

**Pine Plains Central School District
Professional Learning Plan**

July 1, 2023 – June 30, 2025

Updated: July 2024

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Board of Education
2024-2025

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Mr. Jim Griffin
Ms. Heidi Johnson
Mr. Joseph Kiernan
Ms. Jean Stapf

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Superintendent of Schools
Dr. Brian Timm

Director of Curriculum and Instruction
Mr. Gian Starr

Business Official
Mrs. Laura Rafferty

Board of Education Goals

Mission Statement:

We develop the whole child to be a lifelong learner and a productive member of the global community.

Vision Statement:

We are a district of choice offering exceptional opportunities to engage and excite our entire school community.

2023-24 Board Goals

I. Implementation of Strategic Plan

- a. The district will develop and implement strategies to support the Strategic Plan with a focus on Academic Excellence, Student Experience and Community Connections.
- b. The district will provide the Board of Education quarterly reports on the progress of the Strategic Plan.

II. Fiscal Planning

- a. The district will update the 5-year financial outlook.
- b. The district will evaluate the Energy Performance Contract.
- c. The district will review the structure of the cafeteria program.

III. Facilities

- a. The district will update the 5-year Facility Plan.
- b. The district will evaluate the possibility of including additional air circulation units and air conditioning into future bond projects.

IV. Board of Education

- a. The Board will complete an annual self-evaluation.
- b. The Board will conduct an annual retreat.
- c. The Board will increase opportunities for the community to engage in conversation with Board members.
- d. The Board will update the Board of Education manual for new members.

Professional Learning Team

The following plan was developed through collaboration among the participants on the Pine Plains Professional Learning Team. The team members consisted of administrators, Curriculum Specialist, teachers, a parent, and representatives from a higher education institute. The following individuals were members of the Professional Learning Team of the Pine Plains Central School District:

Superintendent	Dr. Brian Timm
Administrators	Janine Babcock Chris Boyd Richard Harlin Julie Roberts Gian Starr Kristen Fischetti Sara Von Burg Julia Tomaine
Teachers	Nick Dean Christina Ehret-Gaedje Laura Rosato Kerri Seidel Caroline Solazzo April Stark Cäcilia Wyman
Parent Representative	Jennifer McCord
Higher Education Representative	Mary Krembs

Introduction

Subdivision (dd) of Section 100.2 of the Regulations of the Commissioner of Education required that by September 1, 2000, and annually by September 1 of each school year thereafter, each district adopt a Professional Learning Plan. The purpose of the plan shall be to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development to remain current in their profession, while meeting the learning needs of their students. The plan shall also ensure that holders of level III teaching assistant certificates and that substitutes that work on a long-term basis, are provided the opportunity to participate in the professional development program of the district.

Professional Development in the Pine Plains Central School District is a process that facilitates the continuing education of our entire faculty and staff who are engaged in the education of students. By engaging in professional development, faculty and staff members will learn and apply new professional practices.

Quality professional development in the Pine Plains School District recognizes that teachers are central to student learning, and that all members of the school community participate in the learning process. The Pine Plains professional development reflects the most current research and the best practices in education, while promoting continuous improvement that is embedded in our daily life.

The Pine Plains Central School District's Professional Learning Plan is in alignment with the National Staff Development Council Standards, now known as "Learning Forward" (2015), the New York State Professional Development Standards (2009), and the New York State Teaching Standards (2011). This plan is aligned to assist educators in reaching and maintaining the Professional Development Requirements as required by New York State (2010) as well as the new Continuing Teacher and Leader Education (CTLE) requirements. Pine Plains Central School District is committed to assist professionally certificated teachers and leaders and Level III teaching assistants in achieving the 100 hour CTLE requirement over a five year period. By providing appropriate high quality professional development offerings that all faculty members are actively encouraged to participate in, all faculty members are provided with the opportunity to successfully meet this requirement. Professional Development CTLE activities will be designed to improve the teacher or leader's pedagogical and/or leadership skills, targeted at improving student performance. As educators, we recognize that teachers are the most powerful influence on student learning and that high quality teachers inspire, motivate, and empower their students to achieve their full potential. The New York State Professional Development Standards identify professional development that promotes and sustains continuous teacher development and growth. The standards rest on fundamental knowledge about contextual factors that are critical to ensuring that professional development is effective.

Needs/Data Analysis for Professional Learning Plan

The Pine Plains Professional Learning Plan is aligned to the New York State tenets of the Regents Reform Agenda. A needs assessment was conducted to determine faculty and staff readiness in the areas of APPR (Teacher and Leader Effectiveness), NYS Learning Standards, Data Driven Instruction, Instructional Practices, and Literacy. The Pine Plains Professional Learning Plan Committee met to determine faculty and staff needs and provide professional development recommendations. The needs identified were uniform across schools and grade levels. Multiple data sources and teacher feedback were reviewed in order to determine grade/program specific needs and recommendations to support aligned professional development with and across grade levels (Appendix A).

Many activities identified in this Professional Learning Plan are projected to be on-going activities reflective of a multi-year systematic change process. The Professional Learning Plan includes a multiple year action plan for the implementation of professional development to support effective teaching. The Professional Learning Planning Committee will monitor the professional development activities, student achievement levels, and teacher needs on an on-going basis to ensure successful implementation. Changes will be made on an on-going basis to assure that professional development offerings are both necessary and appropriate to the needs of the faculty, and of the student population. Student performance will be reviewed on a regular basis in an effort to identify any new needs, and to identify the success of the Professional Learning Plan.

A needs assessment survey was developed based on the identification of student learning gaps, needs, and faculty observation (Appendix B). These focus areas will allow faculty to improve student learning by increasing teacher effectiveness, and embedding instructional practices into the daily activities occurring in the classroom. This will ultimately result in a greater percentage of students meeting and exceeding standards. The top professional development needs as identified by the faculty and staff of Pine Plains Central School District are: to improve student achievement by providing support in teacher and leader effectiveness and to foster climate, culture, and communication with all individuals and stakeholder groups. The result of this survey provided a foundation of critical areas of staff development, which will improve teacher effectiveness in meeting the needs of all students and directly improve teaching practices and leadership skills.

Professional Learning Goals

By June 2025:

1. Pine Plains CSD will improve student achievement by providing support in teacher and leader effectiveness.
2. Pine Plains CSD will foster a positive climate and culture, and promote communication with all individuals and stakeholder groups.

