Wallkill Central School District
Office of Educational Services
1500 Route 208, PO Box 310
Wallkill, New York 12589
(845) 895-7103

Professional Development Plan
September 2026 through June 2028

Prepared by
The Office of Educational Services

Revised May 2026

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PROFESSIONAL DEVELOPMENT PLAN

Wallkill Central School District
SCHOOL YEARS 2026-2028

INTRODUCTION

The professional development committee convened to review the purpose and requirements of the professional development plan. The committee reviewed the district's plan and renewed the professional development goals, philosophy, process and models to ensure compliance with section 100.2 of the Commissioner's Regulations. The plan focuses on the improvement of teaching and learning. Any holder of a professional certificate or a Teaching Assistant Level III must complete a minimum of 100 hours every five (5) years of Continuing Teacher and Leader Education (CTLE) professional development.

During the 2026-2027 and 2027-2028 school years, the Wallkill Central School District Professional Development Plan (PDP) will guide school improvement and contribute to student achievement in our schools. The PDP is closely aligned with other District plans including but not limited to: School Improvement Plans (SIT), the Comprehensive District Education Plan (CDEP), The NY Inspires and Portrait of a Graduate Design Team Committee, and the New Teacher Mentor Plan.

The Wallkill Central School District Professional Development Committee has a regular membership consisting of:

- *Teachers from various grade levels and content areas*
- *Union leadership*
- *Principals and Directors*
- *District Administrator*
- *Parent Representative*

The Professional Development Committee (PDC) meets several times per year and is facilitated by Brian Masopust, Assistant Superintendent for Educational Services. The committee consistently plans professional development based on Student achievement data, State and School-wide data, teacher needs, and the agreed upon Board of Education Goals. We have also aligned our plan to New York State's initiatives (see below):

- *Next Generation Learning Standards: ELA, Math, Science and the Arts*
- *Integration of Educational Technology*
- *Mental Health Regulations*
- *Social/Emotional Learning Standards*
- *Updated School Counseling and Guidance Regulations*
- *Needs of English Language Learners*
- *Needs of Special Education Students*
- *New York State's Culturally Responsive-Sustaining Education Framework*
- *New York State's New York Inspires Framework and the New York State (NYSED) Portrait of a Graduate*

The Wallkill Central School District provides local funding for professional development along with grants from Title I, and Title IIa, to support ongoing professional development for faculty, staff, and administrators.

PROFESSIONAL DEVELOPMENT PLAN
TEAM DEMOGRAPHICS:

District Name:	***Wallkill Central School District***
BEDS Code:	***62-18-01-06-0000***
Superintendent:	***Anthony White***
Address:	***1500 Route 208, Wallkill, New York 12589***
Phone:	***(845) 895-7103***
Fax:	***(845) 895-8053***
Email:	***bmasopust@wallkillcsd.k12.ny.us***
Year(s) Plan is effective:	***September 2026- June 2028***

DISTRICT TEAM'S PROFILE:

Composition of Professional Development Team(s)

District Team:

Number of Administrators: 8

Number of Teachers: 23

Number of Others: 1 (parent)
Higher Education: 1
Number of School Buildings in District: 5

PROFESSIONAL DEVELOPMENT PLAN
TEAM MEMBERS:

The Wallkill Central School District Professional Development Plan was developed by the following committee members:

Administrators	***Elementary Teachers***	***Secondary Teachers***	***Parent Representative***	***Higher Education Representative***
Brian Masopust	*Megan Doyle*	*Valerie Andryshak*	*Nikita Davis*	*Heather Finn SUNY New Paltz*
Anita Hoyt	*Joanna Miller*	*Donald Lappe*		
Tara Rounds	*Carrie Overfield*	*Erica Knapp*		
Alyssa Greany	*Debra Lynch*	*Ashley Sanchez*		
Michael Redmond	*Laura Busse*	*Annmarie Lugo*		
Julie Salisbury	*Amanda Grogan*	*Katie Lobato*		
Nicole Parete	*Rachel Miller*	*Melissa Mourges*		
Scott Brown	*Rachel Siegel*	*Voleile Derisse*		
Shannon LaRocco	*Jessica Vallaro*	*Jamie Lapolla*		
	Teresa Barbato	*Kristen Musch*		
	Laura Busse	*Rachel Rivera*		
	Shawna Reynolds	*Jen Calison*		
	Marie Lysandrou	*Deb Becker*		
	Elizabeth Groth	*Valeria Ramos Avila*		
	Alyana Bordone	*Xenia Incremona*		
	Sara Wadsworth			
	Shannon Condello			
	Breanna Friedman			
	Jessica Hall			
	Jon Miller			
	Katie Gross			

Updated May 2026

PROFESSIONAL DEVELOPMENT PLAN
TEAM PHILOSOPHY:

The purpose of developing the Wallkill Central School District's Professional Plan is to improve the quality of teaching and learning, and to directly align the plan with the goals that have been established by the State, the District, Special Education Improvement Plan and the Individual School Buildings. The Comprehensive District Education Plan (CDEP) and the School Improvement Plans (SIT) are aligned to the Professional Development Plan and research-based practices that are clearly defined by the NYS Professional Development Standards.

