

Hyde Park School District 2022-2025



Updated August 2024.

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Introduction

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

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

Professional Learning Committee Goals

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

Professional Learning Committee Members

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

District Mission

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

District Vision

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

Portrait of the Hyde Park Learner & Portrait of the HPCSD Employee

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

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

Portrait of the Hyde Park Learner

CONFIDENT LEARNER

- Embraces curiosity to experience new ideas.
- Possesses the desire to learn, unlearn, and relearn.
- Finds and maximizes opportunities to actively and empathetically listen to elicit diverse perspectives from others.
- Develops positive, passionate attitudes and beliefs about learning.

EFFECTIVE COMMUNICATOR

- Articulates thoughts and ideas effectively using oral, written, and non-verbal communication skills in a variety of forms.
- Listens effectively to decipher meaning, including knowledge, values, attitudes, and intents.
- Communicates for and with a wide range of purposes and audiences (e.g. to inform, instruct, motivate, persuade, and advocate).

ADAPTABLE INNOVATOR

- Works effectively and flexibly in a climate of continuous change.
- Embraces feedback, praise, setbacks, and criticism.
- Reflects on successes and failures as a means of refining the path forward.
- Understands, negotiates, and balances diverse views and beliefs in order to reach workable solutions.

CRITICAL THINKER

- Improves quality of own thinking by analyzing and assessing information.
- Identifies, evaluates, and applies learning to relevant real-world situations.
- Applies disciplined thinking that is open-minded and informed by evidence.
- Understands the “big picture” and is able to implement and reflect on proposed solutions and the impact they may have.

RESPONSIBLE CITIZEN

- Demonstrates honesty and makes ethical choices.
- Honors commitments and holds oneself accountable.
- Cares for and positively impacts the larger community.
- Takes initiative and acts with purpose.

Portrait of the Hyde Park CSD Employee:

CONFIDENT LEARNER

- Embraces curiosity to experience new ideas.
- Energized by opportunities to continuously update our professional knowledge and skills.
- Finds and maximizes opportunities to actively and empathetically listen to elicit diverse perspectives from others.
- Develops and demonstrates positive, passionate attitudes and beliefs about learning.

EFFECTIVE COMMUNICATOR

- Articulates thoughts and ideas effectively using oral, written, and non-verbal communication skills in a variety of forms.
- Listens effectively to decipher meaning, including knowledge, values, attitudes, and intents.

- Communicates for and with a wide range of purposes and audiences (e.g. to inform, instruct, motivate, persuade, and advocate).
- Intentionally cultivates a sense of voice, ownership, and agency for every employee and student.
- Adapts to constantly evolving tools and appropriately integrates them into daily life.
- Values and embraces diverse cultures and unique perspectives through mutual respect and open dialogue.

ADAPTABLE INNOVATOR

- Works effectively and flexibly in a climate of
- continuous change.
- Embraces feedback, praise, setbacks, and criticism.
- Reflects on successes and failures as a means of refining the path forward.
- Understands, negotiates, and balances diverse views and beliefs in order to reach workable solutions.
- Works with students to build bridges between home and school cultures and create the conditions for genuine respect for cultural exchange and understanding.

CRITICAL THINKER

- Improves quality of own thinking by analyzing and assessing information.
- Identifies, evaluates, and applies experience and knowledge to relevant real-world situations.
- Applies disciplined thinking that is open-minded and informed by evidence.
- Understands the “big picture” and is able to implement and reflect on proposed solutions and the impact they may have.

RESPONSIBLE CITIZEN

- Demonstrates honesty, integrity, work ethic and makes ethical choices.
- Honors commitments and holds oneself accountable.
- Cares for and positively impacts the larger community.
- Takes initiative and acts with purpose while also recognizing how personal decisions and actions have an impact beyond one’s self.
- Creates a safe environment through respect and inclusivity for diverse identities and cultures.
- Increases knowledge about the variety of identities and cultures represented in our community.
- Builds meaningful relationships with peers and other staff of different identities, cultures, buildings, and departments.

