



Hempstead Public Schools

Professional Development Plan

2026-2029

Table of Contents

Professional Development Philosophy.....	2
Professional Development Committee.....	2
Introduction	2
Needs Assessments	5
Professional Development System	6
Research-Based Recruitment and Staffing Strategies.....	7
Mentoring Program	7
Professional Development for Mentoring Program	10
Hempstead Teacher Center.....	11
Professional Development for Teaching Assistants	13
Professional Development for Administrators	15
Continuing Teacher and Leader Education (CTLE)	15
CTLE Summary	16
Literacy Focus 2026–2029: Reading and Writing Across the Curriculum	17
MTSS Alignment.....	17
Appendix A: District Goals	19
Appendix B: Professional Development Catalog	21
Appendix C: District Wide Professional Development Survey	25
Appendix D: Examples of Professional Development Topics	26
Appendix E: Supporting Research and References for Mentoring.....	27
Appendix F: Teacher Mentor and Teacher Mentor Coordinator Application	30
Appendix G: Teacher Mentor Coordinator Elementary/Secondary Posting	31
Appendix H: Teacher Mentors Posting	33
Appendix I: Mentee Snapshot.....	35
Appendix J: Mentee Pledge	36
Appendix K: Mentor Program Mandatory Topics for Discussion	37
Appendix L: NYS Program Guidance and Standards for Mentoring (2022)	38
Appendix M: Teacher Mentor/Mentee Weekly Activity Log.....	47
Appendix N: Administrator, Teacher & TAs Weekly Payroll Time Sheet.....	48
Appendix O: Teacher Mentor Program-Mentee Check-In Meetings	49
Appendix P: References	50



Professional Development Philosophy

The purpose of this Professional Development Plan is to improve the quality of teaching and learning by ensuring that educators and leaders participate in substantial professional development in order that they remain current with their profession and meet the learning needs of their students (Section 100.2(dd)).

This plan ensures educators meet the 175 hours (teachers and administrators) and 75 hours (teaching assistants) required professional development annually. Professional development opportunities are designed to have an immediate impact on student achievement.

For 2026–2029, this section is expanded to include:

1. The use of essential questions to strengthen instructional coherence and promote deeper student thinking
2. Reading and writing strategies embedded across all content areas to support disciplinary literacy
3. Integration of Into Literacy as the core K–6 literacy resource
4. Alignment with the Multi-Tiered System of Supports (MTSS) framework across Tier 1, Tier 2, and Tier 3 instructional and intervention practice.

Professional Development Committee

- Mr. Gary Rush, Superintendent of Schools
- Mr. Richard Brown, Interim Assistant Superintendent of Curriculum and Instruction
- Mr. Richard Mata Castro, Director of Instructional Technology & State Reporting
- Ms. Claudine Clarke, Director of Mathematics
- Ms. Michelle Pineda, Director of Bilingual Education and World Languages
- Dr. Felicia Prince, Director of Humanities
- Dr. Catherine Cueva, Director of MTSS and Special Education
- Ms. Stephanie DuBose, Teacher/HCTA First Vice President
- Ms. Joelle Day, Teacher
- Ms. Stephanie Lockhart-Turner, Teacher/Hempstead Teacher Center Director
- Ms. Kellie Wilson McNeal – Teacher/Teacher Mentor Program Coordinator
- Ms. Nicole Brown – Teacher/HCTA President
- Ms. Veronica Jimenez – Speech Therapist
- Ms. Anita Williams, Teaching Assistant/HTAA President
- Ms. Delmy Bermudez, Teacher

Introduction

In this Professional Development Plan (PDP), the team laid out the needs assessments to inform the plan. The professional development system will provide each staff member with the necessary tools to impact student learning and the mentoring program to support new teachers as well as mentors.

The goal of the Hempstead Union Free School District Professional Development Team is to develop the quality of teacher pedagogy and build the professional collegiality

necessary to obtain maximum staff performance and ensure educators and leaders are equipped with the tools needed for students to excel. The district is committed to providing relevant professional learning opportunities centered around:

- Understanding and designing curriculum that embodies the state and national standards to meet the diverse needs of all our students.
- Improving instruction by sharing the best educational practices and leveraging the teaching skills necessary to increase rigor and engagement.
- Creating assessments, using formative and summarizing data to drive instruction.
- Strengthening the district's Multi-Tiered System of Supports (MTSS) framework to ensure coherence across curriculum, instruction, assessment, and tiered academic and social-emotional supports for all students.
- Understanding, implementing, and embedding policies within everyday practices to meet state mandates.
- Mentorship and the development of leadership skills to increase retention and promotion.
- Increase inquiry and foundational skills grades Pre-Kindergarten through grade 3.
- Focus on building leadership capacity; in-house staff will deliver professional development or partners with consultants to ensure implementation, progress monitoring and evaluation of professional development is taking place district wide.

