COMPREHENSIVE INDUCTION
AND MENTORING PROGRAM**

Developed and Implemented

by the

Hyde Park Central School District

In Collaboration with the

Hyde Park Teachers Association

and the Professional Development Council

Adopted by the

Hyde Park Board of Education

January 24, 2002

Last Revised – June 2022

HYDE PARK CENTRAL SCHOOL DISTRICT

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Hyde Park Central School District COMPREHENSIVE INDUCTION AND MENTORING PROGRAM

Philosophy and Rationale

As public schools develop a deeper understanding of the impact of quality teaching on student performance, it is critical that districts find ways to recruit, retain and train professional staff in becoming outstanding 21st century educators. Like any profession, “on-the-job training” that is consistent and continuous is the best way to develop teacher talent. Teachers who feel competent and appropriately supported are more likely to stay in our school district. Teachers who are knowledgeable in their subject area and skilled in the delivery of instruction will provide our students with a high-quality education preparing them appropriately for life in the 21st century.

In summary: Highly competent and well-trained teachers contribute to stability and have a positive impact on student achievement in Hyde Park.

The Hyde Park mentor program is designed to attract, train and retain teachers in the Hyde Park School District. Further, we believe this program assists in:

- ✓ Attracting our most talented and experienced tenured teachers to serve as mentors and become involved in the total program;
- ✓ Increasing the observation/support/evaluation skills of our administrators through professional development;
- ✓ Fostering collaboration among administrators, mentors and mentees;
- ✓ Engaging in ongoing program assessment and appropriate revision

The HPTA and the HPCSD establish and agree to the following: The Hyde Park Comprehensive Induction and Mentoring Program will include these components.

COMPREHENSIVE INDUCTION AND MENTORING PROGRAM

Process for selection and matching of mentors to mentees. Mentees are defined as all full-time, part-time, probationary and leave-replacement teachers serving at least one full semester, and other professionals in HPTA. This includes RNs and all related service providers.

- Application requirements and process established and communicated to all K-12 instructional administrators and HPTA;
- A team of teachers chosen by the leadership of the HPTA and a K-12 team of administrators will review new mentor applicants. Only applicants accepted by both teams will be recommended for Board of Education approval;
- A team of teachers and administrators will conduct an annual review of the existing pool of mentors for the purpose of mentor program accountability and improvement;
- Selected mentors will receive 15 hours of training for which they will receive one graduate credit (NYSUT, BOCES, or another approved program);
- Instructional administrators will be responsible for mentor matching with input from HPTA team;
- Priority consideration will be to match same or similar content area, grade level, proximity and personality;
- Mentors would meet periodically as a group during monthly seminar times to review and assess the process and program;
- Assessment of the program will be developed through a feedback system that includes the mentor and the mentee.

SERVICES FOR AND FROM INSTRUCTIONAL ADMINISTRATORS

Instructional Administrators will receive additional training that will clarify their role in strengthening and supporting the mentor program.

Instructional Administrators will work cooperatively with mentors and mentees. They will also provide a building and department climate of support for the mentors, mentees and the overall mentor program. Building administrators will assist in providing substitute coverage as necessary and support the delivery of the Mentor Program on a regular basis.

FUNDING AND STAFFING

Mentors can accept no more than two mentees per year. The annual ten-month stipends will be paid according to the HPTA contract. Those not mentoring for a full year will be prorated on a monthly basis. The district will provide a coordinator position(s) in order to provide the necessary oversight and strengthening of the Hyde Park Comprehensive Induction and Mentoring Program. Appointed individuals would be expected to:

- √ Coordinate, plan and implement all aspects of the monthly mentor/mentee seminars.

- √ Develop and implement an accountability system to track mentor-mentee formal interactions. (Two formal visits per month.)

- √ Lead in planning organization and implementation of new staff training program. (Three days required prior to the start of school.)

- √ Report given to the instructional Professional Learning Committee and Deputy Superintendent on progress, developments and outcomes.

- √ Develop and implement an evaluation process to determine the success of the program. This process will include surveying mentors and mentees on an annual basis and reviewing data from training.