Professional development is a multi-faceted, information-based process that is strategically planned to provide individual, school and district solutions to targeted areas in need of improvement. Sound and practical professional development programs are positive links to establishing effective instructional practices that will enhance the knowledge of curriculum content, design and delivery of instruction and student achievement. Therefore, professional development in the Wallkill Central School District will be:

- *purposeful;*
- *evaluated and tied to student achievement;*
- *data driven and research based;*
- *differentiated;*
- *supportive of the implementation of best practices as evidenced by research;*
- *ongoing and sustainable;*
- *supported through dedicated time, resources, and structure.*

Professional development will consistently be an ongoing process that involves sustainable improvement in student learning and instructional practices. This requires evaluation of student performance and teacher self-assessment, identifying possible courses of action, testing new approaches, assessing results, and then beginning the process anew. This is a collaborative process.

Professional Development Process:
Professional Development is cyclical and encompasses various modes in which teachers participate such as: in class coaching, job embedded, PLC collaborative, feedback to teachers through observation; supervision and evaluation, measure of impact, reflection by teachers, etc. In an effort to sustain our cycle of professional development, we also employ:

- *Flexibility – allow for learning to take place over an extended period of time and at various times (i.e. after school, summer, during school hours)*
- *Critical Reflection – continuously review student-based evidence to ensure that our pedagogy is having a positive impact on student learning*
- *Strategic Structures – create opportunities for strategic and reoccurring times for teachers to meet and plan, as well as opportunities for feedback on performance by supervisors.*

Professional Development Expectations:
The average number of hours a Wallkill teacher is expected to be involved with professional development on an annual basis is twenty (20) hours. Each teacher is required to attend district-provided professional development for up to ten (10) hours per year (Teacher Planning Days, Superintendent's Conference Days, and in-district professional development workshops). On average, Wallkill teachers attend ten (10) hours of self-directed professional development sessions each year.

Each member of the Professional Development Planning Team will spend approximately ten (10) hours annually planning, implementing, and evaluating professional development activities.

PROFESSIONAL DEVELOPMENT PLAN
NEEDS ASSESSMENT AND DATA ANALYSIS:

Data Driven Instruction is a critical area of professional development for staff. Information from both state and local assessments provide the district and schools within the district an enormous amount of student data to interpret. From individual student profiles and specific subgroups to building and district-wide scores, data analysis helps staff to identify positive and negative trends in student performance. These patterns underscore areas in curriculum and in instructional delivery which can be improved to better meet the needs of our students, whose needs are diverse and differentiated. Data analysis along with instructional strategy support is provided to both building teams and individual teachers using BOCES coaches, outside consultants, building principals, the Teacher on Assignment and the Office of Educational Services.

The Wallkill Central School District reviews multiple data sources to develop the professional development cycle and workshops. The following are analyzed annually to determine the focus and content of the professional development plan:

Student Achievement Data:

- *School Report Card*
- *NYS Assessments (Grades 3 – 8 testing and Regents Exams)*
- *STAR Data and District Formative Assessment (benchmark) Data*
- *Disaggregated Student Achievement Data*
- *Student Report Card Data*
- *VADIR Reports*
- *Student Attendance and Discipline Reports*
- *Graduation Rates*
- *AIS/MTSS Reports*
- *The District's Special Education Profile*

Additional Data Source

- *BEDS Data*
- *Longitudinal Student Performance Data*
- *Annual Professional Performance Reviews*
- *Program Reviews*

Surveys and Teacher Feedback forms

- *Needs assessment generated by faculty and staff*
- *PD feedback forms that are completed at the conclusion of workshops*

PROFESSIONAL DEVELOPMENT PLAN INITIATIVES:

Areas of Focus:

- *Continuous Review of K-12 English Language Arts Curriculum Maps to ensure alignment to standards*
- *Support for all teachers in teaching students how to write effectively*
- *Support for service providers, teachers, principals, and teaching assistants in teaching students with dyslexia to read*
- *Support teachers, teaching assistants, principals, and other staff members in gaining strategies for teaching reading in the content areas*
- *Continuous Review of K-12 Mathematics Curriculum Map to ensure alignment to standards*
- *Mathematics instruction rooted the New York State Education Department (NYSED) Numeracy Briefs*
- *Special Education workshops and support for teachers and staff of inclusion and self-contained classes*
- *Support for all teachers and staff in managing student behavior and poor attendance (PBIS)*
- *Support for teachers and staff in understanding the NYS Culturally Responsive-Sustaining Education Framework*
- *Support for teachers and staff in understanding the NYS Portrait of a Graduate Initiative*
- *Support for teachers and staff in understanding the New York Inspires Initiative and the Four Transformations*
- *Support for service providers, teachers, staff, principals in addressing mental health issues in children and adolescents*
- *Support for service providers, teachers, staff, principals in deescalation techniques derived from Handle with Care*
- *Provide faculty and staff support for implementing the NYS social emotional learning standards*
- *Instructional technology support for all teachers and staff*
- *Addressing the needs of English Language Learners (ELL) for all teachers and staff by providing workshops offered from Ulster, Orange-Ulster, Dutchess, and Westchester BOCES*

- ***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 teacher, 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.*

- *K-12 Science Mapping to align to NYS Next Generation Standards*

- *Provide science teachers with professional development designed to help them prepare students for the transition to NYS Next Generation Standards and implementation of the new science investigations*

- *Continuous review of how to effectively use data to increase student achievement*

- *Provide High School Social Studies teachers with professional development designed to help them prepare students for the new US History Regents Exam*

- *Provide High School Social Science teachers with professional development designed to help them prepare students for the new Biology: Life Science, Earth and Space Science, and Chemistry Exams.*

- *Provide professional development for teachers across all grade levels and subject areas empowering them to implement project-based assessments that foster deeper learning.*

- *Provide professional development for teachers across all grade levels that leverages artificial intelligence as a collaborative thinking partner, helping educators design innovative project-based lessons and assessments that engage students and enhance critical thinking skills.*

PROFESSIONAL DEVELOPMENT PLAN
TEACHER AND STUDENT NEED CONGRUENCE:

Student Performance- Reading and Writing:

Students' progress in reading continues to be a challenging area for some students as evidenced by the K-8 STAR reading formative assessment results, district benchmark assessments and the NYS ELA results for grades 3-8.