In addition, Hempstead Public School District Professional Development Plan Team will ensure effective professional development standards as indicated by the New State Department of Education focusing on ensuring consistent high quality professional development leading to increased student achievement. New York State's Professional Development Standards provide a blueprint for high-quality professional development for all educators to improve instruction and student achievement. These standards promote and sustain continuous development, growth, and examination of practice. They also provide clearly defined expectations and commitment to change. They are aligned with New York State Learning Standards and are based on an analysis and adaptation of the National Staff Development Council's Standards for Staff Development as well as other national, state, and professional standards. The New York State Professional Development Standards are based on fundamental knowledge of contextual factors from converging research about effective professional development to its ultimate impact on student learning (New York State Professional Development Standards). Attributes of effective professional development include the following:

- Effective professional development fosters a culture of continuous improvement for all engaged in the learning endeavor.
- Effective professional development is that which improves the learning of all students, including those with different educational needs, learning styles, and incremental abilities, and those from diverse cultural and linguistic backgrounds.

- Professional development is most effective when there are clear research-based expectations for what teachers should know and be able to do to support student learning.
- Professional development is most effective when it takes place in professional learning communities.
- Professional development is most effective when there are collaborative leadership and shared responsibility for improving teaching and learning.
- Professional development is most effective when it is job embedded, directly relevant to classroom practice, provided over time, and when it provides opportunities for practice of new strategies, time to reflect on changes, and time to integrate new learning into the teaching practice.
- Professional development is most effective when adequate resources are provided.

Using the standards below, we intend to develop a model of Professional Development supporting the needs of our educators. The Ten Standards for High Quality Professional Development (New York Professional Development Standards):

1. Designing Professional Development: Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
2. Content Knowledge and Quality Teaching: Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
3. Research-based Professional Learning: Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research.
4. Collaboration: Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate in a respectful and trusting environment.
5. Diverse Learning: Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
6. Student Learning Environments: Professional development ensures that educators can create safe, secure, supportive, and equitable learning environments for all students.
7. Parent, Family and Community Engagement: Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.
8. Data-driven Professional Practice: Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
9. Technology: Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.

10. Evaluation: Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Professional Development for the upcoming school years will focus on the success of all scholars through tiered instruction, in the realms of academic and social/emotional growth of students. The implementation of social emotional learning and improved practices for meeting the needs of all learners will be in the forefront of all professional development as identified by our needs assessment.

Hempstead UFSD will continue to strengthen and refine its Multi-Tiered System of Supports (MTSS) to ensure a coherent system for addressing the academic and behavioral needs of all students. MTSS is a comprehensive framework that integrates aligned standards, culturally responsive instruction, data-informed decision-making, tiered services and supports, community engagement, and ongoing professional learning to support improved student outcomes.

Needs Assessments

To identify the district's professional development needs and develop the Professional Development Plan, Hempstead Union Free School District (HUFSD) utilized multiple sources of data, including:

- 2024–2025 School Report Cards
- 2024–2025 student performance on high-stakes assessments, including Advanced Placement (AP), PSAT, SAT, and NYSESLAT/WIDA
- District and school-level survey data
- Teacher and administrator evaluation results
- i-Ready assessment data for grades K–9
- NWEA assessment data for grades K–6
- Domains within the NYSUT Teacher Practice Rubric identified for strengthening based on 2024–2025 evaluation ratings
- Right Reason Technology Benchmark data for grades 7–12

The Professional Development Team (PDT) analyzed these sources by looking at the data across the past 2 years to identify trends throughout the district. Also, the district created and held stakeholder groups to listen to teachers' and other staff members' highlights and concerns around professional development opportunities from previous years. During these groups, participants were asked to give feedback on the session and suggestions for the PDT. The participants reported a need for alignment of curriculum and practices P-12, as well as more leadership development and building of collaborative skills. For this reason, the PDT believes a vast array of professional learning opportunities supported by a mentoring program will support the district's vision for professional development.

To address the needs identified and support the execution of the PDP, the district will evaluate the effectiveness of the plan and make modifications (as needed) to support the specific needs of staff and students. The PDT will create a survey to address relevance, clarity of delivery, and immediate implementation of learned practice(s) from

workshops, to gauge the effectiveness of sessions (see appendix 4). Moreover, the PDT will develop cycles to gather feedback on further implementation of learned practices and student data which resulted from said learned practices. Analysis of trends identified the need for increased instructional alignment, leadership development, literacy development, and MTSS implementation.

Professional Development System

One objective of strategically managing human capital in education is to strengthen classroom instruction through systems that recruit, support, develop, and retain effective educators. Modern human capital frameworks emphasize aligning teacher development, evaluation systems, and instructional supports to ensure that all students have access to high-quality teaching (Learning Policy Institute, 2017; Darling-Hammond et al., 2020). A comprehensive professional development system should therefore provide educators with ongoing opportunities to strengthen their instructional practices and develop the skills necessary to promote equitable and sustained academic success for all students.

Effective professional development has been shown to positively influence both teacher practice and student achievement. Studies conducted by the RAND Corporation and the Institute of Education Sciences indicate that professional learning is most impactful when it is sustained over time, content-focused, and connected to classroom practice (Darling-Hammond et al., 2017; Hill et al., 2020). Student outcomes improve when educators participate in professional learning that directly addresses instructional strategies needed to meet students' learning challenges and diverse academic needs. Professional development must be intentional, purposefully designed, and grounded in the needs of educators and students. Monitoring implementation and evaluating outcomes are essential components of a successful professional learning system. According to Learning Forward's *Standards for Professional Learning* (2022), effective professional development includes continuous feedback, collaborative reflection, and data-driven evaluation to ensure that professional learning leads to improved instructional practices and student outcomes.