MENTORING PROGRAM

H.P.T.A. CONTRACT (EFFECTIVE JULY 1, 2001)

Recognizing that a quality mentoring program is essential to attracting, retaining and continuously improving the knowledge and skills of our workforce, both parties agree to the establishment and maintenance of a mentor program as part of the district's ongoing professional development. This induction and training program will provide systematic training and support for new mentees training on the APPR.

For new mentees, the program shall begin prior to the first day of school, not to exceed three days training. New staff hired after New Staff Orientation will receive all required trainings within 30 days of hire. As such, training on the APPR will be developed and delivered collaboratively between HPTA leadership and District Administration.

The induction program shall continue for a full calendar year from the effective start date.

The Hyde Park Mentoring Program will be specifically developed and revised annually by the Superintendent or his/her designee in collaboration with the District Leadership Team in sub-committee and the H.P.T.A.

A new teacher induction program will include trained veteran staff who:

1. Assist with the transition into the profession and assimilation into the district.
2. Improve teacher effectiveness through classroom management training, skills in the use of best practices, knowledge and implementation of education research.
3. Promote the district's culture – its philosophy, mission, policies, procedures, goals, etc.
4. Succeed in increasing positive attitudes, a professional work ethic and a desire for new teachers to remain in the school district.

A quality mentoring program requires a commitment of time, effort and must be developed and viewed as a work in progress. Therefore, all hours of required training for veteran teachers may be applied to the '100 hours of CTLE' professional development requirement.

MENTOR AND MENTEE REQUIREMENTS AND RESPONSIBILITIES

Mentors	First Year Mentee (new to HPCSD)	Experienced Mentee, RNs and Related Service Providers
Participate in mentee meetings per month, either in-person or via video conference.	Participate in at least one formal mentor/mentee meeting per week	Participate in at least two formal mentor/mentee meetings per month
Participate in classroom visitations to the mentor’s classroom, the mentee’s classroom, or any other appropriate setting	Participate in at least two visitations per month	Participate in at least two visitations per month
Document meetings and visitations and submit approved digital documentation forms to the mentor program coordinator on a quarterly basis	Document meetings and visitations and submit approved digital documentation forms to the mentor program coordinator on a quarterly basis	Document meetings and visitations and submit approved digital documentation forms to the mentor program coordinator on a quarterly basis
Attend monthly seminars (60 minutes in length) Mentors assist in planning and delivering sessions. Some seminars will be differentiated for sub-groups of the program and may be devoted to continued training for mentors. These can be in-person or virtual. For example, related service providers or nurses can help to develop sessions related to their field.	Attend monthly seminars (60 minutes in length)	Attend monthly seminars or other pre-approved PD activities (The combination of required monthly seminars and PD must equal 10 hours for the school year)
Option to participate in new staff orientation (3 hours – paid at the facilitator rate of pay)	Attend new staff orientation	Attend new staff orientation

- ✓ Mentors will provide support, coaching and training and will not evaluate mentee;
- ✓ At least one formal meeting per week with both parties will be regularly scheduled in addition to informal contacts;
- ✓ The mentor and mentee will schedule a minimum of two classroom/office visitations per month. The visit could be to the classroom/office of the mentor, the mentee, or any other appropriate placement. Mentors and mentees are required to keep a log of these visitations and share with administrators;
- ✓ Mentors and mentees will be required to attend a monthly seminar on pertinent topics and issues directly related to teaching and learning. These seminars will also include discussions and feedback. These seminars will take place after school and will be 60 minutes in duration.

FORMAL MEETING LOG 2022-2023 (Sample)

Mentee Name _____ Mentor Name _____

WEEK	Mentee (initials)	Mentor (initials)		WEEK	Mentee (initials)	Mentor (initials)
9/5/22				1/30/23		
9/12/22				2/6/23		
9/19/22				2/13/23		
9/26/22				2/20/23		
10/3/22				2/27/23		
10/10/22				3/6/23		
10/17/22				3/13/23		
10/24/22				3/20/23		
10/31/22				3/27/23		
11/7/22				4/3/23		
11/14/22				4/10/23		
11/21/22				4/17/23		
11/28/22				4/24/23		
12/5/22				5/1/23		
12/12/22				5/8/23		
12/19/22				5/15/23		
12/26/22				5/22/23		
1/2/23				5/29/23		
1/9/23				6/5/23		
1/16/23				6/19/23		
1/23/23						

