

Hyde Park School District 2025-2026



Updated December 2025.

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Introduction

This professional learning plan outlines a holistic approach to supporting educators' growth, inclusive of all relevant staffing groups. 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, paired with The 4 Disciplines of Execution for Educators ([4DX](#)) Model intending to provide learning opportunities that better address the needs of all staff as it relates to student success.

Mentoring plays an important role in the development of teachers, leaders, and administrators in this district through both in-house opportunities as well as those organized in partnership with professional associations and Dutchess BOCES. More detailed information on mentoring is located in the appendix.

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 providing professional learning aligned to District priorities that positively affect student outcomes.
2. Provide access to relevant and multi-modal professional learning to all staff.
3. Implement research-based practices to support the District in developing essential knowledge and skills in staff that will support positive change.
4. Engage in a continuous improvement cycle to assess and reflect on the effectiveness of professional learning and its impact on student learning outcomes.

Professional Learning Committee Members

Ardalan, Susan	Deans, Adam	Pollard, Eric
Arteta, Nicole	Jenkinson, Monique	Robinson, Ronald
Bruggemann, Kathleen	Judge, Ryan	Roman, Pedro
Cady, Donna	Knisell, Kim	Ruella, Michael
Cerulli, Susan	Lawson, Melissa	Scarpelli, Kaitlin
Chilson, Dana	Manning, Marion	Shaw, Eric
Cole, Jessica	McMahon, Dennis	Turner, Jennifer
Conway, Jamie	Morris, Jennifer	Wert, Richard
Criser-Eighmy, Jennifer	Parker, Jennifer	Wojtak, Jacqueline
Darling, Matthew	Perrino, Mary Jo	

District Vision

The Hyde Park Central School District is an innovative learning environment for ALL.

District Mission

We empower all learners to be successful members of our dynamic society.

Core Values

To accomplish our mission and achieve our vision, we will:

- **Honor** achievement and promote pride in our learners, employees, and school community.
- **Provide** a physically, socially, and emotionally safe collaborative learning and working environment.
- **Celebrate** diversity, promote inclusivity, and hold each other and ourselves accountable for excellence.
- **Strive** to build mutually beneficial partnerships with families and community members.
- **Demonstrate** integrity, respect, compassion, and empathy in all we do.

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 our students' intellectual, social, emotional, physical, and aesthetic development. 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 the 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 all full and part-time employee groups in the district.

The annual process is listed below.

- **Fall Meeting:** The committee meets to evaluate our annual plan as it relates to the identified needs and identifies action steps for implementation.
 - 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 Hyde Park Data Analysis Protocol to identify areas of strength and opportunities for growth as part of our continuous improvement cycle on a 3 year cycle. 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.

