Greenwood Lake UFSD

Greenwood Lake, NY 10925



Professional Development & Mentoring Plan

2025

Adopted by the GWL Board of Education 3/16/26

The Greenwood Lake UFSD Professional Development Committee met during the summer of 2025-26 to update the District's Professional Development Plan that allows for flexibility as district goals, objectives, and needs change.

2025-2026 Committee members:

Member	Role
Christine Colom	Special Education Teacher (ES); Recent Mentee
Michael Gilespie	Building Administrator (MS)
Heather Greenberg	CPSE/CSE Chair /School Psychologist,Recent Mentor
Amy Petrassi	District Administrator
Jennifer Reed	Middle School Teacher
Laurie Sanford	Special Education Teacher (ES); Recent Mentor

DEFINITION OF PROFESSIONAL DEVELOPMENT

Professional development is a systematic process designed to improve student learning and meet district goals and objectives by building professional skills and knowledge, and encouraging growth and renewal.

PURPOSE OF PROFESSIONAL DEVELOPMENT

- Professional development will help us meet our district goals and objectives.
- Professional development will help our teachers:
    - Utilize best practices in pedagogy
    - Collaborate with peers
    - Stay up to date on local, state, and national trends
    - Enhance knowledge in the curriculum areas for which they are responsible
- Professional development will help our students progress to their maximum potential.
- Professional development will help our students prepare for high school by being:
    - Effective Communicators:
        - Convey thoughts, feelings, ideas, and information in a variety of ways.
    - Critical and Creative Thinkers:
        - Analyze, synthesize, and apply information using a variety of reasoning strategies.
        - Engage in reflective self-assessment.
    - Collaborative Contributors:
        - Act as contributing members of a group to achieve a common goal.
    - Quality Producers:
        - Create top-quality work.
        - Set, articulate, and prioritize goals.
        - Develop and work toward both long- and short-term goals.

ASSESSMENT OF PROFESSIONAL DEVELOPMENT NEEDS

Based on the stated purpose of professional development, the district assesses needs for ongoing and future professional development in several ways:

- Needs assessments of staff through surveys of perceptions
- Analysis of student achievement data, disaggregated by gender, poverty, disability, and ELL status from state and local assessments and other sources
- Analysis of professional performance reviews and teacher improvement plans, conducted and compiled by administrators
- Trends identified during short classroom visits (walkthroughs)
- Analysis of current research in content and pedagogy
- Other data that may have relevancy

DISTRICT OBJECTIVES

As part of the Continuous School Improvement Plan, the district establishes multi-year targets and objectives for student achievement. Analysis of the data referenced in Section III, when compared to these district objectives, reveals gaps or areas of need that may be addressed, in part, through professional development. These objectives will be clearly communicated to all stakeholders.

DISTRICT STRATEGIES

As part of the Continuous School Improvement Plan, the district establishes yearly areas of focus, or strategies, which serve as pathways to advance progress toward targeted objectives. These strategies are broad in scope and may include professional development as part of the activities through which they are implemented. These strategies will be clearly communicated to all stakeholders.

PROFESSIONAL DEVELOPMENT ACTIVITIES

- **Planning and Alignment**
  - Planned annually based on identified needs, objectives, and strategies
  - Aligned with:
    - New York State Standards and Assessments
    - Student needs
    - District goals
    - Grade-level articulation
- **Integration and Oversight**
  - Activities may be:
    - Part of building-level action plans
    - Developed as separate action plans by the Curriculum & Professional Development Committee
    - Included in individual or BOCES Professional Development Plans
- **Content Areas of Focus**
  - Content Skills and Knowledge:
    - English/Language Arts
    - Math
    - Science
    - Technology (STEM)
    - Social Studies
    - English as a New Language
    - Foreign Language
    - Health, Physical Education, and Home Economics
    - The Arts
    - Career Development and Occupational Studies
    - 21st Century Learning Skills
- **Pedagogical Skills and Knowledge**
  - Teaching reading/writing across content areas
  - Differentiated instruction and learning styles

- Strategies for low-achieving students
- Curriculum adaptations for students with disabilities/ENL
- Data-driven instruction
- Formative/summative assessment use
- Co-teaching strategies
- Peer collaboration and observation
- Visual learning tools (e.g., graphic organizers)
- Effective homework practices
- Restructuring time and space
- Study skills in content areas
- Technology integration
- Use of center/station activities
- Use of Artificial Intelligence (AI) for learning

- **Interpersonal and Relationship Skills**
  - Positive Behavior Interventions & Supports (PBIS)
  - Character development
  - Student motivation
  - Building student self-esteem
  - Behavior management
  - Creating classroom communities
  - Parent engagement
  - Embracing classroom diversity
  - Collaborative group work
  - Conflict resolution
  - Resilience and coping strategies
  - Teaching social skills

