



Highland Central School  
District  
Professional Development Plan  
2022-2024

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| <b>District Name:</b>   | Highland Central School District                                     |
| <b>BEDS Code:</b>       | 620803040000   |
| <b>Superintendent:</b>  | Joel E. Freer  |
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| <b>Years effective:</b> | 2022-2024  |

## I. Composition of Professional Development Plan Team

### District Team

Superintendent  
Assistant Superintendent of Curriculum and Instruction  
Assistant Superintendent of Pupil Personnel Services & Human Resources  
Administrators / staff  
Instructional Staff

Number of School buildings in district: 3

- (i) A district team reviews and develops the Highland Professional Development Plan (PDP). All mandated stakeholder groups are represented on the district team and will be accountable to serve as liaisons between their representative constituency groups and the Professional Development Plan Team. All grade levels (elementary, middle, and high school) are typically represented on the PDP Team.
- (ii) The Professional Development Plan Team is actively involved in the following tasks:
  - Data Analysis
  - Prioritizing Needs
  - Goal Setting
  - Planning/Development Activities
  - Objective Setting
  - Plan Implementation
  - Evaluation/Modifying Plan

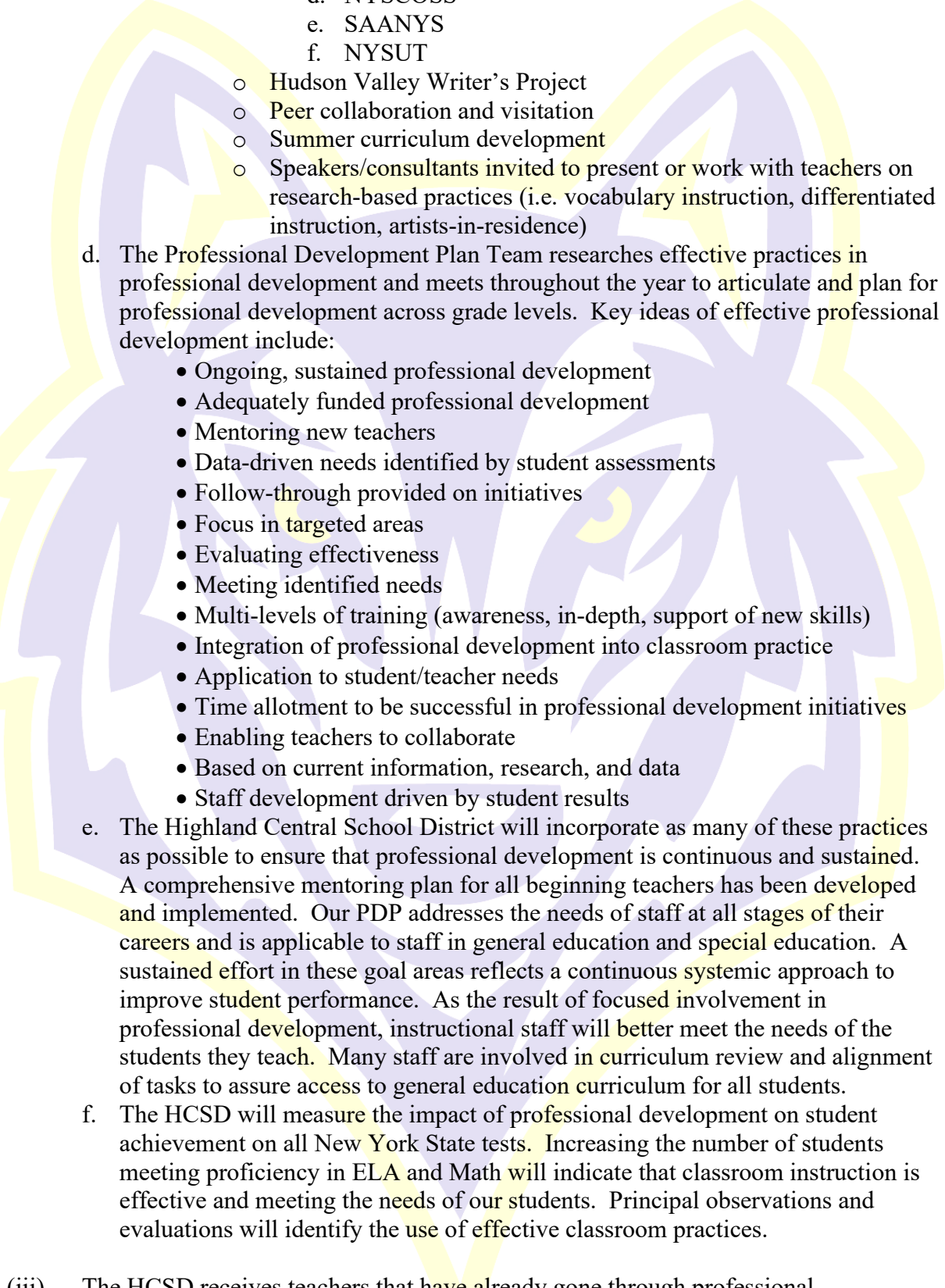
## II. Content of Plan

- (i) Needs analysis, goals, objectives, strategies, activities, and evaluation standards
  - a. The following needs assessment sources were used to identify the professional development needs of the Highland Central School District
    - School Report Card
    - NYS and District Assessments (3-8 and Regents results)
    - Graduation Rates and Drop-Out Rates
    - Special Education Identifications and Annual Reviews
    - Internal Math Benchmark results, K-8
    - Math & Literacy assessment tools from 3<sup>rd</sup> party vendors (i.e. STAR assessments, DIBELS)
    - NYS Learning Standards

- VADIR/DASA Reports
- Supervisor and Department Data Analyses and Recommendations
- Student Attendance and Discipline Reports
- BEDS Data
- Attendance Reports
- Instructional Committees (i.e. Technology, Special Education Cabinet)

(ii) Description of the plan

- a. The Highland Central School District Professional Development Plan is created for the purpose of improving the quality of teaching and learning. This plan ensures that teachers participate in substantial professional development to remain current and meet the learning needs of their students. New teachers holding a professional certificate will have opportunities to maintain such certificates in good standing based upon successfully completing 100 hours of professional development every 5 years, as prescribed in the Professional Development Plan requirements for teachers and teaching assistants, of which 15% is applicable to English Language Learners for most educators and 50% for ENL certified teachers.
- b. On average, teachers in the Highland Central School District will be involved in a minimum of 15 clock hours of professional development activities on an annual basis. These hours come from the HCSD Staff Development Days during the school year. New teachers will be required to participate in an orientation and Mentoring Program which provides essential information on curriculum, instruction, assessment, and the use of technology in our district. HCSD teachers participate in several hours of Professional Development offered by partner institutions. Professional development outside of the school day will be voluntary and compensated as per the negotiated agreement.
