Saugerties Central School District

Professional Development Plan

2024-2025

School District Professional Development Plan
Saugerties Central School District Goals 2024-25

The Saugerties Central School District believes that change is essential for growth. To support academic achievement and the social, emotional and mental well being of students, we will attend to adults' continuous learning and well being as well. It is our desire to provide the ultimate Sawyer experience for all stakeholders so we may become a beacon of excellence in the region. The following professional development plan is the intentional design in supporting change for growth.

The Saugerties Central School District Professional Development Plan for 2024-2025 aligns with the district's new Blueprint for Excellence -SCSD Strategic Plan and the revised MTSS Plan. The Blueprint for Excellence -SCSD Strategic Plan outlines the district's new mission, vision and core values which are drivers in the professional learning and culture work forward.

Mission	Vision	Core Values

Successful organizations clearly define their purpose, what they need to become to fulfill their purpose, and how they operate or behave. These are commonly known as their mission, their vision, and their core values.

Through the Blueprint Planning Process, the school community defined why we exist, what happens in the organization when we are working towards the mission, and what behaviors should be evident from individuals and the organization as a whole. The following statements constitute our redefined mission, vision, and core values.

Mission:

We provide equitable, engaging, inspiring, and holistic experiences that support success and empowerment for students, families, and the community in a diverse and changing world.

Vision:

We are a beacon of educational excellence, where every individual is inspired to achieve their fullest potential.

Core Values:
Knowing that change is essential for growth **and to accomplish our mission and achieve our vision, we will uphold the following core values:**

Solution-Focused: Approach challenges with a proactive and solution-oriented growth mindset

Integrity: Uphold honesty and strong moral principles in all actions.

Empathy and Compassion: Understand and share the feelings of others while being kind and willing to help others.

Engagement: Create a sense of belonging and ownership among all to drive collective progress and success.

Equity: Ensure fairness and justice for all in an environment where everyone has access to the resources and support they need to thrive.

Empowerment: Promote a culture where individuals embrace challenges, learn from failure, and strive for personal and professional growth as supporters and self-advocates.

Inclusivity: Foster environments where every individual feels belonging, acceptance, value, respect, and inclusion, regardless of background or identity.

Collaboration: Encourage teamwork and open communication to achieve shared goals and generate innovative solutions.

Based on community feedback and initial planning by the Board of Education and Leadership Team, the following areas were identified as priorities to be focused on to fulfill the mission of the district. A district goal has been developed for each area.

Academic Excellence

Goal: We will provide all students with an individually academically challenging experience that emphasizes the development of skills and acquisition of knowledge that aligns to the Saugerties Portrait of a Graduate and New York State Standards.

Family/Community Engagement

Goal: We will increase family/community engagement.

Professional Culture

Goal: We will create/foster/nurture superior quality professional learning tailored to all staff needed for student success.

The Student Experience

Goal: We will create an environment where all students want to come to a school where they feel welcomed, successful in their work, recognized for their efforts, and supported in all areas.

Professional Development Plan Contributors

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MTSS Teachers

ELA Lead Teachers

Math Lead Teachers

Science Lead Teachers

Social Studies/Seal of Civic Readiness Lead Teachers

DLT

BLTs

DEI Committee

2024 Summer ESSA Stakeholder Committee

PROFESSIONAL DEVELOPMENT PLANNING TEAM

1. If school teams are not represented on the district professional development team, describe briefly how the district plan will ensure that the needs of schools in the district are met.

    There are multiple shared decision committees that contribute feedback for the district's professional development plan. Committees consist of Building Leadership Team (BLT), District Leadership Team (DLT), lead teachers, administrative council, Diversity, Equity and Inclusion committee members, and the ESSA Stakeholder committee members. The BLT, DLT, DEI and ESSA stakeholder committees are comprised of students, parents, community members, teachers, support staff, pupil personnel, and administrators. In this way, the plan is flexible enough to meet the needs of individual buildings.

2. On average, please identify the number of hours a teacher/support staff/administrator will be involved with professional development on an annual basis. This may include the planning, delivery, application and/or evaluation of professional development activities.

    On average, a teacher/administrator will participate in 45 hours of professional development annually for a total of 225 hours every five years. This includes all of the activities scheduled during Superintendent's days, Staff Development days, faculty meetings, department meetings, and Administrative Council meetings. Opportunities for additional hours of professional development beyond the 45 are available through the Saugerties Central School District Professional Learning Catalog, serving on school and/or district committees, Lead Teacher meetings, assessment scoring, voluntary after school workshops through approved CTLE providers, and in-service opportunities approved by the district. Teaching assistants participate in all activities during their regularly scheduled day.

The following are 2024-2025 scheduled Conference/Staff Development Days:

Full Days	Half Day
September 3	March 7
October 18	
May 20	

NEEDS/DATA ANALYSIS FOR PROFESSIONAL DEVELOPMENT PLAN

1. *Describe how the professional development plan is aligned with New York Learning Standards and Assessments, as well as student needs and is articulated within and across grade levels.*

    In order for our students to meet or exceed the NYSED learning standards, we must base our professional development on their learning needs. Saugerties CSD professionals must analyze student work, and multiple data sets, and class level instructional goals. Additionally, the data will inform leadership goals, building level goals, and pedagogical practices to meet the needs of students. The plan develops the skills necessary to accomplish this work.

    Throughout the year, teachers will engage in building-focused and district-focused activities, coupled with opportunities for individual professional growth. This allows for articulation at the grade/department, building and district level.

    The Saugerties CSD will enhance standards-based and student driven instruction through employment of one instructional coach in literacy to support best practices and close student gaps. See Pages 13-15 for more information.

2. *Describe how the professional development plan is continuous, reflecting a multi-year approach to improve student performance.*

    Saugerties CSD continues to focus on building a culture of learning for all staff and students. Specifically, the Saugerties CSD continues to engage in practices of analyzing student data to inform instruction and goals, building administrator capacity as lead learners, supporting teachers and staff with sustained instructional coaching, and offering opportunities for teachers to present professional development. Lastly, the PD plan aligns with the district goals and vision with particular attention to increasing student and staff **ENGAGEMENT**. Student and staff **EMPOWERMENT**, and continuous efforts to create **EQUITY** for all.

3. *Identify how the data used supports the goals, objectives, strategies and activities in the professional development plan.*

    Through an analysis of data, the following areas have been identified for attention:

    1. Technology Integration & 21st Century Skills
        a. Communication
        b. Data Analysis to drive instruction
        c. Inquiry-Based Learning/Project-Based Learning
        d. Student-Centered Learning

    2. New York State Learning Standards Implementation and Alignment with Curriculum, Instruction and Assessment

    3. Graduation/Dropout Rates

    4. Raising Academic Expectations for All Students

     a. Special Education Students
     b. Economically Disadvantaged students
     c. English Language Learners/Multilingual Learners
     d. Enrichment
     e. Responsive Classroom/Restorative Practices
     f. Literacy
     g. Fundations
     h. Writer's Workshop
     i. Fundations/Phonics and Morphology
     j. Wilson Tier I and II Foundations Training
     k. Pioneer Valley Literacy Footprints
     l. HMH Into Reading PD
     m. iReady
     n. Seal of Biliteracy
     o. Seal of Civic Readiness
     p. PBL
     q. Portfolios

5. Early Learning
     a. Literacy across the content areas
     b. Math sense
6. Social and Emotional Learning
     a. Dignity Act (DASA)
     b. Responsive Classroom
     c. Growth Mindset
     d. Restorative Practice Training
     e. Trauma-informed practices
     f. Diversity/Bias Training
     g. Mental health: Anxiety/Depression/Suicide Awareness

7. MTSS/Progress Monitoring

Needs Assessment Sources Used

Indicate the sources you used and include any additional detail needed to identify the basis of your needs analysis.