The focus of professional development extends beyond increasing awareness and knowledge; it aims to foster professional collaboration and collective responsibility for student success. Research highlights the importance of professional learning communities and collaborative inquiry processes that encourage educators to share instructional practices, analyze student data, and collectively refine teaching strategies (Vescio, Ross, & Adams, 2018; Darling-Hammond et al., 2017). Such collaborative environments strengthen instructional coherence and support the implementation of evidence-based practices across schools.

To attract and retain highly effective educators, districts must implement strategic human capital systems that support recruitment, professional growth, and career advancement. Effective talent management systems align recruitment, selection, induction, mentoring, professional development, evaluation, and compensation with the goal of strengthening teaching effectiveness and improving student outcomes (Learning Policy Institute, 2017; Odden & Kelly, 2021). By creating coordinated systems that

support educators throughout their careers, districts can build sustainable instructional capacity and maintain a highly effective workforce.

Research-Based Recruitment and Staffing Strategies

To support the recruitment and retention of high-quality educators, districts should implement strategic staffing initiatives grounded in current research:

- 1. Financial Incentives and Career Pathways**
Districts may implement compensation incentives, including signing bonuses, performance-based stipends, loan forgiveness programs, and differentiated pay for educators working in high-need schools or shortage areas (Learning Policy Institute, 2017).
- 2. Strategic Recruitment and Outreach**
Expanding recruitment efforts through targeted outreach, digital platforms, and professional networks increases access to diverse and highly qualified candidates (Odden & Kelly, 2021).
- 3. Participation in Recruitment Events and Job Fairs**
Early engagement with potential candidates through recruitment fairs and district-hosted hiring events allows districts to highlight professional growth opportunities, benefits, and district initiatives designed to support educators.
- 4. Partnerships with Colleges and Teacher Preparation Programs**
Building partnerships with local universities and teacher preparation programs strengthens the teacher pipeline and provides opportunities for residency programs, student teaching placements, and early recruitment of qualified educators (Darling-Hammond et al., 2020).
- 5. Grow-Your-Own Teacher Programs**
Districts can strengthen their educator workforce by supporting paraprofessionals and teaching assistants in obtaining teacher certification through tuition support, mentorship, and career advancement pathways (Learning Policy Institute, 2017).
- 6. Training and Alignment in Hiring Practices**
District leaders and hiring committees should receive training on equitable hiring practices, recruitment strategies, and evaluation processes to ensure consistency and alignment with district instructional priorities (Odden & Kelly, 2021).

Mentoring Program

Research indicates that structured mentoring and induction programs are essential components of an effective professional development system. High-quality mentoring supports early-career educators, improves teacher retention, and strengthens instructional practices when mentors provide job-embedded coaching, feedback, and collaborative learning opportunities (Ingersoll & Strong, 2018; Learning Policy Institute, 2017). These systems enable educators to develop instructional expertise while building leadership capacity within schools.

New teachers enter the profession facing a wide range of new expectations, responsibilities, and mandates that they must learn daily. To develop professional habits, instructional practices, and confidence necessary for success, it is essential that

the district provides a strong and consistent support system to guide and mentor them as they grow in roles. The basis for creating and implementing a comprehensive induction program is to provide an atmosphere where the new teacher can learn, thrive, and grow as educators. The theory behind such programs holds that teaching is complex work and pre-employment teacher preparation programs are not sufficient in providing the knowledge and skills necessary for teachers to become successful, so a significant portion of this knowledge can be acquired only on the job (Ingersoll, 2012). When schools implement mentoring programs effectively, the sharing of knowledge between teachers becomes an inherent practice whereby students, teachers, and the school climate benefits (Callahan, 2016; Sparks et al., 2017).

Since teacher qualifications are directly linked to student achievement, it is advantageous for the district to develop a comprehensive induction program to train and orient new staff and use it as a tool for continuous growth. Research shows that mentored teachers are more likely to become proficient in instructional techniques and remain in the profession (Gordon, 2020; Hanita et al., 2020). The district's comprehensive induction program will include: the establishment of mentoring relationships; participation in Professional Learning Communities; and other pertinent workshops and training courses that are job related. The effectiveness of the induction program will be evaluated on an ongoing basis by soliciting feedback from the mentor, mentees, trainers, and other stakeholders.

The Teacher Mentor Program (TMP) will include a coordinator responsible for facilitating and implementing the program to support new and probationary teachers. The mentor coordinator will ensure the mentoring program aligns with state requirements, NYSED Mentoring Standards and Program Guidance (including additional updates), and professional development goals. Additional responsibilities will include facilitating mentor certification courses, coordinating mentor certification updates, organizing Extended Wednesday professional development sessions, and conducting regular check-in meetings with mentees. The Mentor Coordinator will also serve as a member of the Professional Council and Teacher Mentor Committee.

All teacher mentor coordinators must meet the following criteria to support the program:

- Appropriate NYS teacher certification
- Ten or more years of teaching experience in Hempstead Public Schools
- Effective evaluation for the last 3 years
- Knowledge of effective research-based pedagogy
- Knowledgeable about current and future changes to the NYS Program Guidance and Standards for Mentoring
- Possess Teacher Mentor Certification
- Serve on Professional Council
- Serve on Teacher Mentor Committee
- Insight into the observation/evaluation process, and NYSUT teaching rubric
- Ability to establish a strong coaching relationship with beginning teachers
- Core knowledge of Next Generation Learning Standards in all core subjects

The role of the mentors will be to provide expertise, ongoing support, and professional growth appropriate to enhance the skills and effectiveness of new teachers' district wide. It will be in the best interest of the program to ensure mentor-mentee are from the same content area/certification area.