Pine Plains Central School District is committed to providing quality professional development opportunities to all faculty and staff members. On an on-going basis, Pine Plains Central School District staff members participate in high quality professional development activities. While the amount of professional development an individual teacher chooses to participate in may vary, mandated professional development noted above provides a minimum of 20 hours of professional development per year over a five year period, a minimum of 100 hours of professional development for each certificated teacher and teaching assistance will be provided. Professional Development CTLE activities will be designed to improve the teacher or leader's pedagogical and/or leadership skills, targeted at improving student performance. The following strategies and activities to support effective implementation include, but are not limited to, embedded coaching, PLC meeting, data meetings, classroom coaching, workshops, specific PD during faculty meeting, and conferences in and out of district. Effective December 31, 2019 (not retroactive), Educators acting as a mentor to a new classroom teacher as part of a school districts or BOCES' mentoring program may, at the discretion of the school district or BOCES, credit up to 30 hours of such time towards their CTLE requirement in each five-year registration period. Educators acting as a mentor to a teacher candidate may, at the discretion of the school district or BOCES, credit up to 25 hours of such time towards their CTLE requirement in each five-year registration period. Records pertaining to CTLE credits will be kept by the district for eight years. Certificates for such credits will be available to employees and copies will be furnished as needed.

Goal # 1: Pine Plains CSD will improve student achievement by providing support in teacher and leader effectiveness.

Objective 1.1 To further develop teaching and leadership skills			
Strategies	Activities (examples)	Evaluation (example)	Time Frame
Participate in Research-based Instructional Practice activities	<i>CTLE-eligible activities administered during:</i> -Workshops -Faculty meetings -Superintendent Conference Days	Survey Self reflection Classroom Observations	On going
Participate in meetings dedicated to improving student performance	<i>CTLE-eligible activities administered during:</i> -Data-driven Decision Making meetings -Professional Learning Communities (PLC) meeting -Team Meetings	Survey Meeting minutes	On going
Participate in Higher Institute learning experiences	College courses College sponsored workshops/conferences	Self reflection Classroom observation	On going
Participate in curriculum alignment and revision	Align and revise curriculum: Science Social Studies ELA Math	Survey Meeting minutes	On going

Objective 1.2 To increase student performance			
Strategies	Activities (examples)	Evaluation (example)	Time Frame
Participate in meetings dedicated to improving student performance	<i>CTLE-eligible activities administered during:</i> -Workshops -Faculty meetings -Superintendent Conference Days	Survey Meeting minutes	On going
Implement comprehensive programs focused on content areas as appropriate	Student Learning Objectives (SLO) District-developed Benchmarks	Meeting minutes Classroom Observations	On going

Objective 1.3 To promote 21 st Century literacy skills			
Strategies	Activities (examples)	Evaluation (example)	Time Frame
Improve and enhance learning experiences through the use of technology	Learning.com 21 st Century Skills Assessment	Survey Self reflection Observe student outcomes Easy Tech	On going
Support STEAM Initiative	<i>CTLE-eligible activities administered during:</i> -Workshops -Faculty meetings -Superintendent Conference Days	Survey Meeting minutes Easy Tech	On going

Goal # 2: Pine Plains CSD will foster climate, culture, and communication with all individuals and stakeholder groups.

Objective 2.1 To further develop teaching and leadership skills			
Strategies	Activities (examples)	Evaluation (example)	Time Frame
Participate in Research-based Practice activities focused on climate, culture, and communication	<i>CTLE-eligible activities administered during:</i> -Workshops -Faculty meetings -Superintendent Conference Days	Survey Self reflection Classroom Observations	On going
Participate in Higher Institute courses	College courses College sponsored workshops/conferences	Self reflection Classroom Observation	On going

Objective 2.2 To increase student performance			
Strategies	Activities (examples)	Evaluation (example)	Time Frame
Participate in activities across disciplines	Planning meetings	Survey Meeting minutes	On going
Participate in Research-based Practice activities focused on climate, culture, and communication	<i>CTLE-eligible activities administered during:</i> -Workshops -Faculty meetings -Superintendent Conference Days	Survey Classroom Observations	On going
Develop the capacity to provide a nurturing, safe and productive learning environment	<i>CTLE-eligible activities administered during:</i> -Workshops -Faculty meetings -Superintendent Conference Days	Survey Classroom Observations	On going

Objective 2.3 To promote 21 st Century literacy skills			
Strategies	Activities (examples)	Evaluation (example)	Time Frame
Participate in project based learning activities	<i>CTLE-eligible activities administered during:</i> -Workshops -Faculty meetings -Superintendent Conference Days	Survey Self reflection Classroom Observations	On going
Participate in Research-based Instructional Practice activities	<i>CTLE-eligible activities administered during:</i> -Workshops -Faculty meetings -Superintendent Conference Days	Survey Self reflection Classroom Observations	On going

District Resources

Fiscal Resources	<p>General Budget Non Competitive State and Federal Grants Competitive State and Federal Grants (Local and Consortium) Institutions of Higher Education Foundations: SEED Local Businesses/Organizations Personal Donations (training materials and equipment) Private competitive grants</p>
Staff Resources	<p>Train the Trainer Admin and teacher experts Staff Volunteers: (e.g.: student conference day) In-service presenters Mentor Program Locally produced trainings</p>
Community	<p>Building Bridges Health/Safety Organizations Mental Health Organizations Parents Law Enforcement Political Organizations</p>

Consultants/Vendors

Name	Address	Activity/Description
Bard College	30 Campus Rd, Annandale-On-Hudson, NY 12504	Immersive, prescriptive professional development in the area of writing based teaching strategies and questioning Audit of Math Program and assistance with restructuring
Mid-Hudson National Alliance on Mental Health	P.O. Box 787 Poughkeepsie NY 12602	National Council for Behavioral Health Mental Health First Aid
Siemens, King and King Architects, Clarkson University, Ferrara Fiorenza Law Firm	East Syracuse Minoa High School 6400 Fremont Road East Syracuse, NY 13057	Collaborative Educators Summit Develop strategies and action plans to strengthen STEM education
New York State Museum	222 Madison Ave, Albany, NY 12230	Develop strategies and action plans to support Archaeology in the Classroom
STANYS	PO Box 2121 Liverpool, NY 13089	Support Science Education in the Classroom
Orange-Ulster BOCES	53 Gibson Road Goshen, NY 10924	Workshops/PD to develop teacher and leader skills Workshop/PD to improve student performance Workshops/PD to enhance 21 st Century Literacy Skills
Ulster BOCES	175 Route 32 North New Paltz, NY 12561	Workshops/PD to develop teacher and leader skills Workshop/PD to improve student performance Workshops/PD to enhance 21 st Century Literacy Skills
Sullivan County BOCES	52 Ferndale Loomis Rd, Liberty, NY 12754	Workshops/PD to develop teacher and leader skills Workshop/PD to improve student performance Workshops/PD to enhance 21 st Century Literacy Skills