- School Report Card
- BEDS data
- NYS District Proficiency data
    - NYS 3-8 Assessment Data in ELA, Mathematics and Science
    - NYS Regents
- iReady Diagnostics (Math and Reading)
- Advanced Placement Exams
- Curriculum Analysis
- Title I -IV
- Student attendance rates
- Graduation and dropout rates
- Student performance results disaggregated by ethnicity, gender, SES, and other special needs
- District & State benchmarks for student performance
- Longitudinal data
- CDOS
    - Community employment opportunities
    - Worked based learning opportunities (WBL)
- Teacher surveys
- Teacher self-assessment
- Parent and student surveys
- Panorama climate surveys
- NYSITELL and NYSESLAT
- Annual Professional Performance Rubric (APPR)
- Hospitalization/Temporary Placement Rates (Social and Emotional)

District Professional Development Objectives

Provide professional development programs designed to meet the needs of all district employees and to improve student knowledge, achievement and skills by:

1. Promoting and maintaining a safe learning environment.

2. Developing the capacity to utilize and integrate technology and 21st century skills in delivering instruction and monitoring student learning.

3. Adjusting and increasing instructional skills and strategies to best meet the academic, social, physical, and emotional learning needs of all students.

4. Fostering groups within the district as Professional Learning Communities (PLC) that develop activities based on the needs of the whole student.

5. Enhancing the effective means of communication between the school, students, families, and the community at large.

6. Increasing the instructional skills and strategies of new staff to positively impact student achievement. Provide practical and logistical support.

The Saugerties CSD PDP is based on the Ten NYSED PD Standards:

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.

CTLE Requirements:
Registration and 100 Hours Professional Development Requirements

As of the 2024-2025 school year: **permanent and professional** certified classroom teachers, teaching assistants, and administrators must register with the NYSED TEACH system site every five years.

Registering with the State Education Department:

	Registration Required
Permanently certified classroom teachers/educational leaders	YES
Professionally certified classroom teachers/educational leaders	YES
Teaching Assistant Level III	YES

Continuing Teacher & Leader Education (CTLE) Requirements

	Required to Complete CTLE Hours	**Hours Required per 5-Year Registration**
Permanently certified classroom teachers/educational leaders	No requirements for NYS certification purposes	No requirements for NYS certification purposes
Professionally certified classroom teachers/educational leaders	YES	100
Teaching Assistant Level III	YES	100

Record Keeping Responsibilities:
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, the sponsor's name. Such records shall be retained for at least three years from the end of the registration period and shall be available for review by the Department upon request. Saugerties CSD will not be entering the hours. The certificate holder will attest to completion of 100 hours when they go to register for their next 5-year cycle. They must keep documentation of all CTLE for 8 years and are subject to NYSED audit. If the

100-hour requirement is not met they will apply for conditional registration and be given one year to complete hours.

The statute further requires that CTLE be rigorous and completed through a sponsor approved by the NYSED.

- All certificate holders **permanent and professional** must be registered in order to practice in NYS. Those that do not wish to practice in NYS, must inform the NYSED.
- Registration will be staggered according to the birthdate of the teacher or leader.
- All permanent or professional teachers, leaders and Level III TA's with certificates **issued prior** to July 1, 2016 will register on their month of birth and shall renew every five years.
- All permanent or professional teachers, leaders and Level III TA's with certificates issued **on or after** July 1, 2016 will be automatically registered and shall re-register every five years during their birthday month.
- If a certificate holder does not register before his/her date, he/she cannot practice and is subject to a fine of $10 per month.
- Teachers, leaders, and Level III TA's **with a professional certificate** must complete 100 hours of Continuing Teacher and Leader Education (CTLE) during each five-year registration period**. HOLDERS OF A PERMANENT CERTIFICATE DO NOT NEED TO COMPLETE THE 100 HOUR PD REQUIREMENT.** PLEASE NOTE: All PD hours accumulated prior to July 1, 2016 will be lost.
- All ENL and Bilingual certificate holders in all grades are required to complete a minimum of 50 percent of the required clock hours in language acquisition aligned with core content including best practices for co-teaching strategies and integrating language and content instruction of ELLs.
- All others must complete a minimum of 15 percent of the required clock hours in language acquisition addressing the needs of ELL students, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for such ELL students.
- Level III TA's must also complete a minimum of 15 percent of the required clock hours in language acquisition addressing the needs of ELL students and integrating language and content instruction of English language learners.
- If a teacher, leader or Level III TA continues to practice without CTLE completion, the certificate holder may be subject to moral character review pursuant to Part 83 of Commissioner's regulations.
- If a CTLE certificate holder returns to practice in an applicable school, he/she will be required to register with the NYSED prior to resuming practice. If the certificate holder is in the middle of a registration period when he/she becomes inactive and is no longer practicing, he/she must complete a minimum of 20 hours of CTLE for every year that he/she was practicing in an applicable school.

Professional Development Skills for the Online Learning Environment

Online Learning – On-going professional Learning for 2023-24

Online learning is a field of education in which courses are delivered remotely through the use of various technologies. While in person instruction is ideal, emergency remote instruction may need to be implemented. In the event of a pivot to remote instruction the Saugerties CSD is committed to providing clear expectations for our students. In order to do so, online learning must be facilitated in a way that is respectful of student, family, and teacher circumstances.

Staff will be offered workshops on teaching in an online-learning environment. Professional development will also be offered on the new Internet software products that facilitate learning for all students. These are:

- iReady Classroom (K-8 Math)
- iReady Diagnostics (K-8 ELA and Math)
- Literacy Footprints/Pioneer Valley (K-2)
- Into Reading (3-6)
- Fundations (K-2)
- PNW BOCES Social Studies - (K-8)
- MosaMack - Digital Science Program (4-8)
- Mystery Science- digital Science program (K-5 & Secondary has access)
- Schoology - 7-12
- Studies Weekly (Health and Wellness)
- Kami
- Google Suite (Classroom, Forms, Docs, etc.)
- CODEHS - Computer Science Program
- Screencastify
- Newsela
- Problem Attic – Math program for secondary
- EdPuzzle
- Instructional practices for Ells
- SPED practices
- Instructional Technology
- RAZ Kids

Due to emergencies, we may need to transition to online learning. The Saugerties CSD is positioned to support and engage our students through meaningful and thoughtful online learning experiences if needed.

 With our investment in technology resources, professional development, and a focus on technology integration, we are positioned to engage in online learning experiences with our students.

To the extent possible, we will emphasize technology platforms that are familiar to students. Learning objectives will be communicated to students with each lesson. Content and skills will be introduced in a variety of ways.