All mentors must meet the following criteria to support any new teacher:

- Appropriate NYS teacher certification
- Seven or more years of teaching experience in Hempstead Public Schools
- Effective evaluation for the last 3 years
- Knowledge of effective research-based pedagogy
- Possess Teacher Mentor Certification
- Insight into the observation/evaluation process, and NYSUT teaching rubric
- Ability to establish a strong coaching relationship with beginning teachers
- Core knowledge of Next Generation Learning Standards in all core subjects

Each mentor is selected through a rigorous process (see appendix) and commits to the following expectations:

- Completion of Teacher Mentor Program Application.
- Completion of 15-hour certification course: *The Effective Teacher Mentor* offered through the Hempstead Teacher TRACT Center.
- Commitment to spend 38 hours in a collaborative relationship with a **newly hired teacher (with initial certification) or clinician** for a two-year cycle (38 hours per year) or with a **newly hired teacher (with professional certification) or clinician** for a one-year cycle. These commitment options are supported in best research-based practices of similar mentor programs throughout New York State, which will elevate teacher retention.
- Mentor Teacher will participate in a three-hour Mentor/Mentee Training/Orientation. Below are the topics that will be covered:
 - Purpose of Teacher Mentor Program
 - The Role of the Teacher Mentor Coordinator
 - The Partnership: HCTA and Hempstead Public Schools
 - Introduction of Mentor and Mentees
 - [Overview of the NYS Teacher Mentor Standards and Guidance 2022](#)
 - Philosophy and Purpose
 - [Supporting New Teachers Through Effective Teacher Mentorship, John Frias](#)
 - Program Design
 - Program Implementation
 - Selection Process and Pairing Process
 - Mentor Training
 - Roles and Responsibilities
 - Timelines and Record Keeping
 - [Teacher Mentor Program Log](#)
 - [HPS District Green Timesheet](#)
 - Program Evaluation
 - Confidentiality Clause/Contract

- Core Mentor Standards
- Qualities and Dispositions of an Effective Mentor
- Professional Practice
- Knowledge of Mentee
- Knowledge and Skills of Mentoring in Practice
- Completion of Mentee/Mentor Snapshot Form
- Completion of Mentee/Mentor Pledge
- Review of Mandatory Topics to Be Discussed
- [TMP Mentee and Mentor Pledge and Mandatory Topics](#)
- Review of Monthly Check-Ins
- [25-26 Mentee Check In Meetings](#)
- Review of Extended Wednesdays PD dates
- Comments and Concerns
- Completion of Feedback Survey

The Mentor Program Committee is scheduled to meet three times a year (September, January, and May) during a school year or when needed, to evaluate the program and make recommendations to the Superintendent of schools or his or her designee. The mentoring committee consists of the Superintendent of Schools or Designees, TMP Coordinator, HCTA President and HCTA members appointed by the President.

The mentoring program supports new teachers through structured induction, collaborative planning, and ongoing professional learning. Mentors are selected based on effectiveness, certification, and demonstrated instructional expertise.

2026–2029 Update Embedded Below

For 2026–2029, this section is expanded to include:

- Knowledge of the NYSUT Teachers Rubric
- Use of essential questions to drive instructional coherence
- Reading and writing strategies embedded across all content areas
- Integration of district programs and curriculum in the mentee's grade level/subject area
- Alignment to MTSS Tier 1, Tier 2, and Tier 3 supports
- Explicit alignment to NYSED Professional Development Plan requirements

Professional Development for Mentoring Program

The professional development activities for the induction program will be intentional and based on the mission and vision of the district. Induction policy should be a comprehensive, multi-year process designed to train and acculturate new teachers in the academic standard and vision of the district (Wong 2002). Providing the novice teacher with at least 2-3 years of support and professional development can also establish a reciprocal relationship for creating a school environment for lifelong learners. Mentors and new teachers will be provided with common meeting times and opportunities for mentors to both observe and be observant. Five (5) Extended Wednesdays throughout the academic school year will offer professional development geared to meet the needs of the mentor and mentee partnerships throughout the

mentoring process. Mentor/mentee partnerships are required to create a confidentiality contract, as well as a timeline of topics that will be covered within the partnership. Partnerships will also be given mandatory topics that must be covered. In support of the program being a two-year commitment to aide in teacher retention, the mentor partnerships will be interchangeable. For example, year one mentor A will be paired with mentee A, but in the second year the partnerships will change based upon certification to allow exposure and continuity within strengthening educational pedagogy. Only the mentors from the “non active” or “active” list will be considered in the process. The mentor and the new teacher/clinician should create a schedule that will determine when they discuss the topics on their timeline. Timelines and schedules will be submitted to the coordinator at the start of the program. All teachers in possession of the Teacher Mentor certification will be given certification updates based upon the NYSED guidance. These updates will take place during an Extended Wednesday PD session. The teacher mentor certification list will remain on file with HCTA and HPS.