Purpose Statement

The purpose of the Professional Learning Plan is to improve the quality of teaching and learning by ensuring that when teachers and leaders participate in substantial professional learning, they have opportunities for professional growth, remain current with their profession, and meet the learning needs of their students. This plan provides an opportunity to articulate how the District will provide substantial need-based professional learning opportunities to all educators. The expectation for educators' is participation in the professional learning, the alignment of the offered professional learning to State standards and implementation of the learning to more effectively meet student needs. The principles of effective professional learning will be utilized in the creation and evaluation measures to determine the impact of offered professional learning.

Annual Process

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

The annual process is listed below.

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

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

Comprehensive Needs Assessment

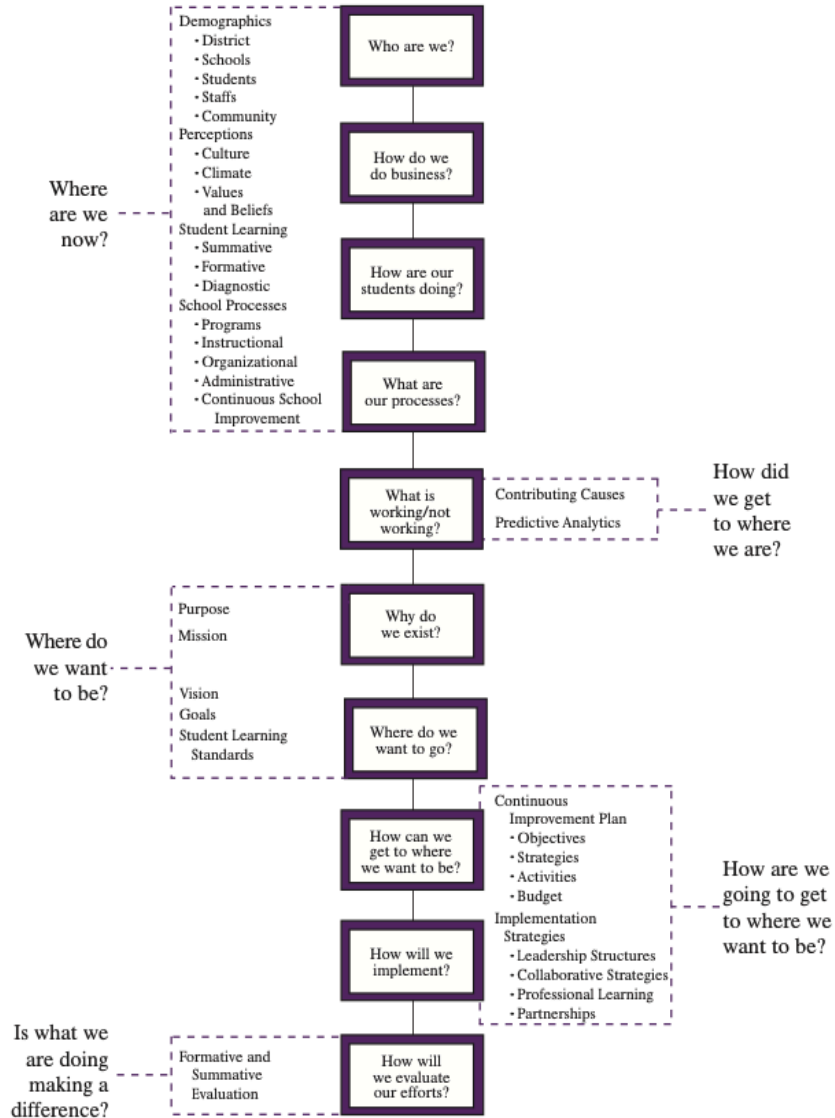
The Hyde Park Central School District utilizes the Data for Continuous Improvement Framework to guide our work. Within this framework is embedded a comprehensive needs assessment cycle that utilizes four domains of data (Demographic, Perceptual, Student Learning, and School Process). The Student Learning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