Effective Online Practices

The fundamentals of teaching and learning hold true in our classrooms as well as in an online learning environment. We will make every effort to hold true to these fundamentals.
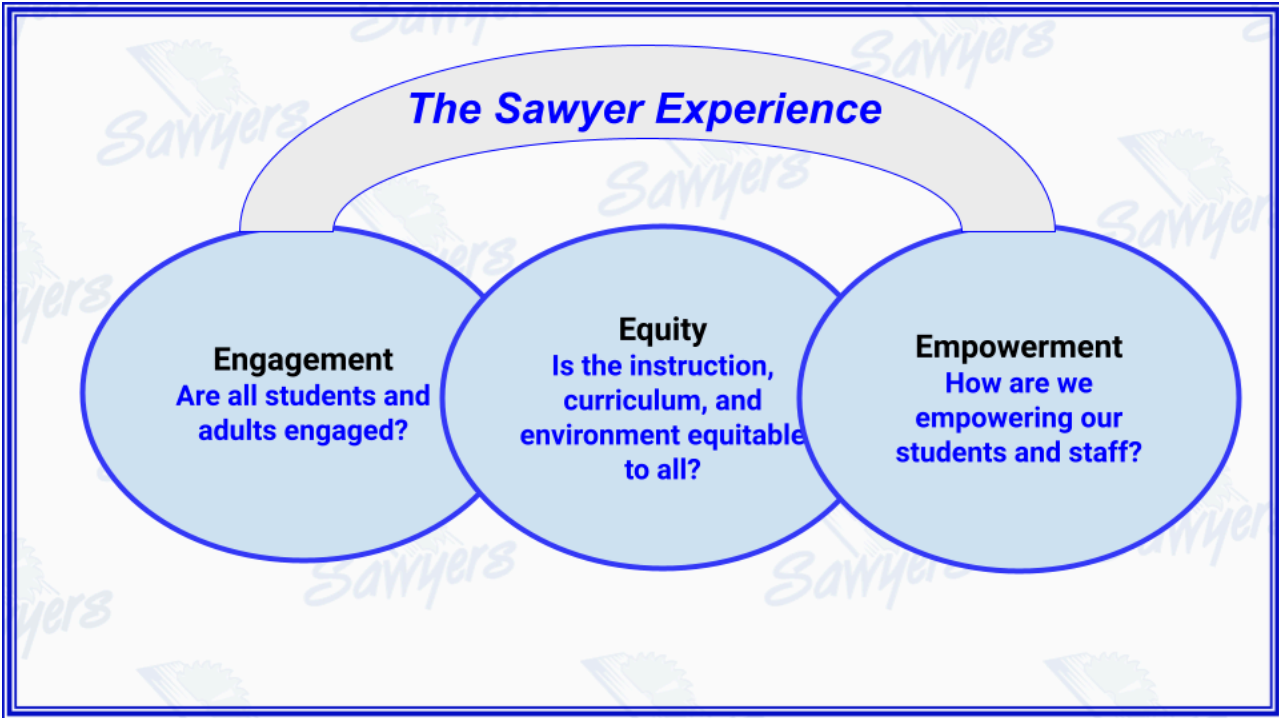- Lesson objectives will be communicated to students.
- Content and skills will be introduced and reinforced in a variety of ways.
- Students will have opportunities to interact with their teacher and with other students via email, video, audio, chat, and/or discussions.
- A variety of formative and summative assessments will be intentionally planned, and made clear to students. Timely feedback will be given.
- Continuous and ongoing communication to families.

Teacher-student Check-ins

Student-Teacher check-ins are essential for online learning. Frequent check-ins will allow teachers to foster relationships, provide feedback, individualize instruction and address any issues in a timely fashion. Teachers will reach out directly to students who are not attending to assignments. Students are expected to check their school email on a daily basis in the event a teacher, counselor or administrator may be reaching out directly.

SCSD Professional Learning Vision for 2024-2025

For the 2024-2025 school year the Saugerties CSD will focus on designing a Sawyer Experience that is engaging, equitable and empowering for all.

The Sawyer Experience

Engagement
Are all students and adults engaged?

Equity
Is the instruction, curriculum, and environment equitable to all?

Empowerment
How are we empowering our students and staff?

Engagement, Equity and Empowerment will be the overall focus of our work. The Blueprint for Excellence, Diversity, Equity, and Inclusion (DEI) Belief Statement and Philosophy of Literacy will provide articulation of our core values and path forward in articulating what these values look, sound, and feel like for students and staff in the Saugerties CSD. It is our intention that DEI Belief Statement and Philosophy of Literacy become more than words on a page, rather actions that **engage,** provide **equity**, and **empower** all in our learning community.

SCSD Diversity, Equity, and Inclusion (DEI) Belief Statement

Our Story

The Saugerties DEI committee is composed of multiple stakeholders. Part of our work this year was to develop a common DEI belief statement to guide our future work and ground us in all decision making. Additionally, this belief statement will be our "North Star" as we put the words into practice with action plans. While the adults were making progress, the belief statement came together seamlessly when students were asked to participate in crafting a district DEI Belief statement. The following is the combined belief of what we want to be as a district community.

The Saugerties Central School District believes all humans possess inherent dignity and worth. The SCSD is committed to fostering individual identities by creating a safe and supportive environment in which all individuals are seen, heard, and valued. The Saugerties CSD will foster learning opportunities that build respect, empathy and connections to each other, the community, and world in pursuit of inspiring our students and staff to be agents of positive change for diversity, equity, inclusion, and social justice in the world.

Philosophy of Literacy

Our Story

The expanded ELA and math lead teacher committees collaborated to create the SCSD philosophy of literacy. This philosophy of literacy will provide direction in all future work and decision making. It will be our "compass" as we make decisions regarding curricula, embark upon curriculum mapping, implement literacy programs, and it will aid in supporting our vision and mission. We believe literacy is part of equity work, and if a student has access and is challenged with multiple literacies they will be successful in this ever changing world.

The Saugerties Central School District believes that literacy is a human right. Our students will engage in multiple literacies to explore the world and themselves, to connect with others and to solve problems within and beyond our community. Literacy instruction in Saugerties embraces research and standards-based instruction. We are committed to providing diverse, innovative, and joyful literacy experiences that prepare each student to be globally literate and reach 21st-century success.

SCSD Literacy Goal*:*
To make literacy across all content areas our top priority. To increase content knowledge and achievement of students by building instructional capacity of classroom teachers; align instruction to the NYS standards; use data to inform instructional practices; provide technical assistance and support to classroom teachers and principals.

- **Equitable & Consistent K-12 Literacy Program**
    - Interactive **whole group** instruction with accountable talk
    - Differentiated **small group** instruction (leveled, strategy or interest)
    - **Independent Reading** (on level) with conferring
    - Explicit and direct **phonics** and morphology instruction
    - **Writing** as a **process**, not an assignment
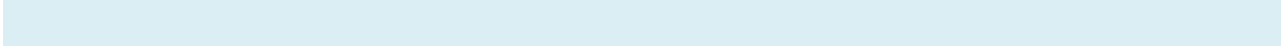
SCSD Theory of Action

If the SCSD creates a philosophy of literacy and implements the beliefs and values of literacy to curriculum and instruction then the SCSD will have vertical cohesion across the grades, equitable instruction between the schools, and foster a higher graduation right. More importantly, if SCSD creates a balanced K-12 literacy program then we will be preparing our students to be literate global citizens.

Our Essential Questions: What is literacy?
What is a literate Saugerties graduate?
What are the competencies of literacy needed to be successful?
in today's world?

SCSD Philosophy of Literacy

The Saugerties Central School District believes that literacy is a human right. Our students will engage in multiple literacies to explore the world and themselves, to connect with others and to solve problems within and beyond our community. Literacy instruction in Saugerties embraces research and standards-based instruction. We are committed to providing diverse, innovative, and joyful literacy experiences that prepare each student to be globally literate and reach 21st-century success.

Our **"WHY"** is supported by research.
- "When adults learn and grow in schools through effective professional learning, students do, too" (Guskey, 2000).
- "Research shows that supporting authentic learning in adults has been positively linked to improving student achievement" (Donaldson, 2008).
- "With appropriate supports and challenges, adulthood can be a time of immense growth. Leaders can, for instance, strategically and <u>intentionally</u> differentiate practices that help adults build their internal capacities. Leaders can also use these practices to support their own growth" (Ellie Drago Severson & Jessica Blum DeStefano, 2017).

School District Professional Development Plan
Implementation Plan

Objective # __1__ : Promoting and maintaining a safe learning environment.

Objective Aligned To NYSED Standards:
#6 – Student Learning Environments: PD ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.

Provide professional development programs designed to meet the needs of all district employees and to improve student knowledge, achievement and skills by promoting and maintaining a safe learning environment.