To ensure the fidelity and integrity of the Teacher Mentor Program the following protocols must be enforced:

- The Teacher Mentor Posting should be:
 - Released in April
 - Screening and Selection in May
 - Docket Recommendation for June
- Each academic school year, a list of certified mentor applicants who have already been approved by the Board of Education will be placed on a **non-active list**. Mentors on this list will only become **active** when a newly hired teacher requires mentoring and the mentor’s certification aligns with the new hire’s certification area. Implementing this process will ensure that mentoring begins at the onset of employment, eliminating delays at the start of the mentor program.
- The Effective Teacher Mentor Course should be offered to the Hempstead TRACT Center twice a year.
 - January
 - May
- The Teacher Mentor Training/Orientation will take place in September of each school year.
- Each May, the Hempstead Classroom Teachers Association (HCTA) hosts a culminating celebration for the Teacher Mentor Program to recognize mentees for successfully completing the program and to honor mentors for their dedication and commitment to supporting new and probationary educators.

Hempstead Teacher Center

The Hempstead Teacher Center plays a vital role in supporting the district’s professional learning system by providing high-quality professional development and instructional support aligned with New York State requirements and district priorities. Teacher Centers across New York State operate under Education Law §316 and Commissioner’s Regulations Part 81, and they support school districts in meeting the requirements of Commissioner’s Regulation 100.2(dd) related to Professional

Development Planning Committees and mentoring programs for educators. The Hempstead Teacher Center is part of a statewide network of 123 New York State Teacher Centers, all dedicated to strengthening instructional practice and improving student outcomes.

The primary purpose of the Hempstead Teacher Center is to provide professional development for teachers and teacher assistants that enhances instructional practices and leads to improved student achievement. The center's mission is to offer high-quality professional learning opportunities that support educators in meeting the needs of Hempstead's diverse student population within an ever-changing global landscape. Through collaboration with district leadership, the Teacher Center helps identify focus standards and priority areas for professional learning, ensuring alignment between district goals, state initiatives, and classroom practice.

Governance of the Hempstead Teacher Center reflects a collaborative, community-based approach. The center is overseen by a policy board composed of teachers, teaching assistants, parents, administrators, and representatives from the local business community, ensuring that multiple stakeholder perspectives guide decision-making. The day-to-day operations of the center are managed by a director, who coordinates programming, partnerships, and professional learning initiatives.

To achieve its mission, the Hempstead Teacher Center works in close partnership with the New York State Education Department (NYSED) and supports the objectives of the New York State Board of Regents. The center promotes professional learning that is embedded in teachers' daily practice across all content areas and supports the continuous professional growth of preservice teachers, new educators, and experienced staff members. Recognizing the importance of evolving instructional practices, the Teacher Center also expands opportunities for professional learning related to the Next Generation Learning Standards and STEAM (Science, Technology, Engineering, the Arts, and Mathematics) education. In addition, the center fosters communities of learners, promotes teacher leadership, and supports initiatives focused on Social Emotional Learning (SEL) and Culturally Responsive-Sustaining Education (CRSE). These efforts provide educators with the resources and strategies necessary to meet the academic, social, and emotional needs of all learners.

Each year, the statewide Teacher Center network identifies priority professional learning areas to guide programming. The Hempstead Teacher Center then adapts these priorities to meet the specific needs and goals of the district. Current areas of concentration include the following:

Professional Learning Area #7: Computer Science and Digital Fluency

The Teacher Center is committed to supporting educators in integrating the New York State Computer Science and Digital Fluency Standards into classroom instruction. Professional learning in this area focuses on building awareness of the new standards, developing tools that help teachers analyze and align them with statewide equity goals,

and curating high-quality resources that educators can immediately implement in their classrooms.

Professional Learning Area #15: Professional Development to Support Teacher Growth, Leadership, and Improvement

A key initiative of the Teacher Center is to strengthen educator capacity through targeted professional learning that supports teacher growth and leadership development. Programs in this area emphasize teacher well-being, reflective practice, and opportunities for educators to develop leadership skills that contribute to school and district improvement.

Professional Learning Area #17: Equitable Learning Opportunities for All Students

To support equitable learning environments, the Teacher Center provides professional learning focused on Culturally Responsive-Sustaining Education (CRSE), including book studies and online learning opportunities. Additional resources and training emphasize flexible learning strategies and turnkey professional development on instructional approaches that address Social Emotional Learning (SEL) and support the success of diverse learners.

Through these initiatives, the Hempstead Teacher Center serves as a central hub for professional growth, collaboration, and innovation, ensuring that educators have the knowledge, tools, and support necessary to improve instructional practice and advance student achievement across the district.

Alignment to NYSED Professional Development Plan Requirements

This plan fully complies with NYSED Section 100.2(dd) and the NYS Professional Development Standards. All professional learning is data-driven, sustained, collaborative, and aligned to student achievement outcomes.

2026–2029 Update Embedded Below

For 2026–2029, this section is expanded to include:

- Use of essential questions to drive instructional coherence
- Reading and writing strategies embedded across all content areas
- Integration of SAVVAS myView Literacy as the core K–6 resource
- Alignment with the Multi-Tiered System of Supports (MTSS) framework across Tier 1, Tier 2, and Tier 3 instructional and intervention practices.
- Explicit alignment to NYSED Professional Development Plan requirements

Professional Development for Teaching Assistants

In New York, professional development (PD) for teaching assistants (TAs) is both a career-building opportunity and a legal requirement for maintaining certification. As of October 2025, the state has transitioned to a new certification structure (Initial and Professional certificates) that places a heavy emphasis on Continuing Teacher and Leader Education (CTLE) hours.