- c. All professional development is aligned with New York Learning Standards and Assessments. Future professional development will emphasize improved student outcomes with a focus on student engagement, differentiating instruction to meet student needs, including but not limited to linguistic cultural diversity and special needs, and teacher capacities. Professional development opportunities currently existing within the Highland Central School District structure are:
  - Grade level and department planning time
  - Faculty meetings
  - Staff Development Days
  - Mentoring program meetings
  - Workshops/Trainings at partner organizations
    - Mid-Hudson Teachers' Center
    - Ulster BOCES
    - Dutchess BOCES
    - R-BERN
    - SUNY New Paltz
    - College Board
    - Professional organizations
      - a. ASCD
      - b. NCTM
      - c. Teachers College

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- d. NYSCOSS
  - e. SAANYS
  - f. NYSUT
    - Hudson Valley Writer's Project
    - Peer collaboration and visitation
    - Summer curriculum development
    - Speakers/consultants invited to present or work with teachers on research-based practices (i.e. vocabulary instruction, differentiated instruction, artists-in-residence)
  - d. The Professional Development Plan Team researches effective practices in professional development and meets throughout the year to articulate and plan for professional development across grade levels. Key ideas of effective professional development include:
    - Ongoing, sustained professional development
    - Adequately funded professional development
    - Mentoring new teachers
    - Data-driven needs identified by student assessments
    - Follow-through provided on initiatives
    - Focus in targeted areas
    - Evaluating effectiveness
    - Meeting identified needs
    - Multi-levels of training (awareness, in-depth, support of new skills)
    - Integration of professional development into classroom practice
    - Application to student/teacher needs
    - Time allotment to be successful in professional development initiatives
    - Enabling teachers to collaborate
    - Based on current information, research, and data
    - Staff development driven by student results
  - e. The Highland Central School District will incorporate as many of these practices as possible to ensure that professional development is continuous and sustained. A comprehensive mentoring plan for all beginning teachers has been developed and implemented. Our PDP addresses the needs of staff at all stages of their careers and is applicable to staff in general education and special education. A sustained effort in these goal areas reflects a continuous systemic approach to improve student performance. As the result of focused involvement in professional development, instructional staff will better meet the needs of the students they teach. Many staff are involved in curriculum review and alignment of tasks to assure access to general education curriculum for all students.
  - f. The HCSD will measure the impact of professional development on student achievement on all New York State tests. Increasing the number of students meeting proficiency in ELA and Math will indicate that classroom instruction is effective and meeting the needs of our students. Principal observations and evaluations will identify the use of effective classroom practices.
- (iii) The HCSD receives teachers that have already gone through professional development on school violence prevention and intervention. This training is now a requirement for teaching certification. DASA is also part of teacher certification training. Although it is understood that such professional development is not eligible

for CTLE hours, we provide annual refreshers in DASA as mandated by SAVE legislation.