EDUCATION FOR THE FUTURE

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

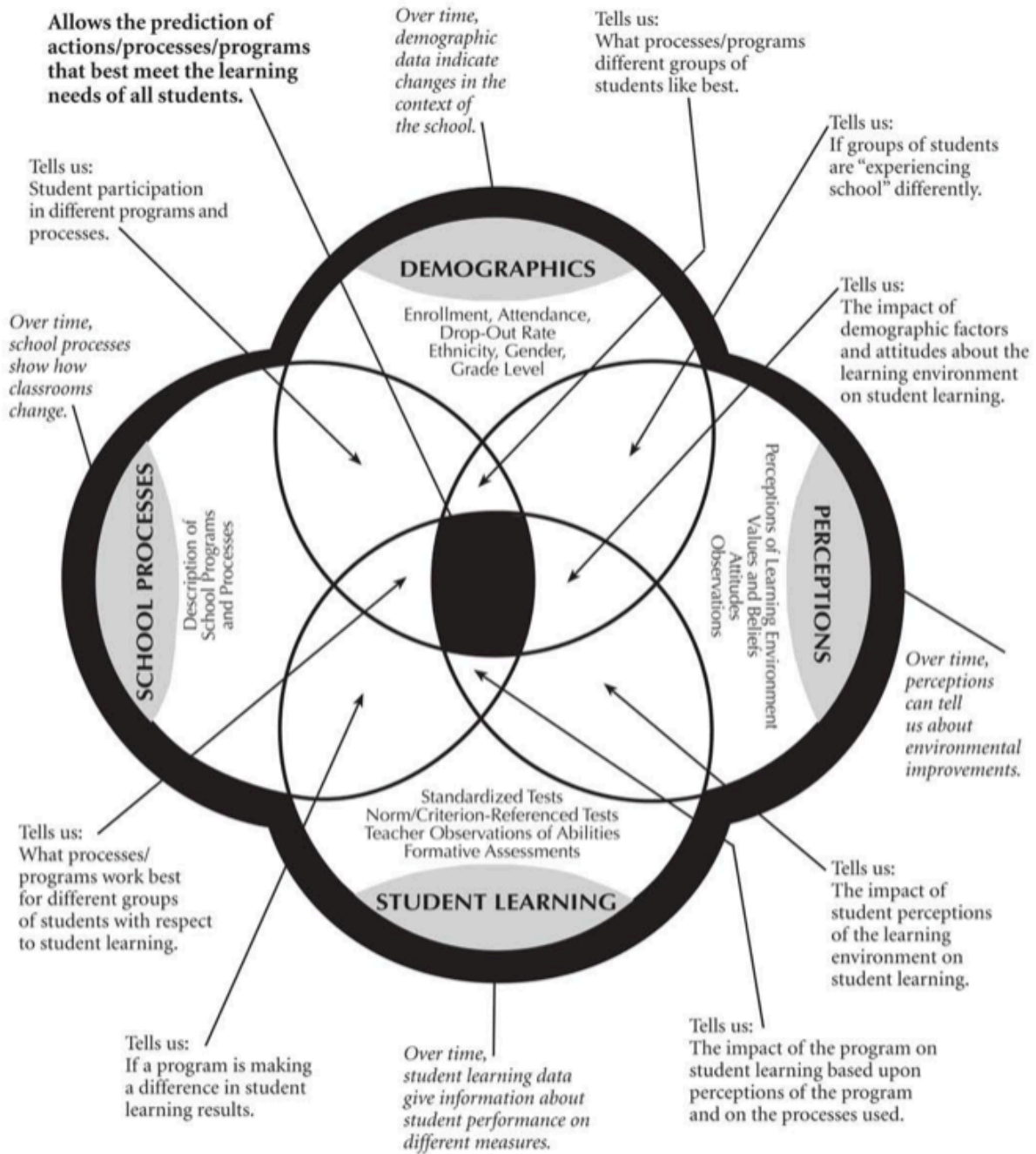
Bradley J. Geise
 bgeise@csuchico.edu

USING DATA FOR CONTINUOUS IMPROVEMENT



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

Multiple Measures of Data



Effective Professional/Adult Learning

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

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

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

Evaluation of Professional Learning

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

Continuing Teacher and Leader Education (CTLE) Requirements

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

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

Registration & Continuing Teacher and Leader Education (CTLE) Requirements

Sample CTLE Certificate:

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

(Authorized Provider #: 12345)

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

Learning to Teach (LTT 101)

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

3 Hr / 3 Cr - Professional Growth

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

Joe Admin

Joe Admin
Admin

Registration & Continuing Teacher and Leader Education (CTLE) Requirements

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

CTLE Language Acquisition Requirement

- **ESOL and bilingual education teachers.** Educators who are subject to CTLE and hold a Professional English to Speakers of Other Languages (ESOL) certificate or Bilingual Education extension, must complete a minimum of 50 percent of their 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 ELLs.
- **Other teachers, school building leaders, and school district leaders.** All other Professional teachers, School Building Leader, and School District Leader certificate holders must complete a minimum of 15 percent of the required CTLE clock hours dedicated to language acquisition addressing the needs of ELLs, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs.
- **School district business leaders.** School district business leaders (SDBLs) who hold the Professional SDBL certificate would complete a minimum of 15 percent of the required CTLE clock hours dedicated to the needs of ELLs and Federal, State, and local mandates for ELLs.
- **Teaching Assistants - Level III.** Teaching Assistant Level III certificate holders must complete a minimum of 15 percent of the required CTLE clock hours dedicated to language acquisition, addressing the needs of ELLs and integrating language and content instruction for such ELLs.

New Teacher Orientation and Mentoring

Philosophy and Rationale

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

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

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

Educators acting as a mentor or a mentee as part of the HPCSD mentoring program may be credited up to 30 hours of such time towards their CTLE requirement in each five-year registration period.

APPENDIX A: District Priority Areas

2024-2025

Priority Area 1:

Create consistent, equitable, and accessible educational experiences for all students and staff aligned with the NY State Standards and our Portrait of the Hyde Park Learner and HPCSD Employee.



Priority Area 2:

Promote an engaged and mutually accountable learning community where students, staff, families, and community partners embrace a growth mindset and collaborate to achieve excellence.

Priority Area 3:

Increase student outcomes through the use of the established Continuous Improvement Framework and data review cycles to systematically grow at all levels of the organization.

APPENDIX B: Building Leadership Team Goals

 HYDE PARK CENTRAL SCHOOL DISTRICT Goal Setting & Road Map Document 2024-2025 	
PRIORITY AREA 1 - Create consistent, equitable, and accessible educational experiences for all students and staff aligned with the NY State Standards and our Portrait of the Hyde Park Learner and HPCSD Employee.	
GOAL/SCEP Commitment	<i>Describe a goal you wish to achieve that aligns with the priority area above.</i>
LEADING INDICATORS (Action Steps)	<i>Describe a step (and metric) you would need to take/meet to achieve the aforementioned goal.</i>
	TBD
	TBD
RESOURCES NEEDED	<i>People, resources, materials, and support are needed to accomplish this goal.</i>

PRIORITY AREA 2 - Foster an engaged, collaborative, and mutually accountable learning community where students, staff, families, and community partners work together to meet challenges and achieve excellence.	
DISTRICT WIDE GOAL	<i>As a district we will work in an intentional and coordinated way to increase attendance and decrease chronic absenteeism (From 23.4% to 15% for students and reduce the 8427 sick, unpaid and workers comp days for staff by 10% to 7584 sick, unpaid and workers comp days) by the end of the 2024-2025 school year.</i>
LEADING INDICATORS (Action Steps)	<i>Describe a step (and metric) you would need to take/meet to achieve the aforementioned goal.</i>
	Ideas and suggestions created on 6/28/24: <i>Campaign with Slogan (short videos...), Nudges, Community Schools, recognitions, surveys, consistent staff/student expectations, attendance teams (district and building), Educate the community, from tardy to welcome back slip, leverage communication plan/tools/website.</i>
	<i>TBD</i>
	<i>TBD</i>
RESOURCES NEEDED	<i>People, resources, materials, and support are needed to accomplish this goal.</i>