Teacher Content/Practice Needs:

Provide opportunities for teachers to work together in reviewing student formative assessment data to identify areas that students need remediation

- *Provide training on how to address the needs of students with dyslexia (Orton-Gillingham, Fundations and Heggerty)*
- *Provide workshop opportunities on how to best incorporate instructional technology to enhance instruction when teaching reading strategies*
- *Provide all content area teachers with professional development in the area of reading in the content areas strategies designed to assist students in being able to access content area reading information*
- *Provide all teachers with professional development appropriate to their content area how to teach students to write effectively*

Student Performance - Math:

Student achievement in mathematics as evidence by Student performance on NYS assessments grades 3-12 and district formative assessments (STAR and Benchmarks).

Teacher Content/Practice Needs:

- *Continue professional development focused on Next Generation Learning Standards and high school course standards*
- *Provide teachers with opportunities to engage in reviewing student work on both State and formative assessments so that they can adjust instruction accordingly*
- *Provide teachers training on how best to use educational technology, including artificial intelligence to enhance and/or remediate math instruction*
- *Provide teachers with professional development to assist in teaching students to solve multi-step problems*
- *Explore opportunities with a content specialist from Ulster BOCES to support our math teachers in relation to the newly released numeracy briefs as well as best practices in mathematics instruction grades K-12.*

Student Performance- Science:

Student Performance on NYS Science Assessments grades 5 and 8 is below district expectations.

Provide high school Science teachers professional development aligned with the Next Generation Science Standards in preparation for the new Science Regents and state required investigations.

Teacher Content/Practice Needs:

- *Provide K-8 teachers an opportunity to explore hands on learning in science, specifically the science investigations*
- *Continue to align the grade 8 curriculum to the Next Generation Science Standards and provide teachers with professional development designed to enhance their instructional delivery of the materials*
- *Provide grade 8 science teachers with additional professional development in reading in the content areas so that they can assist students in accessing content area reading materials*
- *Provide grades K-5 Science 21 training*
- *Provide teachers with opportunities to attend BOCES Science Workshops with content area specialist as well as coaching opportunities*
- *Provide grades 6-8 teachers time to meet and map the curriculum with content area specialist*

Student Performance- Social Emotional Needs:

Continue to focus on school-wide behavior and attendance throughout the district. Also, due to the pandemic we may have more students experiencing anxiety, depression, and other mental health conditions.

Teacher Content/Practice Needs:

- *Provide all staff with skill development in PBIS*
- *Provide K-12 training on community circles*
- *Provide 7-12 training on Restorative Justice Practices*
- *Provide skill development on how to de-escalate a situation*
- *Provide all service providers and administrators with training on how to meet the needs of students refusing to attend school*
- *Provide all service providers, administrators, and other appropriate personnel with training in multiple areas of mental health disorders that affect student behavior and achievement in school*
- *Provide all faculty and staff with professional development that will assist them in designing and implementing a student-centered learning environment*

Student Performance- Special Education:

K-8 Special Education Student performance on Reading and Math State and local assessments.

Teacher Content/Practice Needs:

- *Provide training and skill development on how to manage student behavior issues so they can access instruction*
- *Provide opportunities for teachers to engage in reviewing student data to find root causes of student difficulty*
- *Provide training how to identify student strengths and weaknesses so that appropriate instruction techniques and modifications can employed*
- *Provide training how to write appropriate Individual Education Plan (IEP) goals based on student present level of performance*
- *Provide training how to best monitor student progress and record such progress so that appropriate student achievement can be made*

APPENDIX

Attachments:

A. *Professional Development Teacher Feedback Forms*

B. *District Resources*

C. *My Learning Plan Guidelines Memo to District Teachers, Staff and Administrators*

D. *Sample Teacher Planning Day Agenda*

E. *Five (5) Hour Professional Development 2026-2027 Record Sheet*

F. *Excerpt from Teacher Application Showing Requirement for New Teachers to Provide Proof of School Violence Prevention and Intervention (SAVE) Training*

G. *2025-2026 Mentoring Guide for New Teachers*

H. *Wallkill Central School District Professional Development Plan List of CTLE Providers*

I. *Sample Certificate of Completion Form for CTLE Hours*

Attachment: A

Wallkill CSD

Fall 2026 Professional Development with Denise Alterio

ELA Curriculum Workshop Exit Ticket

Grade_____ Name (optional)_____

1) What aspect(s) of the revised curriculum did you find helpful?

2) What question(s) do you still have about the revised ELA curriculum or the Next Generation Standards for ELA?

3) Other feedback

Attachment: B

DISTRICT RESOURCES:

What professional development funds, staff resources, external professional development providers, and other human and fiscal resources are available or may be developed in your community?

Identify the internal and external resources you will use to help you meet your goals (check all that apply):

Fiscal Resources:

X	*Local budget*
X	*Title I*
X	*Title IIa*

Staff Resources:

X	*Curriculum Developers*
X	*Content Specialists*
X	*Math Coach*
X	*Technology Coach*
X	*Elementary Library Technology Integration Specialist*
X	*Exemplary Teachers*
X	*Outside Consultants*

Providers:

X	*Institutes of Higher Education*
X	*Teacher Resource Centers (Mid-Hudson Teacher Center)*
X	*BOCES (e.g. SETRC, BETAC)*
X	*Accredited Continuing Education Providers (PESI, CARD, Independent Living)*

Community:

	Major Employers
X	*Community-based organizations*
X	*Parents*

Please identify any funds the district has received for professional development which <u>are not</u> used to implement this plan, and why.