Mid-Hudson Regional Information Center	175 Rt. 32 North New Paltz, NY 12561	Workshops/PD to develop teacher and leader skills Workshop/PD to improve student performance Workshops/PD to enhance 21 st Century Literacy Skills
Capital Region BOCES	900 Watervliet Shaker Rd, Albany, NY 12205	Workshops/PD to develop teacher and leader skills Workshop/PD to improve student performance Workshops/PD to enhance 21 st Century Literacy Skills
Southern Westchester BOCES	17 Berkley Drive, Rye Brook, NY 10573	Workshops/PD to develop teacher and leader skills Workshop/PD to improve student performance Workshops/PD to enhance 21 st Century Literacy Skills
Lower Hudson Regional Information Center	450 Mamaroneck Ave., Harrison, NY 10528	Workshops/PD to develop teacher and leader skills Workshop/PD to improve student performance Workshops/PD to enhance 21 st Century Literacy Skills
Putnam Northern Westchester BOCES	200 Boces Dr, Yorktown Heights, NY 10598	Workshops/PD to develop teacher and leader skills Workshop/PD to improve student performance Workshops/PD to enhance 21 st Century Literacy Skills
Dutchess BOCES	5 Boces Rd, Poughkeepsie, NY 12601	Workshops/PD to develop teacher and leader skills Workshop/PD to improve student performance Workshops/PD to enhance 21 st Century Literacy Skills

Mid-Hudson Teacher Center	SUNY New Paltz, 800 Hawk Drive, Old Main Building, Room 223, New Paltz, NY 12561	Workshops/PD to develop teacher and leader skills Workshop/PD to improve student performance Workshops/PD to enhance 21 st Century Literacy Skills
Scenario Learning LLC (SafeSchools)	4890 West Kennedy Blvd. Suite 300 Tampa, FL 33609	Workshops/PD to develop teacher and leader skills
Great Minds (Eureka Math)	55 M Street SE, Suite 340 Washington, DC 20003	Workshops/PD to develop teacher and leader skills Workshop/PD to improve student performance Workshops/PD to enhance 21 st Century Literacy Skills
International Society for Technology in Education (ISTE)	621 SW Morrison Street, Suite 800 Portland, Oregon 67205	Workshops/PD to develop teacher and leader skills Workshop/PD to improve student performance Workshops/PD to enhance 21 st Century Literacy Skills
Heinemann	PO Box 6926 Portsmouth, NH 03802-6926	Workshops/PD to develop teacher and leader skills Workshop/PD to improve student performance Workshops/PD to enhance 21 st Century Literacy Skills
Orton-Gillingham Academy	PO Box 234 3296 Route 343, Suite 1 Amenia, NY 12501	Workshops/PD to understand the nature of the dyslexic learner; Workshops/PD to understand the neurobiology of reading; Workshops/PD to understand reading development from decoding to reading for knowledge
CASE / Trainers	1675 E. Seminole St. Suite L1 Springfield, MO 65804	Workshops/trainings to provide resources to implement and administer special education programs

PPCSD Professional Learning Feedback Form

Workshop Title:

Presenter:

Date(s):

Please answer the first four questions using a scale of 1-4, where 4 is the highest and 1 is the lowest.

1. The instructor was effective in instructing/facilitating this workshop.	1 2 3 4	Comment:
2. The ideas and skills taught at this workshop are relevant to my professional practice.	1 2 3 4	Comment:
3. I was an actively engaged participant in this workshop.	1 2 3 4	Comment:
4. I would recommend this workshop to others.	1 2 3 4	Comment:
5. What new skills or knowledge have you gained from this workshop?		
6. What was the most valuable part of the training for you?		
7. What would you change about this training?		
8. What do you need in order to implement the information and practices covered in this workshop?		
9. What professional support can be provided as a follow up to this workshop?		
10. Please provide any additional comments or feedback:		

Optional: Name: _____ Building: _____

Teacher/Mentor Handbook

WELCOME NEW PINE PLAINS CENTRAL SCHOOL DISTRICT FACULTY MEMBER!

The Pine Plains Central School District and the Pine Plains Federation of Educators, Inc. have jointly established a Mentor Faculty Program. The purpose of the program is to provide peer guidance to faculty new to the District. It is our collective view that an instructional staff of the highest quality can best be assured by providing strong support for all faculty.

The Mentor Faculty Program eases the new faculty member's entry into the system and affords the District an opportunity to recognize some of the outstanding faculty within the District. The Mentor Faculty Program is designed to encourage experienced, tenured faculty to share their knowledge, talents and skills with new faculty in the District and help them to become effective faculty members. It supplements District and building orientation programs that already exist.

This handbook has been developed to provide the new faculty members with relevant information, which will assist them in their first year in the Pine Plains Central School District. It is our hope that this resource, along with the mentor, will help to make your experience successful and enjoyable.

New faculty members will be assigned to a mentor but should also be assured that any staff member stands ready and willing to assist. There may be times when the new faculty member may feel overwhelmed, but the mentor should be viewed as a professional guide and advisor throughout the year. New faculty members are likely to encounter many situations that will raise questions relating to all areas of their responsibilities. These questions may range from planning for instruction, utilization of materials, record keeping, or a myriad of other concerns. The mentor will offer answers to these questions and provide other essential support during the school year.

Good luck and best wishes!

CONFIDENTIALITY

The first year of a new position can bring many challenges and concerns for the novice faculty member. Mentors are selected to offer assistance and guidance to allow for a smooth transition for the faculty member's first year in our District. The relationship that develops between the mentor and mentee is crucial to the success of the program. This relationship must be developed in an ethical manner where both fairness and confidentiality are key to effective communication. In no way is this relationship to be used in the formal evaluation process.

The mentor should schedule regular interaction according to the existing guidelines, set up the communication mechanisms, clarify the level of confidentiality, and modify expectations to fit the real-life mentoring situation. As the mentor/mentee relationship develops, the mentor should also take the responsibility to initiate and maintain the relationship. The mentor must communicate that sharing expectations and periodic review will give strength to the process. The mentee should not be concerned that sharing problems could reflect inadequacy. A positive, accepting attitude is crucial and sets the tone for a cooperative relationship. The mentor should ensure that the sharing of ideas, problems, feelings and resources can be done in an atmosphere of an open, working relationship.

COMPREHENSIVE INDUCTION AND MENTORING PROGRAM

Philosophy and Rationale

As public schools face an increasing shortage of teachers, it is critical that districts find ways to retain teachers and to train them to become outstanding 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 highly 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.

Summary: Highly competent and well-trained teachers = stability and increased student achievement in the Pine Plains Central School District.

Our intent was to create a successful program that would give us an advantage in a highly competitive market to:

- Attract our most talented and experienced tenured teachers to serve as mentors and become involved in the total program
- Foster collaboration among administrators, mentors and interns
- Involve all faculty to support new teachers in a general way
- Communicate to the Board of Education and the community the critical need for a continuous comprehensive induction and mentoring program
- Engage in ongoing program assessment and appropriate revision.

MENTOR SELECTION PROCESS

Mentors will be provided for first year faculty members by the Pine Plains Central School District. A mentee could possibly be mentored a second year if recommended by the principal. A mentee may request a second year of mentoring that can be justified and approved by the building principal. To be chosen as a mentor, candidates must participate in mentor training and be on the approved mentor list. Principals will choose mentors from the approved mentor list in an attempt to match personalities and content areas as best as possible.