PRIORITY AREA 2 - Foster an engaged, collaborative, and mutually accountable learning community where students, staff, families, and community partners work together to meet challenges and achieve excellence.	
GOAL (optional)	<i>Describe a goal you wish to achieve that aligns with the priority area above.</i>
LEADING INDICATORS (Action	<i>Describe a step (and metric) you would need to take/meet to achieve the aforementioned goal.</i>

Steps)	TBD
	TBD
	TBD
RESOURCES NEEDED	<i>People, resources, materials, and support are needed to accomplish this goal.</i>

PRIORITY AREA 3 - Increase student outcomes through the use of the established Continuous Improvement Framework and data review cycles to systematically grow at all levels of the organization.

GOAL	<i>Describe a goal you wish to achieve that aligns with the priority area above.</i>
LEADING INDICATORS (Action Steps)	<i>Describe a step (and metric) you would need to take/meet to achieve the aforementioned goal.</i>
	TBD
	TBD
	TBD
RESOURCES NEEDED	<i>People, resources, materials, and support are needed to accomplish this goal.</i>

School Support Visits (General)	
Visit 1: <i>October - December</i>	<p>REFLECT ON THE INITIAL IMPLEMENTATION OF ACTION PLANS (must include your BLT and Parents).</p> <p style="text-align: center;">(ADD HERE: SUMMARY/REFLECTION ON INITIAL IMPLEMENTATION OF GOAL/COMMITMENT)</p>
Visit 2: <i>January - February</i>	<p>REFLECT ON THE IMPLEMENTATION OF ACTION PLANS AND CONSIDER THE PROGRESS MADE TOWARD LEADING INDICATORS IN THE PLAN. PIVOT ACCORDINGLY (must include your BLT and Parents).</p> <p style="text-align: center;">(ADD HERE: SUMMARY/REFLECTION ON BENCHMARKS/MILESTONES TOWARDS GOAL/COMMITMENT)</p>
Visit 3: <i>March- April</i>	<p>REFLECT ON MID-YEAR ADJUSTMENTS AND DETERMINE WAYS TO SUPPORT THE DEVELOPMENT OF THE UPCOMING YEAR'S ACTION PLAN (must include your BLT and Parents).</p> <p style="text-align: center;">(ADD HERE: SUMMARY/REFLECTION ON DATA SUPPORTING EFFECTIVENESS OF GOAL/SCEP COMMITMENT)</p>
Visit 4: <i>June - July</i>	<p>FINAL ANALYSIS OF THE 2023-24 ACTION PLAN AND A REVIEW OF THE DRAFT 2024-25 ACTION PLAN (must include your BLT and Parents).</p> <p style="text-align: center;">(ADD HERE: REFLECTION/DATA SUPPORTING GOAL/SCEP COMMITMENT OBTAINMENT AND IMPLICATIONS FOR 2025-2026)</p>

School Support Visits (TSI/SCEP): <i>The goal of these visits is for the District to provide ongoing support of the school's efforts toward the Commitments identified in its SCEP.</i>	
Visit 1: <i>October - December</i>	<i>Reflect on initial implementation of the school's SCEP.</i>
Visit 2: <i>January - February</i>	Reflect on the implementation of the school's SCEP halfway through the school year and consider the school's progress toward the milestones and benchmarks identified under "Gauging Success" in its plan.
Visit 3: <i>March- April</i>	<i>Reflect on mid-year adjustments and determine ways to support the development of the upcoming year's improvement plan.</i>
Visit 4: <i>June - July</i>	Final analysis of the 2024-25 SCEP and a review of the draft 2024-25 improvement plan.

(Required for TSI/CSI School. Guiding Questions will be used by all schools)

GUIDANCE ON SUPPORT VISIT #1: October/November

GUIDING QUESTIONS: The school had a vision for how its improvement work would look during the start of the school year.

1. How does the work that has occurred to date compare to what was envisioned?
2. How do staff and students feel these specific activities and initiatives are going thus far?