Attachment: C

MYLEARNINGPLAN GUIDELINES MEMO TO DISTRICT TEACHERS, STAFF AND ADMINISTRATORS:

WCSD

Wallkill Central School District, 1500 Route 208, PO Box 310, Wallkill, New York 12589
(845) 895-7103, Fax: (845) 895-8053

Brian Masopust, Assistant Superintendent for Educational Services

bmasopust@wallkillcsd.k12.ny.us

TO: *District Teachers, Staff and Administrators*
FROM: *Brian Masopust*
DATE: ***January 21, 2026***
RE: ***MyLearningPlan Guidelines***

The district uses MyLearningPlan (MLP) to process all requests for conferences and workshops to be used for professional development and in-service hours. Please review guidelines below when using MyLearningPlan.

1. *Your MLP sign-in is the same as your Frontline sign-in. For new users, Lori Scarano will set up your district MLP account for you in Frontline. She will send you an invitation to log into MLP using your entire WCSD email address and a temporary password. I suggest that you change the password when you first log in. If you forgot your password, please contact Mrs. Scarano so that she can reset it for you.*
2. *At the beginning of the school year or any time your position, grade level or building changes, it is important to check your user profile to ensure that your information is correct. This includes your job title, your building, your department(s) and your grade level(s). The information needs to be current and accurate so that you can view activities that are applicable to your department and/or grade level and that the proper administrators are approving your requests. If your profile is not correct, you may edit your account once you log in. If you need any assistance, please contact Lori Scarano.*
3. *The Wallkill Central School District, various local BOCES organizations, the MHRIC as well as other organizations have a catalog of activities on MLP. If an activity that you would like to register for is not in any of the catalogs (for example, a workshop for Speech and Language teachers from SHAHV), you must fill out your own "Conference/Workshop/In-Service/Graduate" form on MLP.*
4. *When filling out request forms, it is crucial that you complete all areas that are in red on the form. If there are blank areas, the request may be denied or returned to you for more information.*
5. *In-service hours may be requested if the activity time falls outside of the regular school day and the district does not have to pay for your attendance. If you would like to be approved for in-service hours for any activity, you must choose "salary enhancement-in-service hours" as a purpose when completing a request form. You also need to ensure that there is a number other than "zero" in the "total number of hours requested" space.*
6. *Please be aware that you may <u>only</u> register and attend one workshop at a time. Dual enrollment in workshops being conducted at the same time is prohibited.*

7. *If you are a professional certificate holder or a Teaching Assistant Level III certificate holder, you are required to complete 100 hours of professional development every five years. For the hours to be logged on your MLP account, you must choose "100 CTLE PD hour requirement" as BOTH a goal and a purpose when filling out your request form. If the activity is also eligible for in-service hours, you may choose "salary enhancement-in-service hours" as a purpose as well. Completion certificates for activities where you requested "100 CTLE PD hour requirement" but not "salary enhancement-in-service hours" do not get sent to District Office. You should keep copies of those certificates for your records; those hours will also be listed on your portfolio on MyLearningPlan.*
8. *Once you enroll in an activity, it needs to be approved by your building administrator, myself, and Lori Scarano. It is expected that requests to participate in activities on MLP be submitted at least two weeks prior to the workshop date to allow sufficient time for the request to go through the process. If the request is for a conference that you have been requested to attend by an administrator and that conference is being paid for by the district, please contact Lori Scarano so that approvals and payment are completed in a timely manner.*
9. *After you have attended an activity, you need to log into MLP and complete the following steps to receive the proper credit:*
    - *Go to "My Insights" and select "Manage" to the right of the activity title*
    - *Most BOCES activities require that you complete an evaluation form before the activity can be marked complete. You will see a clipboard/checkmark logo to the right of the activity title and date*
    - *Scroll down to "Actions", from there you can access the "Instructional Services Activity Evaluation" to complete*
10. *If you have requested and been approved for in-service hours for an activity, a completion certificate needs to be sent to Lori Scarano so that the hours can be added to your in-service record for salary enhancement. You will not be able to print out a completion certificate until the following is done:*
    - *Attendance is confirmed by the registrar (which you will see under "Course Provider Registration Status")*
    - *An evaluation form is completed (if applicable)*
    - *You mark the activity complete*

    You may then "print certificate" under "Actions".

**Please note that the certificates that are from the Wallkill catalog will state "Salary Enhancement: In-Service Credit" preceded by the number of hours if you have requested and been approved for in-service hours. Activities from the BOCES catalog may state "Professional development" or CTLE" hours even if you have requested in-service hours.*

Please make sure you send in your in-service certificates in a timely manner in order for us to keep our and your records up-to-date. Please also note, that Salary Adjustments are done September 25 th and February 25th only.