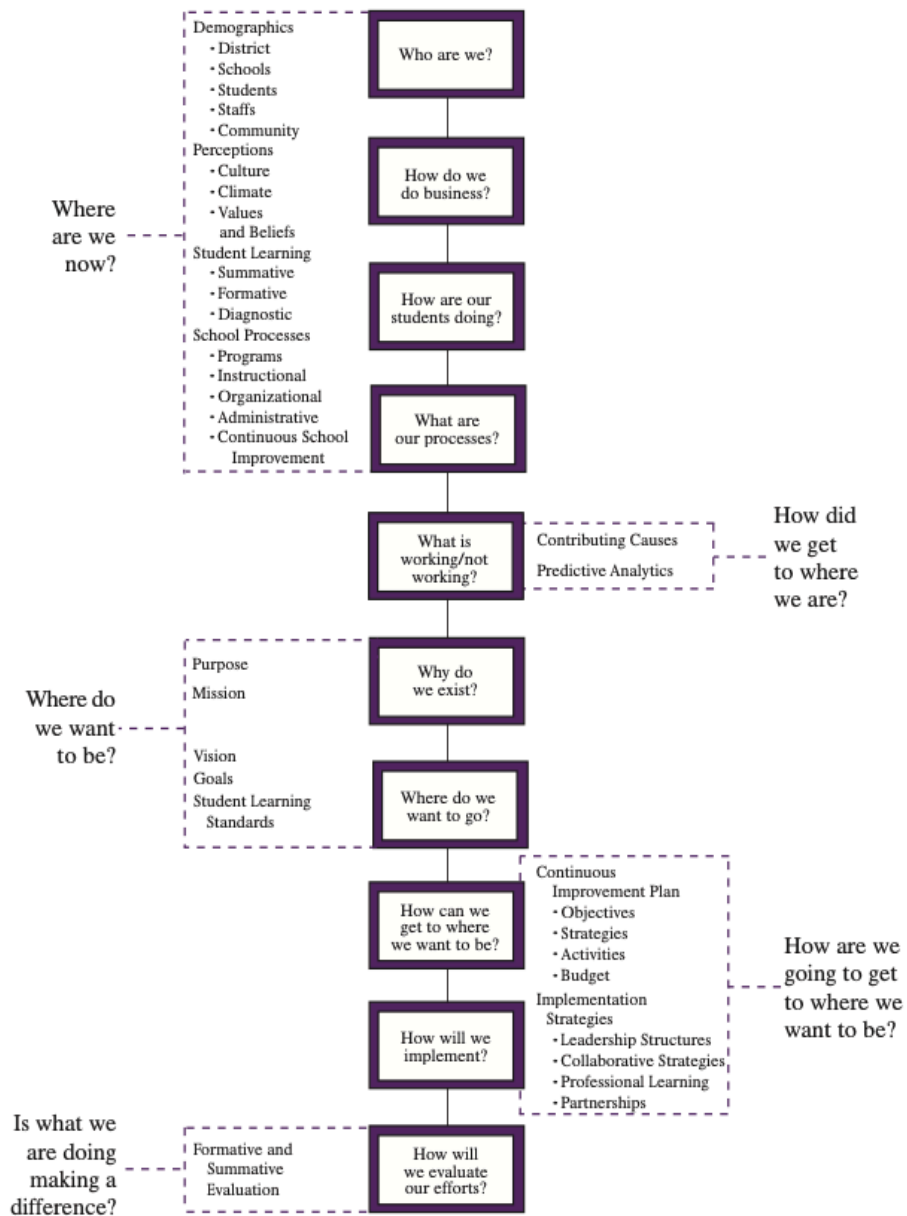
Implications for improvement are gathered, and program evaluations and recommendations for professional learning are made as part of a continuous improvement cycle. This cycle is outlined further below:

EDUCATION FOR THE FUTURE

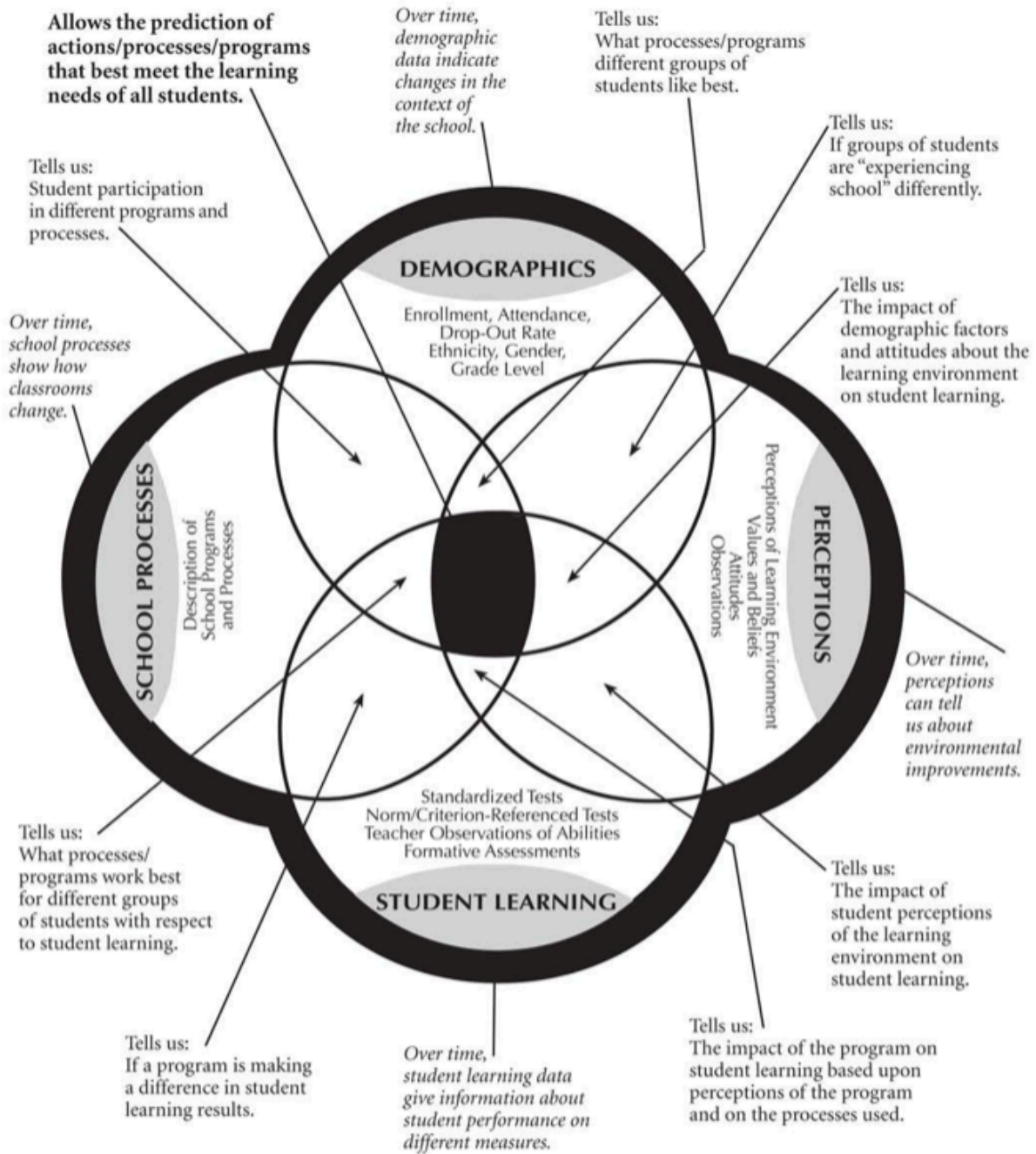
California State University, Chico
Tel: (530) 898-4482 ~ <http://eff.csuchico.edu>