Primary professional development supports available:

1. Union-Led Training (NYSUT & UFT)
2. The most robust support often comes from the unions, specifically for their members.
3. NYSUT Education & Learning Trust (ELT): This is a primary source for TAs across the state. They offer undergraduate courses, seminars, and test preparation for the Assessment of Teaching Assistant Skills (ATAS). Topics include classroom management, supporting students with autism, and ENL (English as a New Language) strategies.
4. University-Based "Upskilling" Programs: Several New York colleges have partnerships specifically designed to help TAs transition into lead teaching roles:
 - The Career Training Program (CTP): A contractual agreement in NYC that allows eligible paraprofessionals to take up to 18 college credits per year for free at participating CUNY and private colleges.
 - York College Paraprofessional Upskilling Program: Focuses on helping bilingual TAs become certified bilingual teachers, offering tuition support, mentorship, and certification prep.
 - SUNY & Community Colleges: Schools like SUNY Adirondack and Molloy University offer specific "Teaching Assistant Certificate" programs that satisfy the 18-credit requirement for advanced state certification levels.

Mandatory State Workshops

Every TA in New York must complete specific foundational PD to be licensed. These are often available through BOCES (Boards of Cooperative Educational Services) or approved private providers:

- DASA (Dignity for All Students Act): Training on preventing bullying and discrimination.
- Child Abuse Identification: Mandatory reporting training.
- School Violence Prevention and Intervention (SAVE): Strategies for maintaining school safety.

CTLE Requirements Summary for Teaching Assistants

If you hold a Level III, Initial, or Professional certificate, you are required to complete a specific amount of PD to keep your license active.

Requirement	Details
Total Hours	100 CTLE hours every 5-year registration cycle.
Approved Providers	Hours must be completed through an SED approved sponsor (e.g., School Districts, BOCES, NYSUT, or Teacher Centers).

Record Keeping	CTLE records must be maintained for at least 3 years after the completion of the registration cycle.
-----------------------	--

Professional Development for Administrators

District and school administrators will engage in ongoing professional learning to strengthen instructional leadership and support the effective implementation of district priorities. Professional development will focus on data-informed decision making, supervision of instruction, culturally responsive leadership practices, and the implementation of a Multi-Tiered System of Supports (MTSS) to address academic, behavioral, and social-emotional needs.

Administrators will participate in leadership meetings, data review cycles, instructional walkthroughs, and targeted professional learning sessions aligned with district initiatives, including the Portrait of a Graduate, culturally responsive and sustaining education, and evidence-based instructional practices.

These learning opportunities are designed to build administrators' capacity to support educators, monitor instructional practices, analyze student performance data, and foster equitable learning environments that promote improved outcomes for all students.

Continuing Teacher and Leader Education (CTLE)

Teachers, Level III Teaching Assistants, and school administrators holding professional certification in New York State are required to complete 100 hours of Continuing Teacher and Leader Education (CTLE) during each five-year registration cycle in order to maintain a valid professional certificate, in accordance with New York State Education Department (NYSED) requirements.

Professional learning opportunities included in this plan will contribute toward CTLE hours when delivered through approved providers and aligned with district and state priorities. While staff meetings, Professional Learning Communities (PLCs), and grade-level meetings support collaborative professional growth, they do not count toward CTLE clock hours unless the learning is provided by an approved CTLE sponsor and meets NYSED requirements.

Staff members are responsible for tracking and maintaining documentation of their CTLE hours and professional learning activities through MyLearningPlan. Educators are also encouraged to retain personal records of completed CTLE activities and certificates of completion for their own files.

Consistent with NYSED regulations, at least 15 percent of CTLE clock hours for classroom teachers and Level III Teaching Assistants will focus on language acquisition addressing the needs of English Language Learners (ELLs). For educators holding English to Speakers of Other Languages (ESOL) or Bilingual Extension certifications, a minimum of 50 percent of CTLE hours must focus on language acquisition aligned with the core content area of instruction. Professional learning in this area will include best

practices for language development, effective co-teaching strategies, and the integration of language and content instruction to support multilingual learners. The district will ensure that educators have equitable access to high-quality CTLE opportunities aligned with district priorities, school improvement goals, and the diverse learning needs of students. Professional learning opportunities will be offered through a variety of formats including district workshops, conferences, online learning, collaborative professional development sessions, and job-embedded coaching. Participation in CTLE activities will be documented through MyLearningPlan, and the district will maintain records of approved professional learning activities to support compliance with NYSED CTLE requirements.

CTLE Summary

In New York State, Continuing Teacher and Leader Education (CTLE) is the mandatory professional development required to keep specific teaching and leadership certificates active.

As of 2026, the requirements remain focused on ensuring educators stay current in their content area, pedagogy, and language acquisition.

1. Who is Required to Complete CTLE?

You must complete CTLE hours if you hold any of the following certificates:

- Professional Certificate (Classroom Teacher or Educational Leader).
- Level III Teaching Assistant certificate.
- Permanent Certificates: While holders are required to re-register every five years in the TEACH system, they are generally not required to complete the 100 CTLE hours unless they also hold a Professional certificate.