A mentor shall have one mentee at a time. The mentor teacher position is for one year. All mentors shall meet at least once per quarter to discuss the program.

As part of the process, the principal of the building in which the mentor and mentee are working, will provide a professional setting of trust, learning, and sharing. The Superintendent or his/her designee shall arrange for training for the mentors before the beginning of each new school year (preferably late spring).

QUALITIES OF A GOOD MENTOR

- a) Committed to the role of mentor.
- b) Accepting of a novice, or new to District, faculty member.
- c) Skilled at providing instructional support.
- d) Effective in different interpersonal contexts.
- e) A model of a continuous learner.
- f) Communicates hope and optimism.
- g) Reinforce confidentiality.

WAYS OF MENTORING

Suggestions for Sharing Expertise on Student and Self Evaluation

- Listen to the mentee's concerns about evaluation and share ideas about the overall purposes of evaluation in the classroom and the school.
- Talk about the variety of ways (formal and informal, verbal and nonverbal) that one can evaluate student learning and attitudes in specific subjects or at specific grade levels
- Share your own system for grading and record keeping, and describe other models that you know about.
- Collaborate on the development of assessments that might be used in identical or similar classes.
- Offer to share a collection of assessments or other evaluation measures you have developed.
- Offer to give feedback on the mentee's evaluation instruments and their results.
- Review the standardized assessment program used by the school or district, and talk about its role in relation to curriculum planning and evaluation of student learning in the classroom.
- Describe various strategies to handle the expected paperwork associated with students' assignments.
- Discuss and compare various techniques for evaluation of one's own effectiveness.
- Help the new faculty member to prepare for the review and evaluation of his/her first year.
- It may be helpful for the mentee to develop an ongoing diary during the mentoring experience.

Communicating Support and Challenge

The effectiveness of verbal and nonverbal communication is high on the list of important factors that contribute to the success of mentoring relationships and of all professional and personal relationships. Mentors have a special responsibility for effective communication because they are a primary source of information, support and challenge to the recipients of their mentoring.

ROLE OF THE MENTOR

The mentor role is highly valued in our school district. We recognize that in order for the beginning faculty member to grow professionally, sustained and frequent conversations, as well as collegial interaction as provided by the mentor are integral and critical. Mentors are exemplary faculty members who are able to model excellence. A mentor is someone the mentee can reach out to for assistance and support. Carefully implemented mentoring can help mentees settle in more smoothly and quickly to the operating procedures of the District and their schools.

The role of the mentor is both challenging and complex. The relationship between the mentor and the mentee grows out of the particular needs of the mentee and the District. A mentor may provide support and encouragement to help the faculty member understand the history, customs, and culture of the school and district in which he/she work. The mentor is also instrumental in assisting with lesson plans, acquiring materials, as well as explaining District and building policies and procedures.

Mentor/Mentee relationships can provide a powerfully positive experience for both the novice and the experienced faculty member. At the heart of mentoring is a positive relationship between colleagues based on mutual respect. A supportive, encouraging, trusting relationship is essential to the success of this endeavor.

The mentor's primary role is to aid and support the mentee. Mentoring also offers experienced faculty members an opportunity to reflect on their teaching strategies and philosophies. Mentoring provides an opportunity to transform our professional lives.

PROGRAM REVIEW/MENTOR CHANGE:

The Mentor Faculty Program will be reviewed annually in each building by all parties involved. During the year, discussion between the principals and mentors, as well as the mentors and mentees, will provide information for assessing and strengthening the mentor program. These discussions will be used in shaping the following year's program.

If a "clash" occurs between the mentor and the mentee, the principal will be responsible for discussing issues with both parties and reassigning a mentee to another mentor if deemed appropriate.

MENTOR RESPONSIBILITIES

- Attend all faculty orientation programs.
- Take responsibility for initiating and maintaining the mentor/mentee relationship.
- Spend a minimum of 20-30 hours across the school year involved in mentoring (10-15 hours will be direct contact with mentee; up to 30 hours CTLE eligible).
- Agree to be involved in mentor training workshop(s) as organized/developed by the Superintendent of Schools, or his/her designee(s).
- Utilize trust, confidence, and effective communication to strengthen the relationship and ensure empowerment.
- Provide resources or direct the mentee to resources needed.
- Model competence and professionalism.
- Demonstrate tolerance, patience, and sensitivity to the mentee's concerns.
- Use perspective and vision to suggest the next steps a mentee might consider.
- Guide the mentee in recognizing special talents and capabilities. At the same time, address the novice faculty's shortcomings and work together to find remedies.
- Share expectations and concrete suggestions where there is a need (i.e., dealing with challenging students).
- Identify the mentee's good qualities and establish a firm relationship so that areas of improvement are easier to handle.
- Critique the mentee's strengths as well as suggested areas of improvement in a confidential manner.
- Assist the mentee to identify effective strategies and experiment with new ideas.
- Cooperatively develop and maintain a log of activities, including the necessary forms corresponding to the mentor's CTLE requirements.
- Use the Needs Assessment Questionnaire to plan individual assistance

CHECKLIST FOR MENTOR FACULTY

The following topics or items should be reviewed with or completed with mentee within the time period(s) indicated. The time periods are labeled for those mentees starting work at the *beginning* of a school year, as well as those who may begin *during* a school year.

PRIOR TO THE FIRST DAY OF SCHOOL or (BEFORE 1ST DAY OF STUDENT CONTACT)

- _____ Cooperatively create a schedule of mentor/mentee meeting dates and times (with consideration of 20-30 hours of contact, 10-15 hours, direct; up to 30 hours CTLE eligible)
- _____ Cooperatively develop opening week plans/activities
- _____ Familiarize mentee with building - locations of offices/persons & time schedules
- _____ Faculty Handbook, including specific procedures related to:
 - ___ Access to and use of copy and fax machines
 - ___ Homeroom activities: attendance, lunch count, pledge, etc.
 - ___ Paperwork such as building forms, reports, locker lists, etc.
 - ___ In-service pre-approval form
 - ___ Fire drill/emergency evacuation/lock down
 - ___ Assemblies
 - ___ Field Trips
- _____ Student Management including procedures related to:
 - ___ Working with students before/after school
 - ___ Expectations for students in transition during instructional time, (i. e., students going to lavatories, health office, main office, etc.)
 - ___ Discipline – referral forms, requesting administrative support
 - ___ Establishing classroom rules and procedures
- _____ Instructional Management including procedures related to:
 - ___ Student motivation
 - ___ Dealing with students' individual differences, (English as a Second Language, Learning Styles)
 - ___ Effective instructional grouping
 - ___ Variety of teaching techniques
 - ___ Group facilitation skills
- _____ Supervisory duty responsibilities
- _____ Grading policies & procedures
- _____ Secure & review appropriate Curriculum guide(s)
- _____ Library, computer lab and other ancillary services
- _____ Provision of school & district materials and supplies
- _____ Lesson plan guidelines