Bradley J. Geise
bgeise@csuchico.edu

USING DATA FOR CONTINUOUS IMPROVEMENT



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, vision, priorities, and New York State Learning Standards.
- Includes all District stakeholder groups.
- Increases knowledge and skills about New York State standards and assessments.
- 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.

APPENDIX A: District Priority Areas

2025-2026

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

NAME:
TITLE:

DATE:



District W.I.G.: Increase literacy proficiency from an average of 55% to 61% by June 26, 2026.

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.

STRATEGIC PLAN PILLAR: Student Experience

<i>Department W.I.G.</i>	Supports the District W.I.G. (Action → Baseline/starting data point → Increase being sought → By what date)
<i>Leading Indicators (Action Steps)</i>	
<i>Metric (Scorecard)</i>	

APPENDIX C: 2025-2026 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 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 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
- New Teacher Mentor Program
- Mentor Program for New Administrators
- Orientation
- 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
- Elementary Literacy 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, NASN, and RICs

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

P.O. Box 2033, Hyde Park, N. Y. 12538-8033

Tel: 845-229-4000 Fax: 845-229-4056

District Offices: 11 Boice Road, Hyde Park, NY 12538

www.hydeparkschools.org

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		

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

Applicant's Signature _____

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

APPENDIX F: NYS Professional Development Standards

New York State's Professional Development Standards provide a blueprint for high quality professional 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. Note that for Transportation, Food Service, Technology, Facilities, Clerical, Administrative, relevant PD standards can be applied in a similar fashion. 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 for teaching staff; for non-instructional staff, activities are evaluated for effectiveness and impact on practice.

Instructional 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, and what non-instructional staff should know and be able to do to support the instructional practices.. 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 and professional 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 professional 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 and staff 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 staff with opportunities to analyze, apply and engage in research.
4. Collaboration: Professional development ensures that staff have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.
5. Diverse Learning: Professional development ensures that staff have the knowledge and skill to meet the diverse learning needs of all students.
6. Student Learning Environments: Professional development ensures that staff are able to create safe, secure, supportive, and equitable learning environments for all Students.
7. Parent, Family and Community Engagement: Professional development ensures that staff 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 data and other evidence of student learning and professional practices to determine professional development learning needs and priorities, to monitor staff and 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](#)