(iv) Mentoring program plan

- a. One of the essential components of our Professional Development Plan is the Mentoring Program. As of February 2004, all new teachers in New York State must be mentored for one year to earn their Professional certification. As a result, the Mentoring Program was developed for all new teachers in the Highland Central School District. The program offers a team approach to provide ongoing support, semi-monthly informational and support meetings, observational feedback, and in-service training. Mentors may obtain a maximum of 30 CTLE hours per registration period for new teachers and a maximum of 25 CTLE hours per registration period for teacher candidates.

The Mentoring Program includes:

- Familiarizing new teachers with HCSD policies and procedures
  - Pairing new teachers with mentors in the district, their bldg. and/or Dept. or Grade Level, when possible
  - An in-depth look at NYS standards and HCSD core curriculum
  - Instructional/classroom management strategies
  - Becoming aware of the type of resources available
  - Strategies for preparing students for State tests and District standardized tests
- b. The mentoring program has been developed and implemented consistent with the Highland Teachers' Association (collective bargaining unit).
- c. As part of the HCSD Mentoring Program we have the following specific confidentiality criteria:

It is absolutely essential that beginning teachers and mentors understand the HCSD policy on confidentiality. Mentors should never be put in the role of evaluator or be expected to report to principals how things are going with the mentee. If this question is asked by an administrator, the mentor may simply reply with, "I think it would be best for you to ask \_\_\_\_\_ how things are going." Our beginning teachers need to feel confident they can reveal their insecurities, disappointments and fears to a trusted mentor who will use the information as a springboard for discussion. Principals and other supervisory administrators are reminded that the presence of a mentor is not a substitute for the support and guidance needed for new teachers.

There is also the issue of confidentiality regarding students. When the interest or safety of children is at risk, there should be no boundaries to confidentiality. Mentor teachers will be able to discuss, with the permission of the mentee, any aspect of the mentee's performance with members of the district mentoring team, or other persons whose job is to help teachers (i.e. school counselors, resource teachers, other grade level teachers, etc.) Mentors, with the mentee's knowledge, may discuss the mentee's teaching performance with appropriate administrators if, in the mentor's professional judgement, the physical safety of a child or children is at risk. (e.g. The mentee is using corporal punishment in the classroom.)



- d. The elements of the mentoring program, which include the procedure for selecting mentors, the role of mentors, the preparation of mentors, types of mentoring activities, and the time allotted for mentoring, are outlined in the Mentoring Handbook and are included here.

### **1. Procedures for selecting mentors**

- a. Tenured teachers may apply for selection to the mentor pool
- b. Applicants shall be chosen for the pool based on the following criteria:
  - i. Tenured teacher with permanent/professional certification
  - ii. Demonstrates mastery of pedagogical and subject matter skills
  - iii. Gives evidence of superior teaching abilities
  - iv. Gives evidence of excellent interpersonal relationship qualities
  - v. Indicates a willingness to participate as a mentor
  - vi. Agrees to spend regular, quality time with a new teacher
- c. The District Mentoring Committee coordinates mentor match based on proximity in both teaching assignment and location
- d. The final decision rests with the Assistant Superintendent

### **2. Role of a mentor**

- a. Teachers accepted as mentors agree to the following responsibilities:
  - i. Build a professional relationship, including establishing and maintaining professional respect, trust and confidentiality regarding the mentoring relationship
  - ii. Provide professional, personal, and instructional support
  - iii. Share on a day-to-day basis (when new teacher and mentor are in the same building)
  - iv. Communicate with new teacher at least once a week in a manner that promotes reflection
  - v. Solicit and accept feedback
  - vi. Facilitate the acquisition of resources and open communication
  - vii. Attend meetings with the district mentor team
  - viii. Participate in classroom visitations of your mentee and follow up with feedback
  - ix. Participate in a minimum of two observations during the school year
    - x. Use the mentor calendar as a guide to complete monthly reflection sheet and submit a copy to the district mentor team
  - xi. Participate in mentor training
  - xii. Complete and sign off on end-of-year checklist, documenting fulfillment of responsibilities
  - xiii. Complete end of year evaluation of Mentoring Program