    Mentoring new teachers
- **Methods of Delivery**
  - In-house workshops
  - Professional organization workshops/conferences
  - Teacher center or college courses/workshops
  - BOCES workshops
  - Mentorship programs
  - Private agency-sponsored PD
  - Research and presentations
  - Committee and collaboration work
  - Faculty/department/grade-level meetings
  - Coordinator-led meetings
  - Summer curriculum work or grants
  - Classroom visitations
  - Other approved methods
- **Resources for Professional Development**
  - Funding Sources:
    - Federal/local grants
    - Local and BOCES budgets
    - Individual or agency contributions
    - Self-funded

        - Other funding streams

- **Time Allocations:**
    - Scheduled PD days
    - Early release sessions
    - After-school or evening sessions
    - Release time during school day
    - Summer sessions
- **Trainers/Facilitators:**
    - Consultants (see Appendix I)
    - District and school administrators
    - Exemplary teachers
    - BOCES trainers
    - Turnkey trainers
    - State Education Department (SED) trainers
    - Higher education faculty
- **Physical/Knowledge Sources**
    - Primary documents
    - Instructional texts and guides
    - Educational research
    - Professional journals
    - Internet resources
    - National, state, and local standards
    - Other relevant materials

NEW TEACHER TRAINING/MENTORING PROGRAM

- All new teachers are provided training through a New Teacher Training/Mentor Program.
- A formal Mentoring Plan has been developed by a separate committee and is attached as Appendix II.

Mentoring Plan

The New York State Mentor Teacher Program was established in 1986 with the enactment of Section 3033 of Education Law. It is designed to provide peer guidance and assistance to teachers in their first year of full-time employment. In 2004, the Board of Regents adopted regulations (CR 100.2 (dd) (iv)) requiring all school districts and BOCES to provide a mentored experience to initial certificate holders during their first year of employment.

A high-quality mentoring program positively supports the recruitment and retention of new teachers, while strengthening teaching practice. Teacher mentoring is critical to the overall preparation and professional development of new teachers. It builds on teachers' continuum of experiences – from pre-service programs and accomplishments to continued development over the course of teachers' careers. Mentoring programs accelerate the process of becoming a highly effective teacher whose goal is to advance student achievement.

Mentoring is a vital component and essential strategy whereby new teachers are guided by mentors to apply teacher competence acquired from teacher preparation to the new context and professional culture of the classroom and district. New teachers share their prior accomplishments with mentors and use these experiences as a starting point for present learning and development.

CTLE RECORD KEEPING FOR PROFESSIONAL CERTIFICATE HOLDERS (July 2016)

- Professional certificate holders are responsible for maintaining accurate records of Continuing Teacher and Leader Education (CTLE) hours.
    - Documentation should include:
        - Title and description of the activity
        - Date(s) of participation
        - Number of CTLE hours earned
        - Name of the approved CTLE provider
- Records must be retained for at least 8 years and made available to the New York State Education Department upon request.
- The district may assist in tracking CTLE hours, but ultimate responsibility lies with the certificate holder.

EVALUATION OF THE EFFECTIVENESS OF PROFESSIONAL DEVELOPMENT

- **Effective Professional Development**
    - Uses content that has proven value in increasing student learning and development.
    - It is based on knowledge about human learning and development.
    - Requires and fosters a culture of continuous improvement.
    - Requires understanding of the change process and applies that knowledge in planning.
    - Requires staff to learn and apply collaborative skills.
    - Seeks and continuously encourages input and ownership from staff.
    - Uses a variety of professional development approaches to improve instruction and student success.
    - Provides necessary follow-up to ensure ongoing improvement in instruction and student success.
    - Is supported by adequate funding and other resources.
    - Is accessible and delivered at various times and locations.

EVALUATION OF PROFESSIONAL DEVELOPMENT ACTIVITIES

- Each event is evaluated for impact and appropriateness through formal and informal feedback.
- The effectiveness of the overall program is evaluated annually using rubrics and teacher surveys.
- Professional performance is reviewed yearly through formal and informal observations, noting growth in skills and knowledge which is aggregated for program improvement.

BOARD OF EDUCATION OBJECTIVES AND STRATEGIES

The Board of Education, school staff, students, parents, and the community share responsibility for these objectives.