- _____ Importance of confidentiality
- _____ Building and district committees and groups
- _____ Assistance available from School Nurse, Dean, School Counselors, School Psychologist, Speech/Language Therapists, Social Workers, etc.
- _____ Explain procedures regarding sick and personal days, (forms, calling for substitute, etc.)
- _____ Faculty observation/evaluation policy and procedures (Annual Professional Performance Review)
- _____ Cooperatively establish 1st quarter instructional goals
- _____ Provide suggestions for Open House

**BY THE END OF OCTOBER or
(10 WEEKS AFTER 1st DAY OF STUDENT CONTACT)**

- _____ Have had at least 1st quarterly meeting with mentee and administrator
- _____ Review mentor/mentee schedule of meeting dates and times and adjust, as necessary (with consideration of 20-30 hours of contact, 10-15 hours, direct)
- _____ Review 1st quarter instructional goals and establish 2nd quarter goals
- _____ Cooperatively review/alter lesson plans while providing feedback
- _____ Cooperatively plan classroom instruction
- _____ Model instruction for mentee (when requested)
- _____ State and local assessments to be administered, (content & results)
- _____ State and/or local assessment results for mentee's students
- _____ Provide suggestions for Parent Conferences
- _____ Model various means and styles of communication with parents/guardians, (written and verbal)
- _____ Monitor to determine that curriculum(s) is/are being followed and covered at an appropriate pace
- _____ Explain Child Study Team (CST) & Committee on Special Education (CSE) Referral processes and procedures
- _____ Explain services and coordination required for special education students or general education students with 504 Accommodation Plans

- _____ Assist with preparation for administrator's observation/evaluation of mentee
- _____ Review any completed administrator evaluation and offer suggestions/feedback with regard to administrator's recommendations
- _____ Review due dates for progress reports and report cards for the school year
- _____ Explain snow day/emergency closing, delayed opening & early dismissal procedures
- _____ Assist mentee with completion of BEDS form
- _____ Discuss 1st quarter Report Card grading and comments
- _____ Explain Parent Intervention Meeting process for students failing two or more core academic courses

**BY THE END OF THE 2ND QUARTER (MID-FEBRUARY) or
(20-WEEKS AFTER 1ST DAY OF STUDENT CONTACT)**

- _____ Have had at least 2nd quarterly meeting with mentee & administrator
- _____ Review mentor/mentee schedule of meeting dates & times and adjust, as necessary (with consideration of 20-30 hours of contact, 10-15 hours, direct)
- _____ Review 1st semester instructional goals and establish 2nd semester goals
- _____ Monitor to determine that curriculum(s) is/are being followed and covered at an appropriate pace
- _____ Discuss 1st & 2nd quarter Report Card grades and comments
- _____ Review any additional completed administrator evaluation and offer suggestions/feedback with regard to administrator's recommendations
- _____ Assist with preparation for and participation in Annual Reviews
- _____ Assist with preparation for and administration of State and/or local assessments, (i.e., DataMate, IXL)
- _____ Observe mentee instructing students and provide feedback
- _____ Cooperatively finalize 1st semester log to be reviewed by administrator

***BY END OF THIRD QUARTER or*
(30 WEEKS AFTER 1ST DAY OF STUDENT CONTACT)**

- _____ Have had at least 3rd quarterly meeting with mentee & administrator
- _____ Review mentor/mentee schedule of meeting dates & times and adjust, as necessary (with consideration of 20-30 hours of contact, 10-15 hours, direct)

- _____ Monitor to determine that curriculum(s) is/are being followed and covered at an appropriate pace
- _____ Review any additional completed administrator evaluation and offer suggestions/feedback with regard to administrator's recommendations
- _____ Determine mentee's overall ability to achieve administrator's observation/evaluation recommendations
- _____ Provide additional assistance with Report Card grading and comments, as appropriate
- _____ Review District Retention Policy & building procedures/guidelines for retention recommendation
- _____ Complete at least 2nd Observation of mentee and provide suggestions, as appropriate
- _____ Monitor to determine that curriculum(s) is/are being followed and covered at an appropriate pace

**PRIOR TO THE CONCLUSION OF THE SCHOOL YEAR or
(AT THE CONCLUSION OF THE MENTEE'S FIRST YEAR OF EMPLOYMENT)**

- _____ Have had at least 4th quarterly meeting with mentee and administrator
- _____ Assist with (next year's) budget preparation & submission procedures
- _____ Explain end-of-year procedures
- _____ Check for correct completion of end-of-year reports, forms and actions
- _____ Cooperatively complete mentee/mentor log in preparation for submission to administrator
- _____ Complete and return Mentor Faculty Survey
- _____ Determine that mentee has completed and returned Mentee Faculty Survey
- _____ For mentee consider a request for a 2nd year of mentoring, assist with completion and return of Needs Assessment Questionnaire
- _____ For mentee who will be working independently for the 2nd year, assist with development of 2nd year goals and potential summer activities in preparation for meeting such goals

THIRTEEN POTENTIAL NEEDS OF A NEW FACULTY MEMBER

1. Managing the classroom.
2. Acquiring information about the school system.
3. Obtaining instructional resources and materials.
4. Assessing students and evaluating student progress.
5. Planning, organizing, and managing instruction and other professional responsibilities.
6. Motivating students.
7. Using effective instructional strategies. (Differentiated instruction)
8. Dealing with individual students' needs, interests, abilities and challenges.
9. Communicating with colleagues, including administrators, supervisors, and other staff.
10. Communicating with parents.
11. Adjusting to the teaching environment and role.
12. Receiving support.
13. Becoming an integral part of the school and district such as volunteering for a committee, become an advisor, or coach etc.