Professional development described is continuous and sustained and reflects congruence between student and staff needs and district goals and objectives.

Strategy(ies)	Activity(ies)	Evaluation Standards/ Data Source	Who	Timeframe (when/how long)
Inform all employees of District and Building Safety Plans	- Annual Update - Superintendent's Conference Day - Building and District Meetings* - Task Force Meetings - Blood borne Pathogens - Right to Know - DASA - Cybersecurity Training	- NYSED Regulations - CDC Regulations (current) - Governor Exec. Orders	-Central Office Administration -Principals -Re-Entry Task Force -Vector Online Modules	- Sept. 2024 -Ongoing throughout the current plan year -Asynchronous
Continuation of Anti-Bullying Programs	- Building Committees - Staff Meetings - Staff Workshops - PBIS - Behavioral Plan	- NYSED Regulations - NYSED Framework for Mental Health - NYSED Social-Emotional	-Central Office -Bldg. Administration & Staff -Ulster BOCES, Behavior Support Team (BST)	-Ongoing throughout the year.

*Building and District Meetings here and throughout the document include, but are not limited to, monthly staff meetings, Lead Teacher Meetings, Department Meetings, Grade Level Meetings, Building Leadership Teams (BLT) and District Leadership Team (DLT), and Administrative Council Meetings.

		Learning Framework ▪ Community Input		
Provide all employees information to prevent harassment	● DASA Workshops ● Conference Days ● Diversity Committee Mtgs. ● Online Vector Module	▪ VADIR ▪ DASA Reports ▪ NYSED Regulations ▪ BOE Policy	-Central Office -BOCES -DASA Coordinators	-Sept. 2024 -Monthly Faculty Meetings -Asynchronous

Provide all employees information to facilitate restorative practices, de-escalation, and responsive classroom	● Workshops ● De-escalation training ● Restorative practices training ● Responsive Classroom training ● Social-emotional learning training	▪ NYSED Regulations ▪ VADIR Report ▪ Infinite Campus reports ▪ Attendance Reports ▪ Discipline Reports	-Redirect Staff -RCPC -Central Office -Administration -Ulster BOCES -Ramapo for Children -Responsive Classroom -Innovative Designs for Education (IDE) -Family of Woodstock Mid-Hudson Regional Partnership through Dutchess BOCES	-Ongoing throughout the year
Provide professional development in cultural diversity, equity, and inclusion.	● Workshops ● Book clubs (student & adult) ● The NYSED CR-S ● Ell's instruction ● Cultural Diversity, Equity, and Inclusion ● SPED instruction ▪ Autism ▪ Neurodiversity ▪ Explicit and Direct Instruction	▪ NYSED Regulations ▪ NYSED CR-S Framework ▪ VADIR Report ▪ Infinite Campus reports ▪ Attendance Reports ▪ Discipline Reports	Mid-Hudson Regional Partnership Torrance Hampton IDE Ulster BOCES Dr. Jevon Hunter Ramapo for Children Family of Woodstock Center for Love and Justice	Ongoing throughout the current plan year

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	▪ Executive Functioning skills ▪ De-escalation			
Provide employees, students & parents information to promote Social Media Safety and prevent social media bullying	● Workshops ● Student Assemblies ● Parent Workshops ● Cyber Bullying Training	▪ NYSED regulations ▪ VADIR Report ▪ DASA Reports ▪ Infinite Campus Reports	-Administrators -Building and District Meetings -Outside Presenters -School Resource Officer -School Counselors School Social Workers -NYS Trooper(s) -Crime Victims Counselor, Ulster County Crime Victims Assistance Program	-Ongoing throughout the current plan year
Provide students with information to promote positive choices and develop healthy relationships	● Too Good for Drugs & Violence ● Social and Emotional Learning ● Health Weekly ● Purposeful Play ● Responsive Classroom	▪ Pre/Post Surveys ▪ NYSED Regulation	- Ulster County Prevention Council -Classroom Teachers -Social Workers -School Counselors -Consultants School Psychologists -Crime Victims Counselor, Ulster County Crime Victims Assistance Program	-Ongoing throughout the current plan year

*Building and District Meetings here and throughout the document include, but are not limited to, monthly staff meetings, Lead Teacher Meetings, Department Meetings, Grade Level Meetings, Building Leadership Teams (BLT) and District Leadership Team (DLT), and Administrative Council Meetings.

School District Professional Development Plan
Implementation Plan

Objective # __2__: Developing the capacity to utilize and integrate technology and 21st century skills in delivering instruction and monitoring student learning.

Objective Aligned To NYSED Standards:
#9 – Technology: Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.

 Provide professional development programs designed to meet the needs of all district employees and to improve student knowledge, achievement and skills by developing the capacity to utilize and integrate technology in delivering instruction and monitoring student learning.

Professional development described is continuous and sustained and reflects congruence between student and staff needs and district goals and objectives.

Strategy(ies)	Activity(ies)	Evaluation Standards/ Data Source	Who	Timeframe (when/how long)
Provide innovative instructional technology PD and support. Re-design the Lead Technology Teacher Committee/Technology Assistance Committee.	● Create and provide feedback for professional development relative to technology and 21st century skills ● Develop District Tech Plan ● Turn-key training for committee members	▪ Lesson Plans ▪ Teacher & Admin. Feedback ▪ Student Work ▪ Curriculum Maps ▪ Teacher & student Survey Feedback	-Deputy Superintendent -Principals -Lead Tech Teachers/TAC -Coordinator of Technology -SCSD Staff -Ulster BOCES - MHTC	-Ongoing throughout the current plan year
Support Student Management System—Infinite Campus, Naviance, Frontline IEP, IC, RtI, Curriculum Mapping software,	● Continue to train targeted staff ● Training and Implementation Activities	▪ Admin & Staff Survey Feedback ▪ Attendance ▪ Student Schedules ▪ NYS Reports	-Educational Data Coordinator -Lead Tech Teachers/TAC -Coordinator of Technology -SCSD Staff	-Ongoing throughout the current plan year

*Building and District Meetings here and throughout the document include, but are not limited to, monthly staff meetings, Lead Teacher Meetings, Department Meetings, Grade Level Meetings, Building Leadership Teams (BLT) and District Leadership Team (DLT), and Administrative Council Meetings.

Schoology, Google Suite, iReady Diagnostics, Clever, and All other Software is listed on the district shared folder	• PD on Remote Learning and Teaching	▪ Student Report Cards ▪ IEP Progress Reports ▪ iReady Diagnostics ▪ Grand Rounds/MTSS/ Team Meetings	-Ulster BOCES - MHTC -Ulster BOCES -All impacted staff -MHRIC -MHTC	
Implement systems data analysis and curriculum mapping	• Training on Curriculum Mapping tools and data management systems	▪ Attendance ▪ Discipline ▪ iReady data ▪ NYS 3-8 assessments ▪ Regents ▪ Pacing guides ▪ Curriculum maps ▪ Report Cards ▪ MTSS data	-DeputySuperintendent -Coordinator of Technology -Educational Data Facilitator -Lead teachers (SPED) and instructional coach	Ongoing throughout the current plan year
Implement Grade Level Technology Expectations	• Grade Level and Dept. meetings • In-Service Opportunities • Conference Days • Monthly Faculty Mtgs. • Quarterly curriculum and instruction meetings	▪ Staff surveys ▪ APPR ▪ Technology Committee Feedback	-Deputy Superintendent -Administrators -Lead Teachers (SPED) -Tech. Lead Teachers - Librarian Media Specialists	Sept. 2024- May 2025
Workshops in Technology Strand (Appendix A)	• Conference Days • In-Service Opportunities	▪ Staff surveys ▪ Staff Needs Assessment ▪ APPR	-Ulster BOCES -Lead Teachers -SCSD Teachers -Professional Learning Catalog	Ongoing throughout the current plan year

*Building and District Meetings here and throughout the document include, but are not limited to, monthly staff meetings, Lead Teacher Meetings, Department Meetings, Grade Level Meetings, Building Leadership Teams (BLT) and District Leadership Team (DLT), and Administrative Council Meetings.