Goals

- Goal 1: Inspire a love of learning in all members of our school community.
- Goal 2: Preserve and enhance the local educational program for Greenwood Lake K–12 students.
- Goal 3: Respond to students' individual learning differences.
- Goal 4: Offer a cost-effective education, aligned with the District's Strategic Plan, that utilizes best practices and academic research to provide students and staff with the resources and infrastructure required for optimum teaching and learning in a safe and healthy environment.
- Goal 5: Develop, through community partnerships, the strength of character and knowledge necessary to cultivate responsible citizens prepared to live in a diverse and ever-changing world.
- Goal 6: Continue the pursuit of excellence in education for all students of the Greenwood Lake School District.

PRIORITY STRATEGIES

- Use a wide variety of instructional techniques and strategies, meaningful and practical content, and activities that complement traditional classroom learning.
- Maximize and individualize motivation and academic instruction for students through differentiation.
- Increase opportunities for character development.
- Emphasize nonfiction writing for critical analysis, persuasion, understanding, and conveying information.
- Increase the sense of connectedness between:
    - Student and school
    - Teacher and student
    - School and school
    - Assessment and teaching
    - Parents and school
- Supply and support instructional technology resources.
- Allocate instructional minutes strategically to improve instruction and student performance (scheduling).

Appendix I

List of Educational Partners and Resources

Achieve3000

AMPLIFY

Carnegie Learning

Discovery Education

Dutchess BOCES

eSchool Data

G&R Inclusive Group

Google - BENQ

Houghton Mifflin Harcourt

IXL

NWEA

OU BOCES

Pearson

PNW BOCES

PBIS

Peaceful Playground

Project Lead The Way

Renaissance Learning

Rockland BOCES

Scholastic

Shaw, Perelson, May & Lambert

Appendix II

Greenwood Lake UFSD

Mentoring Program

2025

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MENTORING GUIDELINES

- **Teachers New to the Profession (0–2 Years Experience):** Eligible for up to two years of mentoring.
    - A second year of mentoring will be determined by administration in consultation with the mentor.
- **Experienced Teachers New to GWL:** Receive mentoring support for up to half a year.
- **Administrators:** Follow the same mentoring guidelines as outlined above based on experience and familiarity with the district.

PHILOSOPHY

Mentoring is a multifaceted developmental process designed to guide and support new teachers, as well as experienced teachers who are new to the district, through the early stages of their career transition. The goal is to help them become highly effective and reflective educators who inspire students to think critically, communicate clearly, collaborate effectively, and express creativity. Additionally, the mentoring process fosters a commitment to lifelong learning.

GOAL

The mentoring program is designed to enhance the performance of teachers and administrators, support the retention of promising educators, and foster a collaborative community of learners. Additionally, the program ensures compliance with state certification requirements.

OBJECTIVES

The objectives of the Mentor Program include:

- Providing instructional assistance, support, and general guidance for mentees.
- Ensuring mentees are familiar with state standards, district-wide performance expectations, and district curriculum guides.
- Training and supporting experienced teachers in their role as mentors.
- Offering experienced teachers the opportunity to serve as mentors, allowing them to share their expertise with new educators entering the profession.
- Recognizing and promoting examples of outstanding educational practices throughout the district.
- Sharing information related to the unique culture of the Greenwood Lake Union Free School District.
    - A Google Doc titled *"The ABCs of GWL"* will be maintained and made available to all mentors and mentees to guide discussions about district culture, processes, and procedures.

HIGHLIGHTS OF MENTOR PROGRAM

- Every effort will be made to pair mentors and mentees from the same tenure area or instructional level.
- Mentors and mentees will receive summer training, focusing on skill building and relationship building.
- Mentors will provide a minimum of 30 hours of support throughout the school year (15 hours per semester).
- Mentors and mentees will observe, co-teach, and reflect together with an emphasis on best instructional practices.

FINANCIAL COMPENSATION OF MENTORS

- Mentors will receive a stipend in accordance with the language of the most current GLTA contract.
    - Full-year mentors will receive the full stipend.
    - Half-year mentors will receive half the stipend.
- If mentors or mentees are asked to participate during summer hours, they will be compensated according to the provisions outlined in the most current contract.

MENTORS

CHARACTERISTICS OF MENTOR

- Mentors should be tenured teachers within the district.
- Mentors should hold permanent or professional New York State certification.
- Mentors should demonstrate mastery of pedagogical skills and curricular knowledge.
- Mentors should demonstrate superior teaching abilities.
- Mentors should demonstrate strong interpersonal and communication skills.

SELECTION OF MENTORS

- Prospective mentors must apply to be a mentor according to the position advertisement.
- Building principals select mentors from among the applicants, with the agreement of the prospective mentor.
- Every effort will be made to match mentors with appropriate mentees based on tenure area, grade level or curriculum area, building, and personality.
- If a match proves to be incompatible, the building principal will select a different mentor for the mentee.