If you have any questions or need any assistance with MyLearningPlan, please contact Lori Scarano at 895-7103 or lscarano@wallkillcsd.k12.ny.us

Cc: Scott Brown
Anita Hoyt
Alyssa Greany
Shannon LaRocco
Nicole Parete
Michael Redmond
Tara Rounds
Julie Salisbury
Michele Avitabile
Gabrielle Carubia
Jennifer Ferrante
Cathy Padilla
Tammy Seeland
Roberta Tejeda

Attachment: D

SAMPLE TEACHER PLANNING DAY AGENDA:



K-12 Teacher Planning Early

Release Day Agenda

Thursday, October 30, 2026

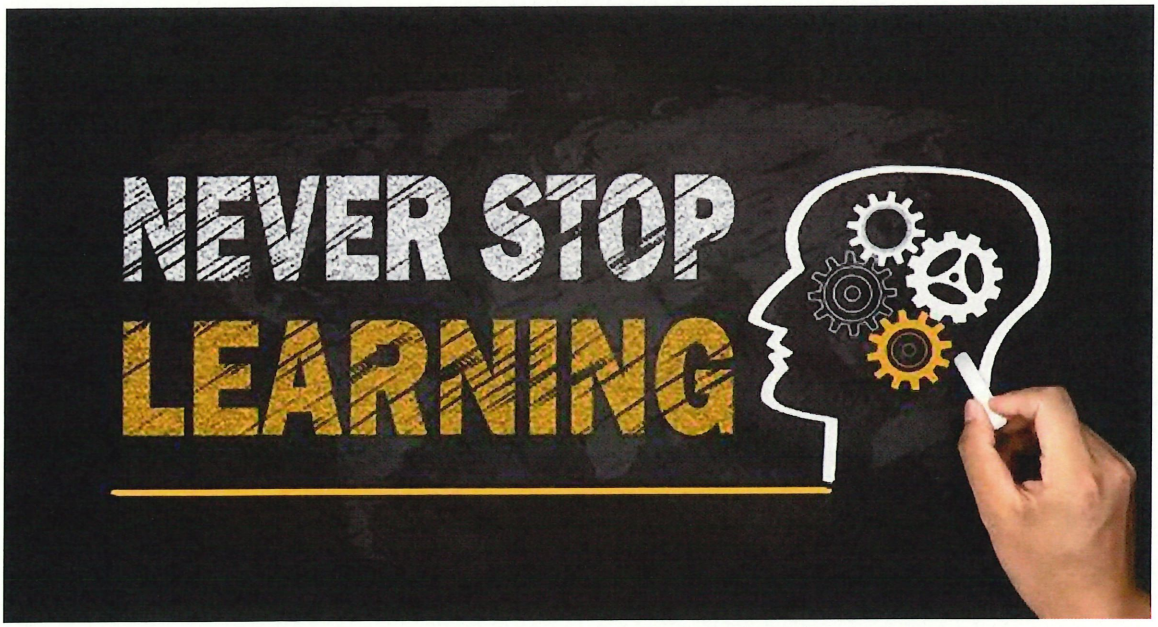
Grades K-6: 1:30 p.m.-3:30 p.m.

Teachers in grades K-6 are to take lunch from 1:00 p.m.-1:30 p.m. and be in their assigned areas from 1:30 p.m.-3:30 p.m. for planning.

Grades 7-12: 12:30 p.m.-2:30 p.m.

Teachers in grades 7-12 are to take lunch from 12:00 p.m.-12:30 p.m. and be in their assigned areas at 12:30 p.m. for planning.

All Faculty will remain in the building that they are normally in on Tuesday unless otherwise noted on the attached schedules. Please plan to meet as a team with the other teachers indicated on the attached schedules.



Office of Educational Services

October 2026

Attachment: E

FIVE (5) HOUR PROFESSIONAL DEVELOPMENT 2026-2027 RECORD SHEET:

WCSD

Wallkill Central School District, 1500 Route 208, PO Box 310, Wallkill, New York 12589

(845) 895-7103, Fax: (845) 895-8053

Brian Masopust, Assistant Superintendent for Educational Services

bmasopust@wallkillcsd.k12.ny.us

Five Hour Professional Development
2026-2027 Record Sheet

This form should be completed and submitted to your Office Manager for the two (2) hours of professional development that you are required to complete on your own.

It is not to be completed for the three (3) hours that are completed with your building principal. Those hours will be documented with a teacher sign-in sheet at the time of the professional development workshop.

As in the past, the two hours you complete on your own are to be aligned with District and/or building goal. (see bullets below). **If you are unsure of what else would be appropriate PD, please meet with your building administrator to discuss.**

- Overview of Next Generation Learning Standards and/or 21st century skills
- Using student assessment data to inform instruction
- Effective instructional practice to improve student achievement
- How to plan and implement student-centered activities
- How to integrate technology effectively

Please complete this form after **your two independent hours of** Professional Development ONLY and return it to the Office Manager in your building. If you have any questions regarding how to compute your hours, please meet with your Principal. **Each person should complete their own individual record sheet and each activity should be on a separate form.**

Name:_____

School:Grade_____**Level/Subject Taught:**_____

Session Date:_____**Time:**_____

Please provide a brief summary of this Professional Development Activity.

_____

_____

_____

White Copy to Building Principal
Yellow Copy for your records

Attachment: F

EXCERPT FROM TEACHER APPLICATION:

NYS CERTIFICATE INFORMATION: Please copy directly from the certificate

AREA	TYPE	EFFECTIVE DATE

If you do NOT have a current New York Teaching certificate, please complete the section below.