			-SCSD Instructional Coach -MHRIC -Vendor Consultants	

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School District Professional Development Plan
Implementation Plan

Objective # __3__ : Adjusting and increasing instructional skills and strategies to best meet the academic, social, physical, and emotional learning needs of all students.

Objective Aligned To NYSED Standards:
#2 – Content Knowledge and Quality Teaching
#5 – Diverse Learning

Provide professional development programs designed to meet the needs of all district employees and to improve student knowledge, achievement and skills by adjusting and increasing instructional skills and strategies to best meet the academic, social, physical, and emotional learning needs of all students.

Professional development described is continuous and sustained and reflects congruence between student and staff needs and district goals and objectives.

Strategy(ies)	Activity(ies)	Evaluation Standards/ Data Source	Who	Timeframe (when/how long)
Provide intentional professional development for all SCSD administrators that will cultivate a culture of learning and student achievement.	● Admin Retreat ● Workshops slices ● Admin Council ● Conferences ● MHLI Summer Leadership Institute ● PD for Principals/Central Administration With specific attention to PBL/Process-Based learning, literacy, fostering equity, engagement for staff and students,	▪ NYS Report Card ▪ BARS ▪ Other State Reports ▪ Marshall Memo ▪ APPR ▪ Regents Data ▪ iReady Data ▪ NYS 3-8 Assessments ▪ NYS District Comparative Data	● Superintendent ● Deputy Superintendent ● Instructional Coaches ● MHLI Leadership Institute ● Deeper Learning ● Ulster BOCES ● Torrance Hampton ● NYS Literacy Association ● IDE Corporation ● Consultants ● IReady Consultant ● Mid-Hudson Regional Partnership Center	Ongoing throughout the year

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	and empowering all ● Professional development for the SCSD **administrative team** in **facilitating adult learning** with an intensive focus on: ● meeting facilitation, protocols and norms, ● data-driven dialogues, data analysis, instructional models and ● SMART goals ● Leading Culture Change ● Engagement, Equity, and Empowerment ● Strategic Planning ● Providing informal and formal feedback to all staff ● Engage in learning walks	▪ Frontline/MLP Data		
Coaching and mentorship for new administrators	● Confidential cognitive coaching	▪ ISLLC Standards	● NYSSOC	Ongoing throughout the current plan year

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District-wide training on effective instructional practices	● Workshops reflecting identified strands (Appendix A) ● Conference days ● Faculty meetings	▪ NYS Report Card ▪ NYS Assessment Results ▪ Surveys ▪ Other State Reports ▪ Diversity, equity, and Inclusion Training	● District Administrators ● Building administrators ● Instructional Coach ● Lead Teachers(SPED)	Ongoing throughout the current plan year
Reinforce best practice and content knowledge through voluntary supplemental professional development.	● In-service Programs (direct relevance)	▪ NYS Report Card ▪ Lesson Plans, APPR ▪ Teacher Feedback ▪ Administrative Feedback ▪ APPR ▪ Surveys	● Deputy Superintendent ● Instructional Coach ● Administrators ● STA facilitators in the SCSD Professional Learning Catalog ● Department Chairs ● Lead Teachers	-Ongoing throughout the current plan year
Develop strategies to improve Regents/OHM BOCES performance	● Half-Day Workshops ● Conference Days ● BLT's and DLT's ● PD on Curriculum Mapping ● PD on Vertical Continuum ● Use of protocols ● PD on Data Analysis ● PD on NYSED Standards	▪ Regents Results ▪ iReady diagnostic ▪ NYS 3-8 Assessments ▪ Lesson Plans ▪ APPR ▪ Teacher Feedback ▪ Administrative feedback	-Deputy Superintendent -Secondary Administrators -Dept. Chairs -Teachers -Ulster BOCES	-Ongoing throughout the current plan year

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	● PD on Analyzing student work/assessments			
Develop strategies to improve student achievement	● PD on calibrating 'Grand Rounds'(MTSS) expectations and facilitation ● PD on developing common assessments, and common rubrics ● 21st Century Skills ● PD on Progress Monitoring	▪ NYS Report ▪ iReady data ▪ NYS 3-8 Assessments ▪ Regents ▪ Level 1 Data ▪ Lesson Plans ▪ APPR	● Deputy Superintendent ● Administration ● Instructional Coach ● Ulster BOCES ● IDE Corporation ● Consultants ● iReady Consultants	-Ongoing throughout the year
Provide opportunity to examine student work and analyze data to support teacher learning and curriculum implementation	SCSD administrators and consultants will provide intentional PD on: ● Curriculum Pacing, Writing and Unit Design ● Analyzing student work through protocols SCSD administrators will engage in learning walks. Instructional Coaches, admin and consultants will provide PD on: ● Fountas and Pinnell Running Records ● Fundations Unit Assessments ● Explore new literacy	▪ NYS Report Card ▪ NYS 3-8 Assessments ▪ iREady data ▪ Regents data ▪ Lesson Plans ▪ APPR ▪ Staff Input/Feedback ▪ Administrative Input/Feedback ▪ Other State Reports ▪ BARS	● Deputy Superintendent ● Building Administration ● Department Chairs ● Instructional Coaches ● Ulster BOCES ● IDE ● Consultants ● Mid-Hudson Regional Partnership	-Ongoing throughout the year

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	assessments in primary grades Data & Item analysis ● Half-Day Workshops ● Superintendent Conference Days ● BLT's and DLT's ● Grade Level & Dept. Mtgs.			
Develop relevant and standards-based curriculum to improve student knowledge, skills & achievement	● Develop Curriculum Writing Systems ● Half-Day Workshops ● Conference Days ● Develop district-wide C&I grade level meetings (horizontal and vertical meetings) ● Staff proposals to facilitate PD in the SCSD Catalog, or Supt's Conf Day ● Building and District Mtgs. ● Training on Remote Teaching and Learning	▪ NYS Report Card ▪ Graduation Rate ▪ Lesson Plans ▪ APPR ▪ Staff Feedback ▪ Administrative Input ▪ iReady Diagnostics ▪ CDOS ▪ Advanced Regents Diploma ▪ Other State Reports	● Deputy Superintendent ● Administrative Staff ● Department Chairs ● Ulster BOCES ● iReady Consultants ● IDE Corporation ● Mid-Hudson Regional Partnership ● Instructional Coach ● PNW BOCES	-Ongoing throughout year

*Building and District Meetings here and throughout the document include, but are not limited to, monthly staff meetings, Lead Teacher Meetings, Department Meetings, Grade Level Meetings, Building Leadership Teams (BLT) and District Leadership Team (DLT), and Administrative Council Meetings.