SUPPORT VISIT EVENTS:

1. A discussion with the principal on the school's initial implementation toward each SCEP Commitment in comparison to what was envisioned in the SCEP. Approximately 30-45 minutes, or 10 to 15 minutes per commitment.
2. Student Focus Group or Staff Focus Group (15 minutes)
3. Student Focus Group or Staff Focus Group (15 minutes)
4. A discussion with the principal following the two focus groups. The District lead will summarize findings from the focus group and strategize with the principal regarding next steps. (15-30 minutes)
5. Optional: Visits to classrooms with the principal. Approximately 30 minutes with time for debriefing afterward.

POST VISIT EVENTS: The discussion for each Commitment is summarized on the SCEP Support Visit template. The principal may also decide to make adjustments to the SCEP based on the reflective conversation.

GUIDANCE ON SUPPORT VISIT #2: January/February

GUIDING QUESTIONS: The school year is now around halfway over:

1. How has the school fared with its implementation to date, particularly in consideration of the milestones and benchmarks identified under “Gauging Success” in the plan?
2. What are the implications for the school’s plan for the second half of the year?

SUPPORT VISIT EVENTS:

1. A discussion with the principal to review progress toward what has been identified under “Gauging Success,” and other relevant data and discuss implications for the second half of the school year. Approximately 60 to 90 minutes, or 10 to 20 minutes per Commitment.
2. Optional: Visits to classrooms with the principal (remote or in-person). Approximately 30 minutes with time for debriefing afterward.

POST VISIT EVENTS: The discussion for each Commitment is summarized on the SCEP Support Visit template. The principal may also decide to make adjustments to the SCEP based on the reflective conversation and the school’s progress to date.

GUIDANCE ON SUPPORT VISIT #3: March/April

GUIDING QUESTIONS:

Reflect on recent adjustments:

1. What impact have the adjustments made since the previous meeting had on supporting continuous improvement?
2. Are further adjustments necessary?

Plan for improvement planning next year:

1. What lessons were learned from this year about improvement planning?
2. How can the district best support the school with developing its 2023-24 plan, including its plans for recruiting family members to the team, interviewing students, identifying commitments, and reflecting on lessons learned this year?

SUPPORT VISIT EVENTS:

This conversation can occur in one of two ways:

Option 1: Conversation between the District staff and the Principal to discuss lessons learned and how the district can best support the school.

Option 2: Discussion between the District staff and the SCEP Development Team to discuss how the District can best support the school and/or to assist the SCEP Development Team in reflecting on what it learned this year and navigating the activities the school completes in advance of developing its findings of the SCEP events that have occurred so far.

POST VISIT EVENTS: Reflection on data supporting effectiveness of the SCEP plan and initial thoughts concerning new commitments for 2025-2026.

GUIDANCE ON SUPPORT VISIT #4: June/July

GUIDING QUESTIONS:

1. Was the school successful in achieving its End-of-The-Year Desired Outcomes?
2. What did the school learn through this experience of working toward its values and aspirations, and how might the school bring this understanding to its 2025-26 improvement plan?

SUPPORT VISIT EVENTS:

A discussion with the principal (or entire SCEP Development Team) that has two components:

1. Reflection on the success of the past year's plan, including an analysis of year-end data in comparison to End-of-the year Desired Outcomes. For data based on NYS assessments, the discussion should consider local assessment data instead (15-30 minutes).
2. Feedback on the draft 2023-24 improvement plan, with special attention toward whether the strategies identified reflect what the school has learned from this past year. (30-60 minutes).

POST VISIT EVENTS: The discussion for each commitment is summarized on the SCEP Support Visit template. The final SCEP Support Visit Summary should be shared with the principal. The district should ensure that any improvement plan created in conjunction with the school's identification status aligns to NYSED expectations.