### **3. Mentor Training**

- a. New mentors will be trained and compensated in accordance with the negotiated agreement. During this time, mentors participate in a wide variety of activities, including but not limited to:
  - i. Deepen their understanding of the mentor role
  - ii. Deepen their understanding of the stages of new teacher development
  - iii. Provide them with a repertoire of skills for working nonjudgmentally with a colleague
  - iv. Teach them how to build trust with a colleague
  - v. Make them aware of mentoring pitfalls
  - vi. Inform them of the resources and expectations of the mentoring program

#### **4. Mentoring activities**

- a. The following are some of the activities that mentors will share with mentees:
  - i. Familiarize the new teacher with the district and building resources, guidelines, and expectations
  - ii. Linking the new teacher to resources
  - iii. Guiding the new teacher in areas of classroom management and design, discipline, scheduling, planning, and organization
  - iv. Sharing ideas, teaching strategies, information about the instructional process
  - v. Visiting the new teacher's classroom and offering the new teacher opportunities to visit the mentor's classroom
  - vi. Promoting self-reflection and self-analysis by the new teacher
  - vii. Assisting the new teacher in setting goals
  - viii. Offering nonjudgmental supportive listening
  - ix. Maintaining confidentiality and professionalism, and sign a confidentiality agreement

#### **5. Time allotted for mentoring**

- a. Up to two observation sessions per year shall be available to mentors and new teachers. Mentoring pairs may request substitute coverage for activities such as visiting each other's classrooms/or the classrooms of others, planning and conferencing, attending workshops, or other mentoring activities they have designed
- b. Participants decide when and how to use the release time
- c. Mentors should make every effort to coordinate the scheduling of release time with other mentoring pairs for efficient use of substitute coverage.

### **III. Development and Adoption of the Plan**

- (i) The plan is developed through collaboration with the Professional Development Plan Team. All mandated stakeholder groups are represented on the district team and will be accountable to serve as liaisons between their representative constituency groups and the Professional Development Plan Team.
- (ii) The team will submit to the Board of Education the recommended Professional Development Plan. The Board of Education will evaluate the effectiveness of the plan and will adopt or recommend changes at a public meeting.

### **IV. Reporting Requirements**

- (i) The Superintendent of the HCSD will certify to the commissioner that the requirements of the Professional Development Plan for the succeeding school year have been met and are compiled and are applicable to the current school year
- (ii) The HCSD will report to the department information concerning the completion of professional development for regularly employed certificate holders.

## V. Recordkeeping Requirements

- (i) The HCSD will maintain records of internal district professional development successfully completed by all teachers, especially for certificate holders. These records will be kept electronically and retained by the school district for at least eight years from the date of completion of the professional development by the professional certificate holder and shall be available for review by the State Education Department. HCSD recommends that all teachers maintain a record of all PD done outside of the HCSD on a digital platform such as My Learning Plan.
- (ii) The HCSD will maintain documentation of the implementation of the mentoring program described in the Professional Development Plan. This information will be maintained by the school district for at least eight years from the date of completion of the mentoring activity and shall be available for review by the State Education Department.

## VI. Professional Development Plan District Resources

- (i) The following are the professional development funds, staff resources, external professional development providers, and other human and fiscal resources that are available in the Highland community:
  - a) Fiscal resources:
    - District General Fund Allocations
    - Title I, Title IIA, and other competitive grant funds
    - BOCES Model Schools
  - b) Staff resources:
    - Central Office Administrators
    - Building Level Administrators
    - Instructional Council
    - Turnkey Teacher Trainers/Teacher Leaders
  - c) Providers:
    - State Education Department
    - Ulster BOCES & other state-wide BOCES programs
    - Mid-Hudson Teacher Center
    - Institutions of Higher Education
    - Consultants
    - Vendors
    - Online resources
    - District Professional Resources
  - d) Community:
    - County/State organizations
    - Service organizations
    - Employers
    - Community members
    - Vendors
    - Parents



## **VII. Evaluation**

- (i) A variety of surveys and needs assessments will be used to monitor the quality and effectiveness of each objective of the professional staff development program. From these assessments, gap analyses will determine adjustments relative to the overall and specific aspects of the staff development program.
- (ii) A spring annual review will be conducted by the Professional Development Plan Team (Instructional Council) to discuss the evaluation data and to discuss any changes that need to be made to this plan. The recommendations in the form of the plan that come from that meeting will be sent to the Board of Education for review and approval.

## **VIII. Attachment**

HCSD Professional Development Plan