Provide training in the legal requirements for all staff regarding students with IEPs and 504 plans	• Staff meeting presentations • Conference Days • Frontline IEP • SWD - Parents Workshop • Progress Monitoring training • Training on Remote Teaching and Learning	▪ Staff Feedback ▪ APPR-C. Danielson's Rubric	• Director of Special Ed • Director of PPS • Building admin • Sp. Ed. Lead Teachers. • Attorneys • Ulster BOCES	-Ongoing throughout the current plan year
Provide training for all staff regarding regulations and best practice instructions for English Language Learners.	• Conferences • Conference Days • Monthly Faculty Mtgs. • Training and Remote Teaching and Learning	▪ NYSITELL ▪ NYSESLAT ▪ HV R-BERN	• Deputy Superintendent • Director of PPS • Ulster BOCES • HV RBERN • Administrators • TESOL Teachers	-Ongoing
Implement K-12 NYSSLS Aligned curriculum	• Unit Design Workshops • NYSSLS PD • Conference Days • In-service Opportunities • Department Meetings • Grade level meetings (building and district wide)	▪ NYS Report Card ▪ NYS Regents ▪ NYS Science Assessments ▪ Lesson Plans ▪ APPR ▪ Staff Feedback ▪ Administrative Feedback ▪ Other State Reports	• Ulster BOCES • Mystery Science Consultants • Mosa Mack Science Consultants • District Administrators • Building Administrators • Dept. Chairs	-Ongoing
Pre-Kindergarten	• Conference Days PD	▪ NYSED Requirements	Outside Consultants	-Ongoing

*Building and District Meetings here and throughout the document include, but are not limited to, monthly staff meetings, Lead Teacher Meetings, Department Meetings, Grade Level Meetings, Building Leadership Teams (BLT) and District Leadership Team (DLT), and Administrative Council Meetings.

	- Literacy across the content areas - Math sense & manipulatives - Responsive Classroom - Fundations/Phonics - iReady Math - Social-emotional learning	- Grant Requirements - District Curriculum	

*Building and District Meetings here and throughout the document include, but are not limited to, monthly staff meetings, Lead Teacher Meetings, Department Meetings, Grade Level Meetings, Building Leadership Teams (BLT) and District Leadership Team (DLT), and Administrative Council Meetings.

School District Professional Development Plan
Implementation Plan

Objective # __4__: **Fostering groups within the district as Professional Learning Communities (PLC) that develop activities based on the needs of the whole student.**

Objective Aligned to NYSED Standards: *#4 – Collaboration*

Provide professional development programs designed to meet the needs of all district employees and to improve student knowledge, achievement and skills by fostering groups within the district as collaborative learning communities that develop professional activities based on the needs of the whole student.

Professional development described is continuous and sustained and reflects congruence between student and staff needs and district goals and objectives.

Strategy(ies)	Activity(ies)	Evaluation Standards/ Data Source	Who	Timeframe (when/how long)
Use formative assessment and analysis of student work to inform instruction	• Workshops/training on examining student work, formative assessment, and data analysis • BLT's and DLT's • Faculty Meetings • Grade Level/Dept. Meetings • Conference Days • Item Analysis • Book Groups and In-service -	▪ Teacher & Admin Feedback ▪ NYS School Report Card ▪ APPR Danielson's Rubric ▪ Units/Lesson Plans ▪ Other State Reports ▪ Assessments ▪ Grand Rounds	• DeputySuperintendent • Administrators • Faculty • Ulster BOCES	-Ongoing

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Increase availability of student achievement data to groups of teachers and administrators.	● Web based student management & assessment programs	▪ Enrollment Records ▪ Dept. & Grade Level Mtg. Agendas ▪ BARS ▪ ASAP ▪ DATA Committee Reports	● District Administrators ● Building Administrators ● Ulster BOCES	-Ongoing
Continue building data proficiency among staff and students to analyze, discuss and goal set based upon data; building/district data teams in each district building and district wide.	● MTSS/ Grand Rounds Meetings ● BLT's and DLT's ● Student data chats ● Class data chats	▪ Level 1 & 2 Reports ▪ iReady Diagnostics ▪ MTSS Data ▪ Attendance Data ▪ Graduation Rates ▪ Interim Assessments 　○ Student Engagement Surveys	● District Administrators ● Building Administrators ● Ulster BOCES ● MTSS Teachers ● Teachers	-Ongoing

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School District Professional Development Plan
Implementation Plan

Objective # __5__ : **Enhancing the effective means of communication between the school, students, families, and the community at large.**

Objective Aligned to NYSED Standards:
#7 – Parent, Family, and Community Engagement

Provide professional development programs designed to meet the needs of all district employees and to improve student knowledge, achievement and skills by enhancing the effective means of communication between the school, students, families, and the community at large.

Professional development described is continuous and sustained and reflects congruence between student and staff needs and district goals and objectives.

Strategy(ies)	Activity(ies)	Evaluation standards/ Data Source	Who	Timeframe (when/how long)
-Use District Website, Social Media, Newsletters, Calendars, School Messenger, Phone System, Text Blasts, and other forms of communication -Evening Parent/Community Workshops	● Update district website to more user-friendly platform ● Provide professional development for families on mental health, social media, academic success, and orientations to new programs. ● Increased use of social media to communicate within and between the school, families and the community.	▪ Participation ▪ Staff, Administration, Community feedback ▪ Panorama Surveys to Parents and Community Members	● District Administrators ● Building Administrators ● Data Management Committee ● Teachers ● Staff ● Consultants	-Ongoing

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School District Professional Development Plan
Implementation Plan
Objective # ___6___: **Increasing the instructional skills and strategies of new staff to positively impact student achievement. Provide practical and logistical support.**

Objective Aligned To NYSED Standards:
#1 – Designing Professional Development
#2 – Content Knowledge and Quality Teaching

Provide professional development programs designed to meet the needs of all district employees and to improve student knowledge, achievement and skills by increasing the instructional skills and strategies of new staff to positively impact student achievement. Provide practical and logistical support.

Professional development described is continuous and sustained and reflects congruence between student and staff needs and district goals and objectives.

Strategy(ies)	Activity(ies)	Evaluation standards/ Data Source	Who	Timeframe (when/how long)
Provide teacher mentor program for new teachers as per SED requirements (As per district mentoring plan)	▪ Conduct periodic new teacher meetings ▪ Create & require training for mentors ▪ Support mentoring activities by providing time ▪ Implement mentoring plan (attached) ▪ New Teacher Orientation	▪ NYSED Regulations	● District Administration ● Building Administration ● Mentor Coordinator ● District Mentoring Team	-Ongoing

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ATTESTATION – Saugerties CSD

What professional development funds, staff resources, external professional development providers, and other human and fiscal resources are available or may be developed in your community?

Fiscal Resources:

Title I
Title IIA Preparing, Training & Recruiting High Quality Teachers & Principals
Title II D Enhancing Education Through Technology
Title III English Language Learners
IDEA Funding
Grants
District Funds

Staff Resources

	iReady
Administrative Team	Institutions of Higher Education
Content Specialists/Instructional Coaches	Lexia – Rosetta Stone Co.
Curriculum Developers	Management Advisory Group
Exemplary staff	McGraw Hill Publishing
Lead Teachers – ELA, Technology, Math, SPED	Mid-Hudson Teacher Center and other NYS Teacher Centers
Science, Social Studies/Seal of Civic Readiness	Ulster BOCES
MTSS Coordinator and Committee	PNW BOCES
Program Coordinators	Hudson Valley RBERN/southern Westchester BOCES
Technology Support Staff	NAMI – National Alliance on Mental Illness
Web-Based Data – i.e.: BARS, IXL ASAP, Renaissance Learning, iReady, Level 0 - 2	NYSUT NYS United Teachers
Web Coordinator	NYSED
Handle With Care	Premier Literacy Tools
Headless Horseman	ReThinc
IDE Corporation	Torrance Hampton

