

Glens Falls Common School District Professional Development Plan

2026 – 2029

July 2026

Superintendent: Mr. Brian George

BEDS Code 6300918080000

District: Glens Falls Common School District

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Composite of Professional Development Teams

Number of school buildings in district: 1

Indicate how school team(s), if any, will be represented on district team:

There are three teachers; one student support service coordinator; one MTSS coordinator; one representative from WSWHE BOCES and one administrative representative.

Professional Development Planning Team

1. Scope of Professional Development Team Responsibility:

The professional development team was involved in the following:

- | | | | |
|----------|--------------------------------|----------|---------------------------|
| <u>X</u> | Goal Setting | <u>X</u> | Evaluation/Modifying Plan |
| <u>X</u> | Need Analysis | <u>X</u> | Resource Allocation |
| <u>X</u> | Planning/Developing Activities | <u>X</u> | Objective Setting |
| <u>X</u> | Plan Implementation | | |

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

Twenty

NEED/AND DATA ANALYSIS FOR PROFESSIONAL DEVELOPMENT PLAN

1. Describe how the professional development plan is aligned with New York learning standards and assessment, student needs and is articulated within and across grade levels.

The Professional Development Plan is intentionally aligned with the New York State Learning Standards, state assessment expectations, and the identified academic and instructional needs of students. Each professional development goal is designed to strengthen instructional practices that directly support improved student achievement and increased student performance on state assessments. The goals focus on enhancing educators' capacity to deliver high-quality, standards-based instruction that addresses the performance indicators established by New York State.

The plan is vertically and horizontally articulated across grade levels to ensure consistency in instructional practices and continuity in student learning. As a

single-building district, the GFC School District is uniquely positioned to foster collaboration among educators across all grade levels and content areas. Professional development activities are organized around district-wide priorities while allowing grade-level teams to address the specific needs of their students through collaborative planning, data analysis, and instructional refinement.

Professional development is delivered through a variety of formats, including district-wide workshops, grade-level and departmental meetings, professional learning communities, instructional coaching, collaborative planning sessions, and regional or external training opportunities. This comprehensive approach promotes continuous professional growth, strengthens alignment with state standards and assessments, and supports improved outcomes for all students.

2. Describe how the professional development plan is continuous, reflecting a multi-year approach.

The Professional Development Plan is designed as a continuous, multi-year process that supports sustained improvements in instructional practice and student achievement. Rather than functioning as a series of isolated training opportunities, the plan is embedded within the district's ongoing cycle of data analysis, instructional planning, implementation, and evaluation.

The plan is driven by the systematic review of multiple sources of student performance data, including state assessments, district benchmark assessments, universal screening measures, classroom assessments, and other indicators of student progress. This continuous review process enables the district to identify areas of strength, determine instructional priorities, and develop targeted professional learning opportunities that address identified student needs.

The K–6 Leadership Team, under the direction of the Superintendent, regularly reviews student achievement data and instructional practices to develop and refine school improvement goals. These goals are aligned with the New York State Learning Standards and district priorities and serve as the foundation for the district's professional development plan. As student needs evolve, professional learning opportunities are adjusted to ensure educators receive timely, relevant training that supports effective instructional practices.

The district continues to strengthen its use of assessment data to inform instruction, particularly through its Multi-Tiered System of Supports (MTSS)/Response to Intervention (RTI) framework. Universal screening and progress-monitoring tools, along with curriculum-based assessments in English Language Arts and mathematics, are used to identify student needs, monitor growth, and guide instructional decision-making. Professional development supports educators in analyzing these data, implementing evidence-based instructional strategies, and providing targeted interventions for students who require additional support.

Through ongoing collaboration, grade-level planning, instructional coaching, professional learning communities, and district-wide training, the Professional Development Plan reflects a long-term commitment to continuous improvement. This multi-year approach ensures that professional learning remains responsive to student performance data, supports district improvement goals, and builds educator capacity to improve outcomes for all students.