MENTEE FACULTY RESPONSIBILITIES

- Be open to constructive criticism as well as praise. The mentee should be able to accept suggestions and adapt to change
- Assume responsibility for the purpose of inner analysis and self-acceptance
- Be open-minded, trust the relationship, communicate effectively and maintain a positive attitude
- Share ideas, challenges, feelings, expectations and concerns
- Maintain confidentiality
- Be willing to give time and effort to the process
- Be willing to accept professional responsibilities and follow school/district rules
- Be willing and ready to learn from mentor
- Maintain a log of activities
- Obtain your schedule and student roster, if available
- Familiarize yourself with students' names (pronunciation); make name tags if appropriate for your grade level
- Plan for the first day
 - an introduction to classroom policies and grading procedures
 - determine seating arrangement
- Prepare your classroom to accommodate teacher and student-centered activities
- Prepare a memo to student and/or parents outlining expectations regarding:
 - Supplies and textbooks
 - student conduct
 - assignments (class work, home work, special projects)
 - progress evaluation (grading procedures)
 - parent/teacher communication
- Communicate with mentor and ask questions. Remember, your mentor is there to help you.
- Secure supplies that are essential to particular lessons well before they are needed

SUGGESTED ACTIVITIES FOR MENTOR/MENTEE TEAMS

1. Visitation to classrooms in order to learn about other grade levels, teaching styles and practices.
2. Exploration of current professional issues (State assessments and standards, teacher roles and responsibilities, educational trends, parental involvement, professional respect) in order to raise consciousness, establish priorities, and encourage professional growth.
3. Observe, collaboratively, the teaching of both the mentee and mentor and the successful accomplishments of various learning objectives.
4. Investigation of school and community resources (Public and College Libraries, Dutchess County Community College, Dutchess BOCES, Institutions of local history, the Internet, local newspapers, local talent) in order to enrich classroom instruction.
5. Creation and implementation of an interdisciplinary unit in order to enhance collegial relationships and to demonstrate efficacy of peer collaboration.
6. Cooperative planning in order to familiarize the mentee with district/building procedures as well as the educational benefits of the cooperatively planned activities.
7. The mentor may attend the mentee's pre- and post-observation(s), if mutually agreed upon with the administrator. The role of the mentor is to be a professional colleague for the mentee and not to act in a union capacity. The mentor shall refrain from participating in the meeting, but should assist in preparation for said meeting and debrief after the meeting has taken place.

NEEDS ASSESSMENT QUESTIONNAIRE

Please choose the response for each item that most closely indicates your level of need for assistance in the area described. Indicating needs will guide your mentor in focusing on the appropriate areas. A need for assistance is not equivalent to a professional weakness.

Possible responses:

- A. Little or no need for assistance in this area
- B. Some need for assistance in this area
- C. Moderate need for assistance in this area
- D. High need for assistance in this area

1. _____ Finding out what is expected of me as a teacher
2. _____ Communicating with the principal
3. _____ Communicating with other faculty
4. _____ Communicating with parents
5. _____ Organizing and managing my classroom
6. _____ Maintaining student discipline
7. _____ Obtaining instructional resources and materials
8. _____ Planning for instruction
9. _____ Managing my time and work
10. _____ Diagnosing student needs
11. _____ Evaluating student progress
12. _____ Motivating students
13. _____ Assisting students with special needs
14. _____ Dealing with individual differences among students
15. _____ Understanding the curriculum
16. _____ Completing administrative paperwork
17. _____ Using a variety of teaching methods
18. _____ Facilitating group discussions
19. _____ Grouping for effective instruction
20. _____ Administering standardized achievement tests
21. _____ Understanding the school system's teacher evaluation process
22. _____ Understanding my legal rights and responsibilities as a teacher
23. _____ Dealing with stress
24. _____ Knowing the proper channels relative to contractual and/or policy issues
25. _____ Becoming aware of special services provided by the school district

Mentee/Mentor Administrative Meeting Log

Mentee's Name: _____ *Mentor's Name:* _____

Mentee & Mentor should cooperatively complete the Administrative Meeting Log, documenting four meetings with their administrator each year. Mentee should submit the log to their administrator at the conclusion of the first year.

Date	Meeting Notes

CLASSROOM MANAGEMENT TIPS

Being organized is one of the keys to effective instruction. Planning ahead can help you avoid many problems. Classroom management can include management of the classroom climate, management of time, and management of student behavior.

Classroom Climate

- Arrange room to reflect interests of the students
- Determine seating arrangement before first day of school
- Bulletin boards and other visual displays should reflect the diversity in the classroom
- Arrange seating so students can view the board, projection screen and overhead without the need to move seats
- Store books and supplies so that they are easily accessible
- Be outside your classroom to greet your students
- Accommodate students with special needs (i.e. vision or hearing impaired)
- Acknowledge students' positive qualities
- Set tasks and limits based on the students' capabilities
- Avoid singling a student out or having favorites
- Learn students' names promptly
- Establish and model ground rules

Time Management

Laying a good foundation is important. The following suggestions may help:

- Every day make a list of things which need to be completed, do a little bit at a time, don't prolong doing things
- Make a habit to plan at the same designated time of day
- To avoid stacks of paper (clutter), respond to it immediately. Handle a piece of paper only once. Either give it to someone else to deal with, file it, or throw it away
- Use a loose-leaf notebook for lesson plans so that the order of lessons can be modified easily
- Use a monthly calendar for unit planning
- Save time by checking attendance with a seating chart
- Put papers to be graded in labeled folders according to class or period
- Prioritize! When time is a factor, consider what will affect your most immediate actions and do them first

STUDENT BEHAVIOR MANAGEMENT

Student behavior management will be an important part of your day. Learning and developing techniques which are consistent and responsible will be very beneficial to your program. You will be guided by the "personality" of the class. This can differ from year to year or from class to class. Your mentor is your best source of advice regarding student behavior management.

Managing Discipline:

- Treat the students in a respectful manner
- Lay the ground work for class expectations at the beginning of the year that are consistent with school-wide standards
- Consequences for undesirable behavior should be established in advance and following through is critical
- Learn to de-escalate undesirable behavior
- Respect the personal space of the student and deal with individual problems privately
- Be aware of your body language and the messages and feelings you communicate
- Help student understand that feelings are acceptable, but inappropriate behavior is unacceptable
- Don't use threats or ultimatums
- Address discipline problems promptly
- Procrastination of handling discipline problems leads to greater problems

Below is a series of actions you may want to follow for student behavioral management:

- Use signaling (facial expressions, body movement, sounds and gesture)
- Talk to the student privately. Either in the hall or after class in a meeting room
- Discuss student with mentor teacher
- Your mentor is your best source of advice regarding student behavior management
- Change the student's seat
- Involve parents
- Isolate the student
- Develop a behavioral contract with the student
- Develop a token system where tangible objects or symbols can be exchanged for privileges, activities, or rewards
- Refer to the administration after other steps have been attempted and failed
- A teacher may detain a student after school after coordinating arrangements with the principal and the parents
- Use of humor

PARENT-TEACHER CONFERENCES

Clear and concise communication is key and will help you feel confident in dealing with parents. Parent conferences can be anticipated with discomfort, but on the other hand can be very productive. Parents, in general, come to a conference with the intent of being cooperative and with the best interest of the student in mind. Focusing the discussion on the student's classroom progress and achievement will help prevent the conference from dealing with irrelevant issues. Encourage the parent to discuss the conference with the student both before and after the meeting. This will relay to the child that the teacher and parents are working together in the best interest of the child.