VISITATION LOG 2022-2023

<u>WEEK</u>	<u>Mentee (initials)</u>	<u>Mentor (initials)</u>
September		
September		
October		
October		
November		
November		
December		
December		
January		
January		
February		
February		
March		
March		
April		
April		
May		
May		
June		
June		

MENTOR APPLICATION FORM

Name _____ Position _____ School _____

Area / Grade Level: _____ Tenured? _____ Date of Application _____

Total number of years in position _____ Number of years in HPCSD _____

1. What do you feel are the most critical needs of a mentee?

2. Briefly describe why you would like to be a mentor. Please include the areas in which you feel you would be able to provide the most support to a mentee.

3. What do you feel are the most important characteristics of a mentor?

4. What personal and professional qualities do you demonstrate that support your candidacy as a mentor?

 I understand that I will be required to participate in a 15-hour mentor-training course and will follow the HPTA mentor program requirements if I am selected as a mentor.
 Applicant's Signature _____

*
 Please submit this application to the Mentor Program Coordinator. Please feel free to use additional paper if necessary.

APPENDIX F: NYS Professional Development Standards

New York State's Professional Development Standards provide a blueprint for high quality professional development for all educators to improve instruction and student achievement. These standards promote and sustain continuous development, growth, and examination of practice. They also provide clearly defined expectations and commitment to change. They are aligned with New York State Learning Standards and are based on an analysis and adaptation of the National Staff Development Council's Standards for Staff Development as well as other national, state, and professional standards. The New York State Professional Development Standards are based on fundamental knowledge about contextual factors from converging research about effective professional development and its ultimate impact on student learning. Attributes of effective professional development include the following:

Effective professional development fosters a culture of continuous improvement for all engaged in the learning endeavor. Practices address the needs of professionals throughout their careers and embrace other stakeholders as participants in learning. Activities are evaluated both for effectiveness and impact on student learning.

Effective professional development is that which improves the learning of all students, including those with different educational needs, learning styles, and incremental abilities, and those from diverse cultural and linguistic backgrounds.

Professional development is most effective when there are clear research-based expectations for what teachers should know and be able to do to support student learning. These expectations are reflected in the New York State Code of Ethics for Educators, district Professional Development Plans, Annual Professional Performance Reviews, and Commissioner's Regulations related to teacher preparation and certification. They are also enumerated and reflected in collective bargaining agreements, job descriptions and assignments, performance appraisal systems, systems of rewards and incentives for teachers, and in the design and content of teacher professional development.

Professional development is most effective when it takes place in professional learning communities. These learning communities might take various forms, but they are all characterized by ongoing learning. They encourage individual and collaborative exploration, practice, and reflection. They foster collegiality and problem solving, and they emphasize continuous improvement in classrooms and schools.

Professional development is most effective when there is collaborative leadership and shared responsibility for improving teaching and learning. Collaborative leadership for professional development recognizes that the pursuit of excellence is never ending and embraces the individual and collective goals and talents of teachers, paraprofessionals, parents, school administrators, school boards, district and state staff, institutions of higher education, unions, and other stakeholders.

Professional development is most effective when it is job embedded, directly relevant to classroom practice, provided over time, and when it provides opportunity for practice of new strategies, time to reflect on changes, and time to integrate new learning into the teaching practice.

Professional development is most effective when adequate resources are provided. Resources include money, people, and time. Resources necessarily come from a variety of sources, and must be sufficiently sustained over time to insure the full impact of professional development. Resources are adequate when they ensure that all educators can study, practice, reflect, receive feedback on practice, and implement knowledge and skills necessary to be effective with their students and others.

The Ten Standards for High Quality Professional Development

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 skill 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 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.

APPENDIX G: NYS Teaching Standards

The New York State Teaching Standards September 12, 2011

1. Knowledge of Students and Student Learning
2. Knowledge of Content and Instructional Planning
3. Instructional Practice
4. Learning Environment
5. Assessment for Student Learning
6. Professional Responsibilities and Collaboration
7. Professional Growth

<http://www.highered.nysed.gov/tcert/pdf/teachingstandards9122011.pdf>