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Hudson Valley Regional Bilingual Education Resource Network USTA Net Generation	**Possible Consultants**
Providers	
ASCD – Association for Supervision and Curriculum Development Benedictine Health Foundation Learning Forward NYS Literacy Association NMCT HTH iReady Studies Weekly Mystery Science Mosa Mack Ulster BOCES PNW BOCES Dutchess BOCES The Mid-Hudson Regional Partnership Hudson Valley RBERN Outreach of the NYS Troopers Rockland County Psychiatric Center SAANYS School Administration Association of NYS School Wires SCSD Staff – Current and Retired Teacher Resource Centers TEQ (Smartboard support) TESOL Textbook publishers The Art Effect	Dr. Jevon Hunter, Tom Murray, Dr. Katie Emerson-Hoss, Dr. Joe Sanfellippo, Dr. Tony Sinanis, Dr. Tonya Boscoe, Dr. Ellen Conors, Michael Dolcemascolo, Dr. Michelle Downing, Janet Carter, Dr. Jelane Kennedy, Jessica Minahan, Jay Rifenbary, Margart Robelee, Rachel Steede, Dr. Kim Marshall, Jennifer Seravallo, Dr. Jim Wright, Dr. Peter DeWitt Tom Kersting, Maryanne Kenly, Dr. Jonah Schenker, High Tech High, Kenan Bishop, Kate Gerson, Torrance Hampton, Thomas Drohan Waxman Petigrow and Mayle, LLP

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APPENDIX A

2024-2025 Professional Development Strands, Priorities and Possible Courses

Varying Abilities General Ed	Students w/ Disabilities	Comprehension	Safety	Standards	Technology

-Appropriate Feedback Strategies
 	
-Assessment for Learning
 	
-Data-Driven Instruction (DDI)
 	
-Differentiated Learning
 	
-Inquiry, Problem and Project-Based Learning
 	
-Enrichment
 	
-Seal of Bi-literacy
 	
-Seal of Civic Readiness
 	
-Student driven instruction and self-assessment
 	
-Explicit Direct Instruction
 	
Science of Reading & Writing Strategies
 	
-Instructional Coaching
 	
-Lesson Designs
 	
-Multi-Tiered Systems of Support (MTSS)/RtI
 	
-Frontline Resource Library
	-Assistive Technology
	
	-Co-Teaching
	
	-Diversification
	
	-504 Plans
	
	-Legal Responsibility for SWD (IEP's)
	
	-Modifying Curriculum
	
	-Progress Monitoring
	
	-Specific Disabilities
	
	-Neurodiversity
		-Comprehension Lessons
		  • Access to a plethora of diverse and current literature
		
		-Explicit Direct Instruction
		
		-Literacy Instruction and Reading & Writing in the Content Areas
		  • Interactive whole group instruction
		  • Differentiated small group instruction
		  • Independent reading with conferring
		  • Writing as a process not an assignment
		  • Explicit and direct teaching of phonics and morphology
			-Bullying Cyber bullying
			
			-Crisis Response
			
			-DASA
			
			-Restorative Practices
			
			-Responsive classroom
			
			-De-escalation Techniques
			
			-Trauma-informed instruction
			
			-Blood Born Pathogen
			
			-Harassment
			
			-Legislative Plans
			
			-Positive Behavior Intervention & Supports (PBIS)
			
			-Olweus
				-APPR
				
				-New York State Standards with primary focus on literacy
				
				- NYSSLS Implementation
				
				-Content Knowledge
				
				-CDOS
				
				-Curriculum Mapping and Pacing
				
				-Data-Driven Instruction (DDI)
				
				-Dropout Prevention
				
				-Early Literacy
				
				-Health & Wellness
				
				-Professional Collaboration (PLC's)
					- iReady
					
					-Mosa Mack
					
					-Mystery Science
					
					-PNW Social Studies
					
					-Studies Weekly
					  • Health & wellness
					
					-Current Hardware (Interactive Boards & Smartboards)
					
					-Implementation of interactive boards
					
					-Grade/Subject Specific Technology
					
					-Google Suites
					
					-Infinite Campus
					
					-EdVistas
					
					- Research Strategies/Resources
					
					-Moodle/ Google Classroom/ Schoology
					
					-Online Credit Recovery

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		● Explicit vocabulary instruction -Specific Instructional Strategies ● Questioning ● Modeling ● Schema ● Explanation ● Coaching Math Diagnostics	-Phone System Navigation -Redirect Staff -Social Media Safety -Too Good for Drugs -OSHA		-Schoolwires -Social Media Safety/ Digital Citizenship -Using personal devices/technology -Web based programs

*Building and District Meetings here and throughout the document include, but are not limited to, monthly staff meetings, Lead Teacher Meetings, Department Meetings, Grade Level Meetings, Building Leadership Teams (BLT) and District Leadership Team (DLT), and Administrative Council Meetings.

Addendum

Saugerties Central School District Professional

Development Plan

Saugerties Central School District Mentoring Plan

2024-2025

Across our country it is recognized that STA Staff in their first few years of practice benefit from mentoring and support from experienced veteran colleagues. For this reason, in New York, the State Education Department teacher certification regulations require mentoring experiences for beginning STA Staff.

The attached plan describes the Saugerties Central School District Teacher Mentoring Program, part of the SCSD Professional Development Plan, designed to comply with the NYSED mandates and Every Student Succeeds Act (ESSA) mentoring guidelines.

GOALS

1. To provide practical and logistical support for navigating school and district expectations and procedures.

2. To increase the instructional skills of new STA Staff to positively impact student achievement.

3. To improve teacher retention by increasing career satisfaction of new STA Staff.

4. To satisfy NYSED requirements for teacher certification.

TEACHER ELIGIBILITY FOR TEACHER MENTORING PROGRAM

Full-time Mentor Eligibility

The following STA Staff are eligible to receive a *full-time mentor* for one school year:

- tenure track STA Staff in their first year of teaching;

- STA Staff new to SCSD with less than two years of prior professional experience in public schools;

- STA Staff who are required to have a mentor in order to meet NYSED requirements for professional certification.

NOTE: Some probationary STA Staff who have held (a) long-term substitute position(s) in the District for less than two years will be considered on individual need.*

Part- time Mentor Eligibility

The following STA Staff are eligible to receive a *part-time mentor* for one school year:

- STA Staff returning to the profession after an extended period of absence (e.g. multiple- consecutive family leaves, prolonged military leave);

- experienced STA Staff changing tenure area or instructional level (e.g. secondary to elementary, elementary to secondary);

- STA Staff new to SCSD with two years or more of prior full-time teaching experience in public schools.

NOTE: Long-term substitutes or other non-tenured STA Staff may receive a half-time mentor upon the recommendation of the Mentor Coordinator with the approval of administration. *

If the SCSD does not provide a mentor for these STA Staff, they will still be included in Mentor Program activities such as new teacher meetings and workshops. Accessibility to Resource Mentors will be provided when possible.

RESPONSIBILITIES OF MENTEES:

- Must participate in mentor program activities.

- Attend orientation.

- Plan with mentor on mutually convenient and agreeable dates to observe mentor and to be observed by mentor.

- Meet and/or conference with a mentor at least once during a LETTER DAY cycle for a minimum of thirty minutes at a mutually convenient time and place. These meetings may take place before, during or after school hours.

- Approach the mentoring experience as a professional growth opportunity and use the experience to reflect upon and strengthen classroom practices.

- Maintain open communication with their mentee.

Use Frontline Education's My Learning Plan program to document time spent on Mentor Program activities such as meetings with mentor and/or mentor coordinator, workshops, etc. The Log is expected to be completed and submitted at least monthly.

THIS DOCUMENTATION IS REQUIRED BY THE DISTRICT

CRITERIA OF TEACHER / RESOURCE MENTOR: In certain circumstances it may be beneficial to new hires to have the support of an additional short-term mentor. Examples include but are not limited to: technology, special education, ENL... These short term mentors will be compensated at the current STA hourly rate.

- Ability to maintain confidentiality.

- Tenured STA Staff or school nurse with at least three consecutive years in SCSD.

- Required completion of mentor training which has prior approval of the Mentor Committee (e.g. SCSD, UC BOCES, SUNY New Paltz, Mid-Hudson Teacher Center).

- A willingness to fulfill all roles and responsibilities as described in the Mentor Plan.