Before the conference, be prepared with a variety of information that may include:

- Your grading book
- Test scores
- Homework progress
- Standardized test scores
- Attendance information
- Documented classroom behavior and any other applicable information
- School work
- Reading levels and math progress if applicable
- Special interests or points that you may have noticed in the student
- Peer relationships and how the child interacts with other students
- Appropriate and/or inappropriate behavior inside and outside of the classroom

During the conference:

- Use good communication skills
- Stay on the topic
- Be certain to explain the governing factors surrounding the student's behavior impact on the educational process
- Come up with suggestions for remediation
- Respond with positive information. Allow the parents to understand that you sympathize with the dilemma they are facing, but at the same time continue to focus on dealing with the student's progress
- Avoid communicating with emotions and avoid triggers that could interfere with the tone of the conference.

After the conference:

- Document the conference in writing

CONTINUING TEACHER AND LEADER EDUCATION (CTLE) REQUIREMENTS

Classroom Teacher and School Leader Professional Certificate holders or Level III Teaching Assistant Certificate holders

The Board of Regents, at its March 2016 meeting adopted a new Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders.

These new Registration and CTLE requirements **do not** apply to holders of Continuing Teaching Assistant certificates and Pupil Personnel Services (PPS) certificates, such as School Attendance Teachers, School Counselors, School Psychologists, School Social Workers, School Dental Hygiene Teachers and School Nurse Teachers.

Continuing Teacher and Leader Education (CTLE) Requirements for CTLE Certificate Holders

CTLE certificate holder: A Registered holder of a professional classroom teaching certificate, educational leadership certificate, or Level III teaching assistant certificate is required to successfully complete 100 clock hours of acceptable CTLE during the registration period if they practice 90 days or more in a single applicable school district. The CTLE requirement may be completed at any time during the registration period. CTLE completed during a prior registration period may not be carried over. The school district must maintain CTLE records for eight years for any certificate issued by the district. These certificates must be accessible by educators and able to print should they need additional copies.

Permanent classroom teacher and school leader certificate holders practicing in New York State will be subject to Registration requirements, but will not be subject to CTLE.

Holders of Continuing Teaching Assistant certificates or Pupil Personnel Services (PPS) certificates, such as School Attendance Teachers, School Counselors, School Psychologists, School Social Workers, School Dental Hygiene Teachers and School Nurse Teachers, are not subject to Registration or CTLE requirements.

All CTLE certificate holders are required to complete a minimum of 15% of their hours in language acquisition. If the district is eligible for a waiver, the waiver must be applied for each year; waivers are not retroactive. If the district receives a waiver, all educators, including those holding an ESOL certificate or bilingual extension are not required to complete hours in language acquisition for the years when the district has the waiver.

Acceptable Continuing Teacher and Leader Education (CTLE)

Acceptable CTLE must be taken from a sponsor approved by the Department.

A list of approved sponsors can be retrieved from

<http://www.highered.nysed.gov/tcert/resteachers/ctlesponsors.html>. Acceptable CTLE shall be study in the content area of any certificate title held by the individual or in pedagogy and include any required study in language acquisition addressing the needs of English language learners as described in section 80-6.3 of Commissioner's Regulations.

Acceptable CTLE must be conducted through activities designed to improve the teacher or leader's pedagogical and/or leadership skills, targeted at improving student performance, including but not limited to formal CTLE activities. Such activities shall promote the professionalization of teaching and educational leadership, as applicable, and be closely aligned to district goals for student performance.

Speech and Language Disabilities Professional Certificate Holders please note: Courses taken from an approved American Speech-Language Hearing Association (AASHA) CE provider are acceptable towards meeting CTLE requirements as long as they are documented with the ASHA CE Registry. One ASHA CEU equals 10 hours of CTLE.

AASHA Approved CE Providers

<http://www.asha.org/eweb/ashadynamicpage.aspx?site=ashacms&webcode=locateprovider>

Continuing Teacher and Leader education (CTLE) Recordkeeping Requirements

CTLE certificate holders shall maintain a record of completed CTLE, which shall include: the title of the program, the total number of hours completed, the number of hours completed in language acquisition addressing the need of English language learners, the sponsor's name and any identifying number, attendance verification, and the date and location of the program. Such records shall be retained for at least three years from the end of the registration period in which the CTLE was completed and shall be available for review by the Department upon request. Completion certificates are not to be submitted to the Office of Teaching Initiatives unless they are requested.

Continuing Teacher and Leader Education (CTLE) Language Acquisition Requirements

Holders of Professional English to Speakers of Other Languages certificates or Bilingual Extension Annotations are required to complete a minimum of 50 percent of the required CTLE clock hours in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.

References

New York State Professional Development Standards. (2009). Approved by the Board of Regents at its February 2009 meeting. Retrieved from <http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>

Professional Development Requirement for Certification. (2010) Retrieved from <http://www.highered.nysed.gov/tcert/pdf/pdiguide.pdf>

Standards for Professional Learning. Learning Forward. (2011) Retrieved from <http://learningforward.org/docs/pdf/standardsreferenceguide.pdf>

The New York State Teaching Standards. (2011). Retrieved from <http://www.highered.nysed.gov/tcert/pdf/teachingstandards9122011.pdf>

Appendix A

List of Data Sources

The following data sources have been utilized to perform a needs assessment to assist in the development plan:

1. New York State District/School Report Card
2. Grades 3-8 New York State 2022-23 Math Student Performance
3. Grades 3-8 New York State 2022-2023 ELA Student Performance
4. Grades 3-8 District-developed Benchmarks
5. Grades PK+K Screeners; IXL Benchmarks Grades 1 through 2
6. VADIR Report
7. Announced and Unannounced Teacher Observation Building Level Data according to the Danielson Domains
8. Teacher Survey (Appendix B)

Appendix B

Professional Learning Needs Assessment

DEMOGRAPHICS

Please answer the following questions to the best of your ability. Select all answers that apply to you.

1. Please select the building or buildings where you currently work.

- Cold Spring Early Learning Center
- Seymour Smith Intermediate Learning Center
- Stissing Mountain Junior-Senior High School

2. Please select the grade level or grade levels that apply to your instruction.

- Pre-K
- Kindergarten
- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade
- Sixth Grade
- Seventh Grade
- Eighth Grade
- Ninth Grade
- Tenth Grade
- Eleventh Grade
- Twelfth Grade
- Self-Contained

3. Please choose the department that best fits your content area. Choose all that apply.

- Elementary Level
- English Language Arts
- Mathematics
- Science
- Social Studies
- Foreign Language
- Technology
- Physical Education and Health
- Art, Music, Family and Consumer Sciences
- Special Education / AIS / ELL / Psychologist / School Counselor

READING AND WRITING

Your answers in addressing the following areas of education will help us to identify the appropriate professional development offerings for the upcoming school year. Please rate your interest in learning more about each area.