Needs Assessment Sources Used

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

- ☒ School Report Card
- ☒ NYSED School Accountability Reports
- ☒ Student Attendance Rates
- ☒ Student performance results disaggregated by ethnicity, gender, SES, and other special needs
- ☒ State Benchmarks for Student Performance
- ☒ Longitudinal Data
- ☒ Teacher Surveys
- ☒ Teacher Self-Assessment

District Resources

Fiscal: ESSA Title I
ESSA Title IIA
IDEA 611
District Curriculum Office Funding

Human: There are several staff members who are routinely involved in staff development and others who periodically share expertise on specific subjects. Among these people are:

Superintendent of School
Technology Administrator and Staff
School Psychologist
School Social Worker
Student Support Service Coordinator
MTSS Coordinator
Professional Development Committee

Other Providers:

Capital Region BOCES
WSWHE BOCES
Greater Capital Region Teacher Center
NYS RTI Technical Assistance Center
CASDA Center for School Improvement at the University at Albany
NYSUT

**GLENS FALLS COMMON SCHOOL DISTRICT
PROFESSIONAL DEVELOPMENT PLAN
2026-2029**

Description of Teams for the 2026-2029

Administrator

Brian George

Teachers

Kimberly Diamond
Jen Glenn (Association President)
Emily Whipple
Jody Pratt (Student Support Service Coordinator)
Amanda Dymond (MTSS CO-Coordinator)

WSWHE BOCES

Cecilia Dansereau-Rumley

School Mission: We are leaders who create, encourage and learn with pride.

Multi-Year District Goal:

Through ongoing professional collaboration, educators will strengthen instructional practices by using multiple measures of student data to inform curriculum, instruction, assessment, and intervention. The district will continue to implement and refine curriculum aligned to the New York State Next Generation Learning Standards while promoting high-quality, evidence-based instructional practices that meet the diverse needs of all learners. Professional learning will support continuous improvement, foster safe and inclusive learning environments, and ensure that all students have equitable opportunities to achieve academic success.

2026–2029 District Goals

- Review, refine, and implement district curriculum to ensure alignment with the New York State Next Generation Learning Standards and current state guidance.
- Provide ongoing professional learning for administrators, teachers, and support staff in evidence-based instructional practices, high-quality assessment, differentiated instruction, and effective use of educational technology to improve teaching and learning.
- Strengthen the use of multiple sources of student data to inform instructional decision-making, guide intervention through the district's Multi-Tiered System of Supports (MTSS), monitor student progress, and improve academic outcomes for all learners. Foster collaborative professional learning communities that promote continuous improvement through data analysis, instructional planning, shared best practices, and reflective practice.
- Continue to promote safe, supportive, equitable, and inclusive learning environments by implementing the principles of the Dignity for All Students Act (DASA), supporting students' social-emotional well-being, and maintaining school climates that are free from bullying, harassment, and discrimination.
- Build educator capacity through sustained professional development that supports district initiatives, advances student achievement, and promotes continuous professional growth across all grade levels and content areas.

- District Goal I: Review, refine, and implement district curriculum to ensure alignment with the New York State Next Generation Learning Standards and current state guidance.

Theme: Next Generation Learning Standards

TARGET AREA: What will teachers know and be able to do as a result of professional development?	PROFESSIONAL DEVELOPMENT: How will the district/building address the professional development needs?	METHODS AND TIMELINE: When will this Professional Development occur?	EVALUATION: How will we know the Professional Development was effective?
All teachers will plan and implement lessons based on the Next Generation Learning Standards	<ul style="list-style-type: none"> ● Providing in service professional development. ● Allowing off site professional development opportunities. ● Providing necessary resources. 	<ul style="list-style-type: none"> ● Summer curriculum ● Faculty and grade level meetings ● Release time ● Superintendent Conference Days ● Professional Development Days ● Summer “BootCamps” 	Teaching units and lessons will be aligned with Next Gen Learning Standards as evidenced by teacher lesson plans.

- District Goal II: Provide ongoing professional learning for administrators, teachers, and support staff in evidence-based instructional practices, high-quality assessment, differentiated instruction, and effective use of educational technology to improve teaching and learning.