CERTIFICATION REQUIREMENTS:

I have completed all of the requirements for NYS Certification as of _____, including each of the following:

1.	*I have graduated with a Bachelor's Degree from a NYS registered/accredited four year college or university with an approved teacher's education program.*	***YES***	***NO***
2.	*I have completed an approved student teacher assignment or internship.*	***YES***	***NO***
3.	*I have taken and passed all required parts of the NYS Teacher Certification Exam.*	***YES***	***NO***
4.	*I have completed the Identification and Reporting of Child Abuse workshop (copy Of certificate attached).*	***YES***	***NO***
5.	*I have completed the Schools Violence Prevention and Interventions (SAVE) Workshop (copy of certificate attached).*	***YES***	***NO***
6.	*I have submitted an application and the required fee to the NYS Department Of Education.*	***YES***	***NO***
7.	*I have a letter from my college or university stating I have completed all necessary Requirements.*	***YES***	***NO***

Applicants must complete:

Have you ever been convicted of or pled guilty to any misdemeanor or felony? *Yes* *No*

If yes, when? _____

Where? _____

What was the disposition? _____

☐ *I have never been fingerprinted. I understand that, upon hire, I must immediately apply to the New York State Education Department website: http://www.highered.nysed.gov/tcert/teach/ and submit an application for fingerprint clearance. Upon receipt of payment confirmation, I will contact the Wallkill Central School District at (845) 895-7105 to make arrangements to be fingerprinted.*

OR

☐ *I have been previously fingerprinted (after July 1, 2001) and received clearance from the New York State Education Department. I understand that I must contact the Wallkill Central School District at (845) 895-7015 to authorize fingerprint clearance for employment at the Wallkill Central School District.*

I understand that a false statement on this application constitutes grounds for immediate dismissal

_____ _____

Signature of Applicant ***Date***

Attachment: G

2026-2027 MENTORING PROGRAM GUIDE FOR NEW TEACHERS:

2026-2027

WALLKILL CENTRAL SCHOOL DISTRICT

Mentoring Program Guide

This document, designed by the District Mentoring Committee and the Mentor Coordinator, includes basic guidelines for teacher mentees and mentors.

Office of Educational Services
Wallkill Central Schools
9/8/2026

Wallkill Central School District
Mentor Teacher/Mentee Program

PHILOSOPHY AND RATIONALE

As public schools face an increasing shortage of teachers, it is imperative that Districts find ways to retain teachers and to develop the skill and pedagogy that will help them to become outstanding educators. Like any profession, "on the job training" that is consistent and continuous is the best way to develop talent. Teachers who feel competent and supported by the District and their colleagues are more likely to stay in the system. Teachers who are knowledgeable in their subject area and skilled in the delivery of instruction will provide our students with a high level of education.

During the Fall of 2005, officers from the Wallkill Teachers Association (WTA) met with the Assistant Superintendent for Support Services and the Assistant Superintendent for Educational Services with the purpose of revising the Wallkill Central School District Mentor Teacher/Mentee Program. Their common objective was and is to attract, train and retain Highly Qualified Teachers for the Wallkill Central School District. We believe that this program will give us an advantage in a highly competitive market to:

- *attract our most talented and experienced tenured teachers to serve as mentors*
- *foster collaboration among administrators, mentors, and interns*
- *create a culture that supports new teachers in a variety of ways*
- *communicate to the Board of Education and the community the need and support for an effective Mentor Teacher/Mentee Program*
- *engage in on-going program evaluation and revision*

The District Mentoring Committee, comprised of officers from the Wallkill Teachers Association (WTA), the Superintendent, and the Assistant Superintendent for Educational Services, meets annually to review and make appropriate revisions to the District mentoring program and when appropriate meets with the Mentoring Coordinator.

ROLE OF THE MENTOR/MENTOR COORDINATOR

The Mentors and Mentor Coordinators are to offer positive, solution-based support based on Professional Collegiality and the Peer Coaching Model. The Mentor/Mentor Coordinator offer positive, solution-oriented support based on needs expressed by the Intern and assessed by the Mentor/Mentor Coordinator. Per a signed agreement between the WTA and the Wallkill Central School District, any evaluation and supervision are reserved solely for administrative personnel. Therefore, each new teacher that has not received mentoring will be provided a Mentor for a term of one year, beginning September 1, 2006. Peer coaches will be assigned to new teachers who were mentored in a previous school district or to teachers determined to need improvement for a term to be determined on an individual basis. Teachers who are assigned to leave replacement positions for at least forty (40) consecutive days will be provided with a mentor or peer coach (whichever is appropriate) for the duration of their appointment.

To ensure the separation of the Mentor's/Mentor Coordinator's and the Administrator's roles, the following criteria have been established and agreed upon by the District and the Teacher's Association:

1. *An Administrator, Mentor Coordinator, and Mentor will not discuss the Mentee's performance.*
2. *A Mentor's role, as Mentor or Mentor Coordinator, will not be mentioned in his/her end of year evaluation, except for noting that individual served as a Mentor.*
3. *A Mentor or Mentor Coordinator will not write or assist in writing an Intern's observation/evaluation.*
4. *A Mentor or Mentor Coordinator will not write nor assist in the writing of a response to an Administrator's observation/evaluation of the Mentee.*
5. *Mentors and the Mentor Coordinator will be appointed each year.*

In summary, the role of the Mentor and Mentor Coordinator is one of support, based on collegial communication and sharing. At no time will the Mentor or Mentor Coordinator take on a formal evaluative role. Mentor or Mentor Coordinator will not share evaluative information with a Building or District Administrator 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 Mentee has been convicted of a crime, or has committed an act which raises a reasonable question as to the new teacher's moral character. Such confidentiality is necessary to maintain a supportive atmosphere where the Mentee will feel free to share both positive and negative reactions, as well as success and problems.