*** 4. Reading Across the Curriculum**

- No Interest
- Little Interest
- Moderate Interest
- Strong Interest

*** 5. Reading Programs**

- No Interest
- Little Interest
- Moderate Interest
- Strong Interest

*** 6. Reading Strategies**

- No Interest
- Little Interest
- Moderate Interest
- Strong Interest

*** 7. Literature Circles / Book Clubs**

- No Interest
- Little Interest
- Moderate Interest
- Strong Interest

*** 8. Handwriting Instruction**

- No Interest
- Little Interest
- Moderate Interest
- Strong Interest

*** 9. Bard Institute for Writing and Thinking Practices**

- No Interest
- Little Interest
- Moderate Interest
- Strong Interest

***10. Comments Pertaining to Reading and Writing:**

STEAM

Your answers in addressing the following areas of education will help us to identify the appropriate professional development offerings for the upcoming school year. Please rate your interest in learning more about each area.

* 11. Math Centers

- No Interest
- Little Interest
- Moderate Interest
- Strong Interest

* 12. Science

- No Interest
- Little Interest
- Moderate Interest
- Strong Interest

* 13. How to Incorporate Humanities and the Arts

- No Interest
- Little Interest
- Moderate Interest
- Strong Interest

* 14. Teaching of Technology in the Classroom

- No Interest
- Little Interest
- Moderate Interest
- Strong Interest

* 15. Comments Pertaining to STEAM:

TECHNOLOGY

Your answers in addressing the following areas of education will help us to identify the appropriate professional development offerings for the upcoming school year. Please rate your interest in learning more about each area.

*** 16. Classroom Webpages**

- No Interest
- Little Interest
- Moderate Interest
- Strong Interest

*** 17. Google Drive and Google Apps**

- No Interest
- Little Interest
- Moderate Interest
- Strong Interest

*** 18. Office 365 / One Drive / Microsoft Apps**

- No Interest
- Little Interest
- Moderate Interest
- Strong Interest

*** 19. Distance Learning / Virtual Field Trips**

- No Interest
- Little Interest
- Moderate Interest
- Strong Interest

*** 20. Technology Projects / Topics (e.g. Robotics, Coding...)**

- No Interest
- Little Interest
- Moderate Interest
- Strong Interest

*** 21. Keyboarding Instruction**

- No Interest
- Little Interest
- Moderate Interest
- Strong Interest

*** 22. Comments Pertaining to Technology:**

ASSESSMENT, INSTRUCTION, AND MANAGEMENT

Your answers in addressing the following areas of education will help us to identify the appropriate professional development offerings for the upcoming school year. Please rate your interest in learning more about each area.

*** 23. Project-Based Learning**

- No Interest
- Little Interest
- Moderate Interest
- Strong Interest

*** 24. Formative Assessment**

- No Interest
- Little Interest
- Moderate Interest
- Strong Interest

*** 25. Grading Rubrics**

- No Interest
- Little Interest
- Moderate Interest
- Strong Interest

*** 26. Question / Discussion Techniques**

- No Interest
- Little Interest
- Moderate Interest
- Strong Interest

*** 27. Progress Monitoring**

- No Interest
- Little Interest
- Moderate Interest
- Strong Interest

*** 28. Flipping the Classroom**

- No Interest
- Little Interest
- Moderate Interest
- Strong Interest

*** 29. Center-Based Instruction**

- No Interest
- Little Interest
- Moderate Interest
- Strong Interest

*** 30. Note-Taking Strategies**

- No Interest
- Little Interest
- Moderate Interest
- Strong Interest

*** 31. Data-Driven Instruction**

- No Interest
- Little Interest
- Moderate Interest
- Strong Interest

*** 32. Strategies for Enrichment**

- No Interest
- Little Interest
- Moderate Interest
- Strong Interest

*** 33. Differentiated Instruction**

- No Interest
- Little Interest
- Moderate Interest
- Strong Interest

*** 34. Collaborative / Team Teaching / Co-Teaching**

- No Interest
- Little Interest
- Moderate Interest
- Strong Interest

*** 35. Classroom Management**

- No Interest
- Little Interest
- Moderate Interest
- Strong Interest

*** 36. Building Student Engagement**

- No Interest
- Little Interest
- Moderate Interest
- Strong Interest

*** 37. State Standards, Assessments, and Curriculum Design / Alignment**

- No Interest
- Little Interest
- Moderate Interest
- Strong Interest

*** 38. Comments Pertaining to Assessment, Instruction, and Management:**

SOCIAL / EMOTIONAL

Your answers in addressing the following areas of education will help us to identify the appropriate professional development offerings for the upcoming school year. Please rate your interest in learning more about each area.

*** 39. Diversity**

- No Interest
- Little Interest
- Moderate Interest
- Strong Interest

*** 40. Mindset**

- No Interest
- Little Interest
- Moderate Interest
- Strong Interest

*** 41. Character Education**

- No Interest
- Little Interest
- Moderate Interest
- Strong Interest

*** 42. Poverty**

- No Interest
- Little Interest
- Moderate Interest
- Strong Interest

*** 43. Students with Trauma**

- No Interest
- Little Interest
- Moderate Interest
- Strong Interest

*** 44. Safety**

- No Interest
- Little Interest
- Moderate Interest
- Strong Interest

*** 45. Comments Pertaining to Social / Emotional:**

SPECIAL EDUCATION / AIS / ELL

Your answers in addressing the following areas of education will help us to identify the appropriate professional development offerings for the upcoming school year. Please rate your interest in learning more about each area.

*** 46. Strategies for ELL**

- No Interest
- Little Interest
- Moderate Interest
- Strong Interest

*** 47. Dyslexia Awareness**

- No Interest
- Little Interest
- Moderate Interest
- Strong Interest

*** 48. Behavior Plans / Interventions**

- No Interest
- Little Interest
- Moderate Interest
- Strong Interest

*** 49. Assistive Technology**

- No Interest
- Little Interest
- Moderate Interest
- Strong Interest

*** 50. How to Understand / Implement an IEP**

- No Interest
- Little Interest
- Moderate Interest
- Strong Interest

*** 51. Comments Pertaining to Special Education / AIS / ELL:**

FINAL QUESTIONS AND COMMENTS

Your answers in addressing the following areas of education will help us to identify the appropriate professional development offerings for the upcoming school year. We are looking to collect the most accurate data to reflect your needs. Please provide any questions, comments or suggestions in the boxes below.

*** 52. Which of the following methods of professional development acquisition do you prefer? Please rank the list in order of importance to you with a 1 as the highest priority and 7 as your lowest priority.**

- Demonstration Lessons**
- Coaching**
- Webinar / Blogs**
- Videos**
- Workshops with Make and Take Options**
- Collaborative Learning Environments**
- Book Club**

*** 53. Please indicate if there are any other professional development interests or opportunities not mentioned in this survey that you are interested in.**

*** 54. Please leave any questions or comments below.**

55. Name: (Optional) _____

Appendix C

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

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

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

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

Instructions for the Trainee:

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

Instructions for the Approved CTLE Sponsor:

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

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

(Rev. 06/2020)