PREPARATION OF THE MENTOR

- Attend training prior to being designated as a mentor.
- Training will focus on the development of mentoring skills, including but not limited to:
    - Study of adult learning theory
    - Theory of teacher development
    - Elements of a mentoring relationship
    - Peer coaching techniques
    - Time management methodology

ROLE OF THE MENTOR AND TIME REQUIREMENTS

The mentor will:

- Meet with their assigned mentee prior to or as near as possible to the start of the school year for an initial meeting. The purpose of this meeting is to initiate the relationship between the mentor and the mentee.
- Meet with the mentee a minimum of 15 hours per semester (30 hours per year). These sessions can include direct observations of the mentee in his or her classroom, assistance with instructional planning, peer coaching, orientation to the school's culture, or other appropriate activities to support the mentee's professional practice.
- Provide the mentee with support related to subject and course curricula, instructional strategies, classroom management, building and district policies and procedures, parental contacts, and any other topics relevant to the mentee's duties as a teacher.

- Provide opportunities for the mentee to observe the mentor or other qualified teachers during the regular school day a minimum of two times per year. It is the responsibility of the building administrator to provide necessary classroom coverage.
- Observe the mentee in an instructional capacity during the regular school day a minimum of two times per year. It is the responsibility of the building administrator to provide necessary classroom coverage.
- Maintain confidentiality between the mentor and mentee regarding professional issues. The mentor will not breach confidentiality nor be required to testify about the substance of discussions, observations, or other contacts with the mentee in any legal proceeding. The only exception is when withholding information relates to a crime or an act raising reasonable questions about the teacher's moral character.
- Maintain a log of all contact between mentor and mentee, including date, time, and type of activity. This log must be submitted to the district office along with the "Greenwood Lake UFSD Mentoring Program – Log of Activities Form," which is attached to the claim form in order to receive payment for mentoring service. The Log of Activities form is attached hereto as Appendix I.
- Participate in an evaluation of the mentor/mentee program, when requested.
- Participate in four support meetings (two per semester) coordinated by the school administrator.
- Receive an annual stipend as per contract.

MENTEES

CHARACTERISTICS OF A MENTEE

- Any newly employed teacher in need of mentoring to meet New York State certification requirements who works in the school district for at least a full semester.
- An experienced teacher in need of mentoring support as determined by building and/or district administration.

MENTORING ACTIVIVITIES AND TIME REQUIREMENTS

The mentee will:

- Attend new teacher orientation.
- Meet regularly with their mentor for a minimum of 15 hours per semester (30 hours per year) to discuss subject and course curricula, instructional strategies, classroom management, building and district policies and procedures, parental communication, and other professional topics. These sessions may include direct observation of the mentee's classroom, assistance with instructional planning, peer coaching, orientation to the school's culture, or other appropriate activities to support the mentee's professional practice.
- Maintain a log of all contact between the mentor and mentee, identifying the date, time, location, and type of activity. The log must be submitted to the Mentor Coordinator at the completion of the mentoring period.
- Maintain a reflective journal highlighting areas of professional growth (optional).
- Remain in the mentor/mentee program for a full year or required term from the date of employment.
- Participate in support meetings coordinated by the building administrator.
- Participate in an evaluation of the mentor/mentee program, when requested.
- Review the *"ABCs of Greenwood Lake"* Google Doc with their mentor at the beginning of the year and contribute to it as questions or topics arise.

Appendix I

Greenwood Lake UFSD
Mentoring Program
Log of Activities

Mentor: _____

Mentee: _____

Date	Activity/Topic	Mentor Initials	Mentee Initials

Appendix II

Statement of Completion of Mentoring

During the 10 academic months from _____ to _____,
Date (month, year) Date (month, year)

_____ and _____
Mentee's name Mentor's name

participated together in the Greenwood Lake UFSD Mentoring Program as described in the district's Professional Development Plan/Mentoring Guidelines.

Mentoring involves a minimum of 30 hours and includes, but is not limited to:

- Formal mentor/mentee meetings
- Formal meetings with district administration
- Mentor observing the mentee teach
- Mentee observing one or more other teachers
- Discussions of items on the district-approved *"ABCs of GWL"* Google Slide presentation

_____ _____
Mentee's Signature Date

_____ _____
Mentor's Signature Date

For District Office Use:

Mentee's Teacher Certification #_____

Mentee's Social Security# _____

At the conclusion of the mentoring year, mentors will submit this form, along with the Log of Activities and auxiliary pay form, to the building principal, who will forward it to the Superintendent's Office.

As per state regulations, this document must be kept on file for at least seven years.