CRITERIA-BASED SELECTION AND MATCHING OF MENTORS TO MENTEE (*) AND TENURED TEACHERS IN NEED OF IMPROVEMENT:

1. *A leadership team of the WTA and Central Office Administrators will review mentor applicants. Only applicants chosen by both teams will be accepted.*
2. *The same WTA Leadership Team and Administrative Team will conduct an annual review of the existing pool of mentors for the purpose of mentor program accountability and improvement.*
3. *The Committee will be responsible for mentor matching with final approval by the Superintendent of Schools and a formal appointment by the Board of Education.*
4. *Priority consideration will be to match same or similar content area, grade level, proximity, and other relevant factors.*
5. *Assessment of the mentor program will be developed through a feedback system that includes the mentee.*

MENTOR AND MENTEE REQUIREMENTS AND RESPONSIBILITIES

1. *Mentors will provide support, coaching and training both in and out of the classroom.*
2. *When feasible newly assigned mentors must meet their mentees prior to the opening day.*
3. *First time mentors (including peer coaches) will complete 3 hours of mentor training prior to the term of their tenure, for which they will receive payment at the agreed upon curriculum rate.*
4. *All previously trained mentors assigned a mentee will be required to complete a refresher session of up to 1 hour for which they will receive in-service credit.*
5. *The mentee will schedule a minimum of four (4) visitations or observations per year for support purposes. At least two (2) of these should be scheduled during either the second or third quarter. The visit could be to the classroom of the mentor, the mentee, or any other appropriate placement. Mentees are required to keep a log of these visitations or observations.*
6. *Mentors are required to make a monthly reflection on the log sheet and sign it.*
7. *Mentors will meet first quarter and last quarter as a group to review and assess the process and programs. [Peer coaches are only required to attend the last quarter.]*
8. *Mentors serving as peer coaches with their mentees will schedule a minimum of two classroom visits per year.*
9. *Each mentee will be required to attend a monthly seminar on pertinent topics and issues directly related to teaching and learning for which they will receive in-service hours. This will also include the required BOCES workshops. These seminars will also include discussions and feedback. They will be held after the school day.*

In addition to the above requirements, mentors will be encouraged to:

1. *Work with mentor coordinator to develop program.*
2. *Assist in planning, implementation, and/or delivery of seminars and workshops.*

MENTORS AND CTLE

Teachers who provide mentoring may earn CTLE clock hours in the following manner:

- *Teachers acting as a mentor to a new classroom teacher as part of a school district's or BOCES' mentoring program may receive credit up to 30 hours of such time towards their CTLE requirement in each five-year registration period.*
- *Teachers acting as a mentor to a teacher candidate (Student Teacher) may receive credit up to 25 hours of such time towards their CTLE requirement in each five-year registration period.*

SERVICES FOR AND FROM BUILDING LEVEL ADMINISTRATORS

Building Level Administrators will receive training that will clarify their role in strengthening and supporting the mentor p rogram.

They will work cooperatively with mentors, mentees, and the Mentor Coordinator. 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.

MENTOR POOL

The Mentor Pool is made up of those teachers appointed by the WTA Leadership and Central Office Administration. By virtue of their qualifications, performance, and interest, they have been designated as eligible for appointment as a mentor teacher. Appointment to the Mentor Pool indicates that a teacher is qualified to serve as a mentor and is willing to do so if the Leadership and Central Office Administration determines there is an appropriate match with a new teacher. A Mentor will remain in the Mentor Pool unless the WTA Leadership and Central Office Administration decide otherwise. The District will maintain a current file of available mentors. The Mentor Pool will be reviewed and updated the first week in March of each year by the WTA Leadership and Central Office Administration and approved by the Board of Education.

FUNDING AND STAFFING

WTA Officers and Central Administration will periodically review the Mentor Teacher/Mentee Program. The District will fund this program annually. Mentors can accept no more than two (2) mentees per year. The annual ten (10) month stipend will be $1500 to mentor one (1) teacher and $2500 to mentor two (2) teachers. The annual ten-month stipend for peer coaches will be $650 to coach one (1) teacher and $1100 to coach (2) teachers.

The District and WTA will work together to secure an 11-Month Coordinator position, payable at a rate of $14,000 per 11 -month term, to provide the necessary oversight and strengthening of the Wallkill Teacher Mentor/Intern Program. The individual selected as the Mentor Coordinator by the WTA Leadership and Central Office Administration must be recommended by the Superintendent of Schools and appointed by the Board of Education. The Coordinator will be expected to:

1. *Coordinate, plan and implement all aspects of the 10-Hour Summer Training Workshop.*
2. *Coordinate, plan, and implement all aspects of the monthly Mentee seminars.*
3. *Develop and implement an accountability system to track Mentor/Mentee interactions through the logs.*
4. *Coordinate in-district summer orientation/training for new teachers. This may include SchoolTool, MyLearningPlan, RTI overview, IEP Direct, and curriculum overview.*
5. *Provide feedback in planning, organization and implementation of the new teacher training program held in conjunction with Ulster County BOCES (August) if Wallkill Central School District is participating.*
6. *A written report to the District and WTA on the progress, developments, and outcomes of the program.*

MENTOR TEACHER/MENTEE PROGRAM

WTA Contract – Effective July 1, 2006

Recognizing that a quality mentoring program is essential to attracting, retaining, and continuously improving the knowledge and skills of our teacher force, both parties agree to the establishment and maintenance of a teacher program as part of the district's ongoing effort in professional development. This induction and training program will provide systematic training and support for new teachers as well as tenured teachers having difficulty.

For new teachers, the induction and training program shall begin in August. New teachers hired in mid-year would be required to attend the new teacher training the following August.