APPENDIX C: 2024-2025 Professional Learning Opportunities

Description of How Professional Learning is Provided:

The Professional Learning Plan is used to plan District-sponsored professional learning sessions, as well as to guide individuals as they pursue personal professional learning. All professional staff have access to professional learning through sessions/ activities that are separate and distinct from the main gathering(s). These separate and distinct activities provide explicit learning in content, pedagogy, and/or language acquisition as aligned to the District goals:

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

Potential providers of professional learning include:

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

APPENDIX D: Professional Learning Providers

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

Batelle for Kids / Ed Leader 21	4 C's
Ken Kay	Reframing the 4C's
Ashokan	Science
NWEA	Instructional content platform
MAP Growth	Benchmark Assessment
K-3 MAP Reading Fluency	Progress Monitoring (Literacy)
3-8 MAP Accelerator	Progress Monitoring (Math)
Dreambox Learning	6 - 8 Reading Plus / Literacy
Learning A to Z	Digital Text Access
RAZ Plus	Literacy & Content Integration
Headsprout	Early Literacy / Decoding
Foundations	Decodable Texts / Explicit phonics
Science A to Z	Multi-level informational texts in science
The Brookline Center (Various Presenters)	Bridge for Resilient Youth in Transition (BRYT) Program support
Susan Ardalan - Technology Integration Specialist	Technology Integration
Bradley Geise	Data for Continuous School Improvement
Heinemann	Various Literacy Curriculum Trainings
Dr. Jill Harrison-Berg	Equity
Dr. Dianne Cunningham	Authentic Performance Tasks

APPENDIX E: New Teacher Orientation Plan

COMPREHENSIVE INDUCTION AND MENTORING PROGRAM

Developed and Implemented

by the

Hyde Park Central School District

In Collaboration with the

Hyde Park Teachers Association

and the Professional Learning Committee

Adopted by the

Hyde Park Board of Education

January 24, 2002

Last Revised – June 2022

HYDE PARK CENTRAL SCHOOL DISTRICT

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Hyde Park Central School District

COMPREHENSIVE INDUCTION AND MENTORING PROGRAM

Philosophy and Rationale

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

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

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

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

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

COMPREHENSIVE INDUCTION AND MENTORING PROGRAM

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

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

SERVICES FOR AND FROM INSTRUCTIONAL ADMINISTRATORS

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

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

FUNDING AND STAFFING

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

- √ Coordinate, plan and implement all aspects of the monthly mentor/mentee seminars.
- √ Develop and implement an accountability system to track mentor-mentee formal interactions. (Two formal visits per month.)
- √ Lead in planning organization and implementation of new staff training program. (Three days required prior to the start of school.)
- √ Report given to the instructional Professional Learning Committee and Deputy Superintendent on progress, developments and outcomes.
- √ Develop and implement an evaluation process to determine the success of the program. This process will include surveying mentors and mentees on an annual basis and reviewing data from training.

MENTORING PROGRAM

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

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

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

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

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

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

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

A quality mentoring program requires a commitment of time, effort and must be developed and viewed as a work in progress. Therefore, all hours of

required training for veteran teachers may be applied to the ‘100 hours of CTLE’ professional development requirement.

MENTOR AND MENTEE REQUIREMENTS AND RESPONSIBILITIES

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

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

FORMAL MEETING LOG 2022-2023 (Sample)

Mentee Name _____ Mentor Name _____

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

VISITATION LOG 2022-2023

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

APPENDIX F: NYS Professional Development Standards

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

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

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

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

Professional development is most effective when it takes place in professional learning communities. These learning communities might take various forms, but they are all characterized by ongoing learning. They encourage individual and collaborative

exploration, practice, and reflection. They foster collegiality and problem solving, and they emphasize continuous improvement in classrooms and schools.

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

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

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

The Ten Standards for High Quality Professional Development

1. **Designing Professional Development:** Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
2. **Content Knowledge and Quality Teaching:** Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
3. **Research-based Professional Development:** Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research.
4. **Collaboration:** Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.

5. Diverse Learning: Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
6. Student Learning Environments: Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all Students.
7. Parent, Family and Community Engagement: Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's Education.
8. Data-driven Professional Practice: Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
9. Technology: Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
10. Evaluation: Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

APPENDIX G: NYS Teaching Standards

The New York State Teaching Standards September 12, 2011

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

[The New York State Teaching Standards](#)