2. The Core Requirements

Requirement	Detail
Total Hours	100 hours every five-year registration cycle.
Language Acquisition	At least 15% (15 hours) must be dedicated to English Language Learner (ELL) needs and co-teaching strategies.
ELL Specialists	Holders of ESOL or Bilingual extensions must complete 50% (50 hours) in language acquisition.
Registration	Registration must be completed through the NYS TEACH account every five years during the individual's birth month.

3. What Counts as "Acceptable" CTLE?

To count toward your 100 hours, the activity must be completed through an SED-Approved Sponsor.

- Approved Sponsors: School districts, BOCES, Teacher Centers, and many NYS universities are pre-approved. Always verify an outside vendor against the NYS official list.
- Credit Conversion: * 1 University Semester Hour = 15 CTLE hours.
- 1 Continuing Education Unit (CEU) = 10 CTLE hours.

- Superintendent's Conference Days: These typically count toward your hours, provided the district issues a formal "Certificate of Completion."

4. Record Keeping (The "Audit" Rule)

You do not need to send your certificates to the Office of Teaching Initiatives (OTI) unless you are audited. However, the law requires you to:

- Maintain your own records (physical or digital) for 8 years (the 5-year cycle + 3 additional years).
- Ensure each certificate includes the Sponsor's ID number, your name, the date, and the number of hours completed.

5. What if I fall short?

- Grace Period: If you cannot complete the hours due to "good cause" (illness, military service, etc.), you can apply for a one-time, three-year conditional registration through TEACH to make up the time.
- Inactive Status: If you are not practicing in an NYS public school or BOCES, you can choose "Inactive" status during registration to pause your CTLE requirement.
- Would you like me to check if a specific organization is on the approved NYS sponsor list for you?

Literacy Focus 2026–2029: Reading and Writing Across the Curriculum

From 2026–2029, professional development will prioritize literacy instruction across all grade levels and content areas. Teachers will engage in training focused on comprehension, vocabulary development, disciplinary literacy, writing to learn, and text-based discussion.

MTSS Alignment

Professional development will continue to strengthen educators' capacity to deliver high-quality Tier 1 instruction, implement targeted Tier 2 interventions, and provide intensive Tier 3 supports within the district's Multi-Tiered System of Supports (MTSS) framework. The district will focus on refining instructional practices, strengthening data-informed decision-making, and ensuring alignment across curriculum, assessment, and intervention systems.

Training will emphasize the effective use of assessment data to inform instruction, progress monitoring to evaluate student growth, collaborative problem-solving through instructional teams, and strategic instructional planning to address diverse student needs. Ongoing professional learning will also support educators in implementing culturally responsive instructional practices and strengthening coherence between core instruction and intervention supports.

As the district enters its third year of MTSS implementation, professional learning will focus on refining core instructional practices, strengthening intervention alignment, and building long-term system sustainability.

Year-by-Year Rollout (2026–2029)**2026–2027: Strengthening Tier 1 Instruction and Foundational Skills**

Refine high-quality Tier 1 instruction with a focus on foundational literacy and numeracy skills and strengthen the use of data, progress monitoring, and MTSS team collaboration to ensure timely Tier 2 supports.

2027–2028: Deepening Tier 2 and Tier 3 Alignment

Strengthen targeted and intensive interventions through coaching cycles, collaborative MTSS problem-solving, and alignment between core instruction and interventions.

2028–2029: Sustainability and Leadership Capacity

Build internal leadership capacity, calibrate MTSS practices across schools, and evaluate outcomes to sustain a coherent and effective system of supports.

Appendix A: District Goals

Instructional Coherence and Equitable Access

1. Use of Data to determine student achievement and growth and to inform instructional decision making/implementation
2. Provide English language learners with academic language and challenging content across all content areas that will support students meeting the high demands of the Next Generation Learning Standards through appropriate scaffolds, comprehensible inputs and translanguaging practices.
3. Consistent with the Principles of the Blueprint for ELL Success, 50% of the professional development will address language acquisition, best practices for co-teaching strategies and integrating language and content instruction for English Language Learners
4. Provide opportunities for teachers in specialized programming (IB) that enhances learning, leading students to be college and career ready
5. Implement the monitoring process of curriculum that will ensure consistency and fidelity of teachers and leadership practices.
6. Continuing professional development opportunities based on developing expertise in Next Generation Learning Standards and research-based instructional practices for all content areas, prioritizing literacy development, with increased focus on developmental literacy practices for K-3 and disciplinary literacy practices 4-12.
7. Teacher will utilize Specially Designed Instruction to enable students with disabilities to access and progress the curriculum
8. Continuing professional development opportunities to develop and enhance co-teaching relationships and the use of multiple co-teaching models to effectively address students' needs
9. Support teachers in building effective instruction based on rigorous expectations. The three indicators for rigor are: thoughtful work, high-level questioning, and academic discussion.
10. Support teachers in building effective instruction based on relevance of experiences to learners. The three indicators for relevance are: meaningful work, authentic resources, and learning connections.
11. Support teachers in creating and implementing an effective learning environment that is engaging and aligned to learner needs. The three indicators for learner engagement are: active participation, learning environment, and formative processes and tools.
12. Culturally Relevant Pedagogical Skill to effectively deliver content in diversified classrooms

Parent and Community Engagement

1. Provide parents with resources that enable them to make informed decisions about their children's education and IEP process.
2. Providing training to parents in English and in their home language on effective strategies to support
3. their children's learning in and out of school.
4. Sharing with parents and family members the high expectations that schools have established for the education of all ELLs/MLLs and engaging them in the pursuit and achievement of those expectations.
5. Collaborating with the school support personnel and immigrant community-based organizations to address the multiple needs of families of ELLs/MLLs.