Theme: Teaching Strategies

TARGET AREA: What will teachers know and be able to do as a result of professional development?	PROFESSIONAL DEVELOPMENT: How will the district/building address the professional development needs?	METHODS AND TIMELINE: When will this Professional Development occur?	EVALUATION: How will we know the Professional Development was effective?
Teachers will demonstrate knowledge of best practices in their observations and administrators will demonstrate knowledge of best practices in their recommendations to teachers	<ul style="list-style-type: none"> ● Provide in-service professional development. ● Allow off-site professional development opportunities. ● Allow teacher share of best practices in the classroom at monthly faculty meetings. 	<ul style="list-style-type: none"> ● Summer curriculum ● Faculty and grade level meetings ● Release time ● Superintendent Conference Days ● Professional Development Days ● Summer Boot Camps 	Improvement in teacher ratings on the selected APPR observation rubric

- District Goal III: Strengthen the use of multiple sources of student data to inform instructional decision-making, guide intervention through the district's Multi-Tiered System of Supports (MTSS), monitor student progress, and improve academic outcomes for all learners. Foster collaborative professional learning communities that **promote** continuous improvement through data analysis, instructional planning, shared best practices, and reflective practice.

Theme: Data Driven Instruction

TARGET AREA: What will teachers know and be able to do as a result of professional development?	PROFESSIONAL DEVELOPMENT: How will the district/building address the professional development needs?	METHODS AND TIMELINE: When will this Professional Development occur?	EVALUATION: How will we know the Professional Development was effective?
Teachers will be able to gather data, share it in professional collaboration and make adjustments to curricula and strategies.	<ul style="list-style-type: none"> ● Providing Aimsweb Plus BM results to staff. ● Provide individual professional results for state assessments. 	<ul style="list-style-type: none"> ● Summer curriculum ● Faculty and grade level meetings ● Release time ● Superintendent Conference Days ● Professional Development Days ● Summer BootCamps 	Increase in the number of students meeting Aimsweb Plus target benchmarks triannually.

- District Goal IV: Continue to promote safe, supportive, equitable, and inclusive learning environments by implementing the principles of the Dignity for All Students Act (DASA), supporting students' social-emotional well-being, and maintaining school climates that are free from bullying, harassment, and discrimination.

Theme: Dignity for All Students Act

TARGET AREA: What will teachers know and be able to do as a result of professional development?	PROFESSIONAL DEVELOPMENT: How will the district/building address the professional development needs?	METHODS AND TIMELINE: When will this Professional Development occur?	EVALUATION: How will we know the Professional Development was effective?
Teachers will know the best ways to reduce bullying, harassment and conflict in all areas of the school and online.	<ul style="list-style-type: none"> • Hold district-wide assemblies focused on reducing bullying/harassment. • School Improvement Team Meetings 	<ul style="list-style-type: none"> • Summer curriculum • Faculty and grade level meetings • Release time • Superintendent Conference Days • Professional Development Days 	<ul style="list-style-type: none"> • Reduction in incidents of bullying and harassment • Student and faculty/staff surveys

- District Goal V: Build educator capacity through sustained professional development that supports district initiatives, advances student achievement, and promotes continuous professional growth across all grade levels and content areas.

Theme: Teacher Development

TARGET AREA: What will teachers know and be able to do as a result of professional development?	PROFESSIONAL DEVELOPMENT: How will the district/building address the professional development needs?	METHODS AND TIMELINE: When will this Professional Development occur?	EVALUATION: How will we know the Professional Development was effective?
Teachers will know the best ways to reduce bullying, harassment and conflict in all areas of the school and online.	<ul style="list-style-type: none"> ● Hold district-wide assemblies focused on reducing bullying/harassment. ● School Improvement Team Meetings 	<ul style="list-style-type: none"> ● Summer curriculum ● Faculty and grade level meetings ● Release time ● Superintendent Conference Days ● Professional Development Days 	<ul style="list-style-type: none"> ● Reduction in incidents of bullying and harassment ● Student and faculty/staff surveys

To: Professional Certificate Holders/Level III Teacher Assistants
From: Glens Falls Common School District

In accordance with the N.Y.S. Certification amendments, acceptable CTLE must be taken from a sponsor approved by the Department. Acceptable CTLE shall be study in the content area of any certificate title held by the individual or in pedagogy, and include any required study in language acquisition addressing the needs of English language learners as described in section 80-6.3 of Commissioner's Regulations. Acceptable CTLE must be conducted through activities designed to improve the teacher or leader's pedagogical and/or leadership skills, targeted at improving student performance, including but not limited to formal CTLE activities. Such activities shall promote the professionalization of teaching and educational leadership, as applicable, and be closely aligned to district goals for student performance.), the Glens Falls Common School District in conjunction with the AWTA have established the following activities as appropriate to be accumulated as professional development for the purpose of continued certification:

Superintendent Conference Days	Professional Development Day Activities
District Sponsored In-Service	District supported conference
District Supported Curriculum Work/Data Review	Training for Assessment Correction
College courses	Teacher center courses/graduate courses/BOCES courses
Teaching a course	New Teacher orientation
Grant Writing	Services as an officer in an educationally related organization
National Board Certification Activity	
Developing or collaborating on the development of new programs and instructional methods	
Developing and presenting a workshop at a district, state or national conference	
*Teachers may submit activities not listed to the Superintendent for approval.	

The 100 hour CTLE requirement will be deemed to have been met for a holder of a teaching certificate who achieves certification from the National Board for Professional Teaching Standards for the registration period in which such certification is achieved

Credit-bearing courses (each semester-hour of credit shall equal 15 clock hours of CTLE credit, and each quarter-hour of credit shall equal 10 clock hours of CTLE credit)

For all other approved continuing teacher and leader education courses, one CTLE credit hour shall constitute a minimum of 60 minutes of instruction/education

Attachment II

Mentor Teacher Program

The Mentor Committee: Five GFCSD Members, Superintendent.

Facilitator Selection: Recommendations by GFCSD from the mentor committee with final selection by Superintendent, as approved by the Board of Education.

Selection Process to become a mentor is as follows:

- Experienced teacher with 5 years in the district will submit an application to the mentor committee for initial review.
- Mentor committee will arrive at recommended candidates.
- Superintendent, after consultation with mentor committee, will select the individuals from mentors proposed.
- Mentors are appointed by the Board of Education.

Mentor Assignment: Upon completion of the mentor training, mentors will be assigned to work with beginning teachers. Final approval for the assignments will be the responsibility of the Superintendent with the mentor committee recommendations. Where possible, every effort will be made to assign mentors to beginning teachers according to certification and/or grade level.

Confidentiality: The information obtained by a mentor through interaction with the new teacher while engaged in the mentoring activities of the program shall not be used for evaluating or disciplining the new teacher; unless withholding such information poses a danger to the life, health, or safety of an individual, including but not limited to students and staff of the school; or unless such information indicates that the new teacher has been convicted of a crime, or has committed an act which raises a reasonable question as to the new teacher's moral character; or unless the school district or BOCES has entered into an agreement, negotiated pursuant to Article 14 of the Civil Service Law whose terms are in effect, that provides that the information obtained by the mentor through interaction with the new teacher while engaged in the mentoring activities of the program may be used for evaluating or disciplining the new teacher.

Expectations: The expectations of the mentor are: (1) Participate in summer training and training during the year (2 days total). (2) 40 contact hours per year with mentee for the 1st year and 20 contact hours per year for subsequent years.

Mentoring Duration: The length of term for mentoring is up to 3 years for new teachers and up to 1 year for teachers new to the district with prior experience.

Mentoring for long-term substitutes who will work more than 4 weeks, a mentor will be assigned for the duration of their employment.

Training: The Glens Falls Common School District will provide required training for mentors.

Role/ Responsibilities of the Mentor is:

- Help beginning teachers make a smooth transition to the Glens Falls Common School community.
- Provide support to help beginning teachers develop and maintain a commitment to teaching.
- Orient beginning teachers to both the workplace and the culture of the community.
- Commit to the success of beginning teachers.
- Explain the evaluation process to beginning teachers.
- Help beginning teachers learn where to find answers if the mentor teacher is not available.
- Give descriptions, not value judgments, about what mentor teachers observe in beginning teachers' classrooms.
- Protect, sponsor, promote, open doors for beginning teachers.
- Serve as positive role models.
- Relieve beginning teachers' negative concerns and guide them toward productive growth-oriented concerns.
- Facilitate reflective practices (a lifelong, professional skill).
- Participate in continual professional growth.
- Supervise beginning teachers' log.

Records: It is the district's responsibility to maintain records: the names and teacher certificate numbers, types of mentoring activities and the number of hours of mentoring each beginning teacher received.

Binder: The binder will be revised for mentors and mentees.