- Demonstration of effectiveness as a classroom teacher.

- Demonstration of effective interpersonal relationship qualities and ability to work collegially.

- Required completion of mentor training which has prior approval of the Mentor Committee and/or virtual mentor training with guidance from mentor coordinator (e.g. SCSD, UC BOCES, SUNY New Paltz, Mid-Hudson Teacher Center).

- An active participant in the school community.

- Continued professional development.

MENTOR SELECTION PROCESS:

- Interested STA Staff should submit a letter of interest to the Mentor Coordinator

- The Mentor Committee reviews applications.

- The Mentor Committee identifies a pool of qualified STA Staff to serve as mentors.

- Mentors are chosen using the criteria for STA Staff/Resource Mentor as a guideline.

- Mentors are matched with Mentees utilizing input from Building Administrators with the following priorities in mind:
    - o grade level / content area taught

    - o area of expertise

    - o working proximity of mentees and mentors (same building is preferred)

    - o tenured STA Staff in SCSD with three years or more experience in the SCSD

Mentor assignments are based on District need.

RESPONSIBILITIES OF STA STAFF MENTORS:

- Maintains confidentiality. Concerns may be addressed with the Mentor Coordinator, who will maintain confidentiality.

- Attends orientation.

- Meet and/or conference with mentees at least once during a LETTER DAY cycle for a minimum of thirty minutes at a mutually convenient time and place. These meetings may take place before, during or after school hours.

- BOTH the Mentee AND the MENTOR should use Frontline Education's My Learning Plan program to document time spent on Mentor Program activities such as meetings with mentor and/or mentor coordinator, workshops, etc. **The Log is expected to be completed and submitted at least monthly.**

- Observe mentee's classroom/office during teaching periods/school hours for the purpose of coaching and providing feedback. The first of these should take place **in October**, prior to the first administrative observation. Another should take place before March. Include in Log.

- Arrange visits for mentees to observe other colleagues (within the department or grade level is suggested). If coverage is needed, the mentor should make arrangements. Observations should be included in the monthly Log.

- Nurse mentors will refer to the Nurse's Orientation/Resource Packet for additional guidance   and support specific to their positions and responsibilities.

- Participate in Mentor Program meetings (e.g. roundtable discussions, personalized meetings) throughout the year.

- Share knowledge, skills and information with mentees.

- Promote self-reflection and self-analysis.

- Serve as liaison for mentee and other school resources such as, but not limited to:

Library/Media Center	AV Resources	Homework Requests
Teacher Centers	Special Education	Detention
Computer Labs	Technology	Resource Mentors
Extra-curricular Activities	Counseling Centers	Voicemail
Home Teaching	OSS Responsibilities	Lead STA Staff

MENTOR/MENTEE TIME:

The regular meetings/conversations between Mentor and Mentee should be at a mutually agreed and decided time and place. Additional time for classroom visitations, longer meetings, consultation with Resource Mentors, or other work sessions will be provided as release time by the District under the following conditions:

- *Half -day meetings (up to a maximum of six) between mentors and mentees can be scheduled throughout the year with approval of the Building Principal, and the Assistant Superintendent. The half days should be recorded in the Mentoring Log.*

- *Participants are responsible for notifying sub service for this in-district business.*

THIS DOCUMENTATION IS REQUIRED BY THE DISTRICT

RESPONSIBILITIES OF PART-TIME MENTORS:

The part-time mentor has a unique role. At the beginning of the school year, this mentor will initially meet his/her mentee as regularly as a full time mentor. As the mentee becomes acclimated to the school environment, meeting frequency should taper off. This usually occurs around October or November however the mentor should still be available throughout the year.

- Maintains confidentiality. Concerns may be addressed with the Mentor Coordinator, who will maintain confidentiality

- Attend orientation.

- Follow recommendation to meet with a mentee at least twice a month for a minimum of thirty minutes at a mutually agreed and designated time and place. These meetings may take place before, during or after school hours.

- Request from principal for release time as needed with a one-week notification. Be certain to request coverage/substitute and document on the Mentoring Log.

- Participate in Mentor Program meetings (e.g. roundtable discussions) throughout the year that pertain to area of expertise.

- Share knowledge, skills and information with mentees.

- Promote self-reflection and self-analysis.

- Serve as liaison for mentee and other school resources such as, but not limited to:

Library/Media ˉCenter	AV Resources	Homework Requests ˉ
Teacher Centers	Special Education	Detention
Computer ˉLabs	Technology	Resource Mentors ˉ
Extra-curricular Activities	Counseling Centers	Voicemail
Home Teaching	OSS Responsibilities	Lead STA Staff

- BOTH the Mentee AND the MENTOR should use Frontline Education's My Learning Plan program to document time spent on Mentor Program activities such as meetings with mentor and/or mentor coordinator, workshops, etc. The Log is expected to be completed and submitted at least monthly.

THIS DOCUMENTATION IS REQUIRED BY THE DISTRICT

The SCSD Mentor Teacher Program includes a pool of Resource Mentors. These Resource Mentors are available to all mentees. Their interaction with mentees is coordinated by the Mentor Coordinator upon request or as need is determined.

RESPONSIBILITIES OF RESOURCE MENTORS:

- Maintains confidentiality. Concerns may be addressed with the Mentor Coordinator, who will maintain confidentiality.

- Allow observations by mentees to focus on areas of specific concerns.

- Provide professional expertise and/or resources.

- Share knowledge, skill and information with mentees.

- Promote self- reflection and self-analysis.

- Observe the mentee's classroom, upon the request of a mentee, during teaching situations for purposes of coaching and providing feedback.

- Present information or serve as a resource at Mentor Program meetings.

RESPONSIBILITIES OF MENTOR COORDINATOR:

- Maintains confidentiality. Concerns may be addressed with the Mentor Coordinator, who will maintain confidentiality.

- Plan and implement an orientation for Mentees and Mentors prior to the opening of school

- Support and act as resource for Mentors, Mentees, and Resource Mentors.

- Facilitate the planning, scheduling, and implementation of Mentor Program activities.

- Facilitate the Mentor Committee.

- Review and maintain documentation needed for the Mentor Program.

- Organize and conduct periodic meetings throughout the year with Program participants.

- Provide an Annual Summative Report

MENTOR COMMITTEE:

The SCSD Mentor Program Committee will consist of up to twelve members:

- Up to Two District appointed Building Administrators - one elementary and one secondary;

- Up to six Saugerties STA Staff Association (STA) - one from each elementary building, one from the Junior High, and one from the Senior High;

- Up to two Professional Practices Committee (PPC) members;

- The SCSD Mentor Program Coordinator.

Chain of Command Regarding Mentoring Challenges

- In the event a mentee/mentor feels there is a strain on their professional relationship, either party can reach out to the following individuals for support mediating the situation

  o Mentor Coordinator
  o STA Union Representative

If the relationship is not a match, every effort will be made to find the mentee a more suitable mentor.   In the spirit of confidentiality, input for the new mentor selection will be taken from the Mentor Coordinator, one Union Representative and/or the building Principal.

Timeline for Challenging Conversations:

If the first observation is ineffective/developing, the observer will converse with the mentor and mentee to address and discuss areas of needed growth, and a plan for growth should be put in place:

- Goals to be reached by a specific date for each ineffective/developing area
- Plan of action to reach the goals & suggested evidence to show goals are met
- Resources available to assist in reaching goals

The mentor will take minutes of the meeting. which must be shared with all the attendees.

Second Concerning Observation: The Union Building Representative, mentor, and Mentor Coordinator will be brought into the conversation. The plan of action will be revisited and revised in order to help the new hire work through their areas of weakness.

NOTE: In case of virtual instruction, the required meetings will continue to take place virtually.