The Wallkill Central School District Mentoring Program will be specifically developed and revised annually by the Superintend ent or his/her designee in collaboration with the Central Office Administration and the WTA.

A new Teacher/Mentor 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 and use of data driven instruction.*

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 and effort, and it must be developed and viewed as a work in progress.

All hours of required instruction received by teachers may be applied to the 100 -hour Professional Development for teachers hired after 2004. Both parties recognize that a quality mentoring program must be appropriately funded. No monies shall be dispersed or distributed until agreement on program specifics is reached between both parties and approved by the Board of Education. The District will fund this program annually.

Attachment: H

WALLKILL CENTRAL SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT PLAN
LIST OF CTLE PROVIDERS:

1. ***Wallkill Central School District (all professional staff)***
   Professional Staff will turn-key all out of district professional development they attend that is provided by a CTLE provider.

2. ***Renaissance Learning (Consultant to District)***
   Will provide professional development to teachers and administrators in the use of on-line formative assessments (STAR).

3. ***EdVista (Consultant to the District)***
   EdVista will provide work with the administrative staff and teaching staff on how to use online assessments and benchmarks. They will also with the construction of assessments along with tools to disaggregate the data.

4. ***Denise Alterio (Consultant to the District)***
   - *Will provide professional development to K-8 teachers to assist them with using student data to determine how to best increase students' ELA performance*
   - *Work with K-8 ELA curriculum mappers to review and align district maps to learning standards*
   - *Work with teachers to support curricular changes to writing instruction which is an area of focus*
   - *Work with teachers to incorporate ENL best practices into ELA instruction and curriculum maps*

5. ***Naviance (Consultant to the District)***
   Naviance will work with guidance and administrative staff to teach them how to use Naviance to assist students with career and college selection and set educational goals. Progress monitoring will also be taught.

6. ***Ulster, Orange-Ulster, Dutchess and Westchester BOCES***
   Will provide professional development to District teachers and administrators by facilitating workshops in the areas of:
   - *Improving instruction and student achievement in a respectful environment (PBIS)*
   - *Meeting the needs of diverse learners by planning lessons aligned to the standards that allow for differentiation*
   - *Opportunities to meet the English Language provisions within all subject areas*

- *Planning rigorous appropriate lessons aligned to the standards in all curricular areas (ELA, Math, Social Studies, Science, Social Sciences and Arts)*
- *Introducing the various models for co-teaching to support students in the special education programs*
- *Next Generation Learning Standards in Science, Math, ELA, and Social Studies*
- *Best practices in multi-sensory reading, Fountas and Pinnell benchmarking and Leveled Literacy Intervention*

7. ***Houghton-Mifflin-Harcourt Professional Development Consultants***
The professional development consultants will provide grade 3-6 professional development to learn about the organization, design and resources of the Into Reading program. Teachers will build a deeper understanding and confidence to begin implementing the program.

8. ***Manhattanville College (Consultant to District)***
Reading teachers will participate in literacy workshops and learn skills and strategies to support and enhance instruction for all readers. Teachers will be instructed in the following areas:

- *Phonics*
- *Phonological awareness*
- *Sight words*
- *Phonics assessment and intervention for at-risk readers*
- *Children's literature to support striving readers*
- *Provide Orton-Gillingham Classroom Educator Certification Training*
- *Reading in the Content Areas for content area teachers*

9. ***Barbara Curiale (Consultant to District)***
Certified Reading teacher will provide:

- *Work with grades 4-6 teachers and reading teachers to create morphology/vocabulary units to align with the district's ELA maps*
- *Will provide training on word development of Latin and Greek root words and prefixes and suffixes*

Attachment: I

The University of the State of New York

THE STATE EDUCATION DEPARTMENT

Office of Teaching Initiatives www.highered.nysed.gov/tcert

Completion of Approved Continuing Teacher and Leader Education (CTLE) Hour(s) Certificate

All CTLE must be completed with Approved Sponsors and be reported using this form, or an alternative form/format that captures the same information that is requested on this form, in addition to any electronic reporting requirements.

Instructions for the Trainee:

Please complete Section I and retain your copy for at least three years from the end of the registration period in which you completed the CTLE. It is not necessary to send a copy of this form to the Office of Teaching Initiatives unless it is requested by the State Education Department or for use in obtaining an Initial Reissuance. **A separate form must be completed for each training.**

Instructions for the Approved CTLE Sponsor:

Please complete Sections II and III. These sections must be completed by the Approved CTLE Sponsor authorized individual. Sponsors must verify that the trainee completed the activity, the title, date(s) and number of hours awarded. Records must be retained for a period of eight years. You may use an alternative form or format, however that alternative must capture the same information that is requested on this form.

Section I			
First Name:	Last Name:		Middle Initial:
Date of Birth: _____/_____/_____	Last 4 Digits of the Social Security Number:		
Section II			
Name of Venue:			
Street Address:	City:	State:	Zip Code:
CTLE Activity Title: _____ (Indicate title/subject/grade level, etc.)			
Select One or More Areas of Activity: _____Pedagogy _____Content _____English Language Learning			
CTLE Date(s): from: ____/____/____ (mm) (dd) (yyyy) to ____/____/____ (mm) (dd) (yyyy) **Number of hours awarded** _____			
Section III			
I certify that the individual listed in Section I completed the CTLE cited above pursuant to Subpart 80-6 of the Regulations of the Commissioner of Education.			
Approved Sponsor Name:			
Print Name of Authorized Certifying Officer:			
Signature of Authorized Certifying Officer:			
Approved Sponsor Identification Number:	Date:		
Email:	Phone Number:		

(Rev. 06/2020)