Appendix B: Professional Development Catalog

Areas of Focus	Goal	Topic	Audience	Dates	Evidence
A	Strengthen MTSS implementation through collaborative problem solving and data-based decision making.	Refining MTSS Implementation through Collaborative Problem-Solving and Data-Based Decision Making	District and school leadership and MTSS teams	2026-2029	MTSS team meeting agendas, intervention planning notes, and documented problem-solving cycles.
A	Strengthen the use of student data to guide instruction and MTSS decision making.	Using Data to Inform Instruction and MTSS Problem-Solving	District and School Leadership MTSS Teams (Tier 1)	2026-2029	MTSS team data discussions Documented instructional adjustments Intervention planning based on student data
A	Improve instructional responsiveness by using screening, diagnostic, and progress monitoring data.	Using Screening, Diagnostic, and Progress Monitoring Data to Refine Tier 1 Instruction and Target Tier 2 and Tier 3 Supports	Instructional Staff	2026-2029	Data meeting notes, instructional adjustments based on data, and documented movement within tiers.
C, I, A	Strengthen Tier 2 and Tier 3 intervention planning through a structured MTSS problem-solving process.	Refining Tier 2 and Tier 3 Intervention Planning through the MTSS Problem-Solving Process (Diagnose, Plan, Implement, Monitor, Adjust)	Instructional Staff	2026-2029	Student Action Plans, progress monitoring documentation, and evidence of movement across tiers.
A	Use behavioral screening data to strengthen Tier 1 SEL supports and identify students requiring additional interventions.	Using Behavioral Screening Data to Strengthen Tier 1 SEL Practices and Identify Tier 2 Behavioral Supports	Instructional Staff	2026-2029	Behavioral screening results SEL data review during MTSS meetings Targeted behavioral supports implemented for identified students
I	Strengthen Tier 1 behavioral supports through culturally responsive and trauma-informed practices	Strengthening Tier 1 behavior supports through culturally responsive and trauma-informed practices.	All staff	2026-2029	Reduction in office discipline referrals • MTSS Tier 2 behavior referrals • Classroom observation data
C	Strengthen implementation of SEL curriculum and schoolwide practices that support student well-being.	Strengthening SEL Curriculum and Practices to Support Social Emotional Development	District and school leadership MTSS-B Team All educators	2026-2029	Classroom implementation walkthroughs SEL lesson plans Student engagement and climate indicators
A	Monitor the fidelity of MTSS implementation and tiered behavioral and academic supports.	Monitoring Fidelity of PBIS and Tiered Behavioral Supports within the MTSS Framework	MTSS-B Teams, Administrators, Student Support Staff	2026-2029	School climate data Discipline trends PBIS fidelity tools or behavior dashboards
I	Build staff capacity to support neurodiverse learners through inclusive instructional and clinical practices.	Understanding Neurodiversity Instructional and Clinical Strategies to Support Diverse Learners	Instructional Staff Clinicians	2026-2029	Sign-in sheets, PD materials, implementation reflections
I	Strengthen culturally responsive practices to improve engagement and outcomes for all	Culturally Responsive and Sustaining Education (CRSE): Practices to Support Inclusive and Equitable	Instructional Staff Administrator	2026-2029	Agendas, sign-in sheets, implementation artifacts, and walkthrough evidence

Areas of Focus	Goal	Topic	Audience	Dates	Evidence
	learners	Learning			
A	Strengthen the use of data to identify and support students' social-emotional and behavioral needs	Data-Informed Counseling Practices to Support Student Academic, Behavioral, and Social-Emotional Needs	School Counselors Psychologists Social Workers	2026-2029	Agendas, sign-in sheets, MTSS meeting notes, intervention documentation
I	Strengthen college and career readiness skills aligned with the district Portrait of a Graduate	Supporting College and Career Readiness through the District Portrait of a Graduate	School Counselors Instructional Staff Administrator	2026-2029	Agendas, implementation artifacts, student work samples, walkthrough evidence
I	Strengthen staff understanding of legal and ethical responsibilities in school settings	Legal and Ethical Issues in School-Based Practice	Counselors, psychologists, social workers, and administrators	2026-2029	Agendas, sign-in sheets, training materials
I	Strengthening implementation of Tier 1 and Tier 2 reading interventions.	Tier 1-2 Reading Instruction and Interventions	All educators	2026-2029	Walkthrough, observations, agendas, training materials
I	Improve Tier 3 intervention practices for struggling readers.	Tier 3 Reading Interventions	Interventionist/AIS Resource Room Teachers	2026-2029	Walkthroughs
I	Strengthen implementation of co-teaching	Professional development on co-teaching model (ENL and SPED)	Instructional Staff School Administrators	2026-2029	Walkthroughs
C, I	Increase student proficiency through data-driven instructional practices	Data Driven Instruction	P-12 Teachers Administrators	2026-2029	Lesson plans reflecting data use; differentiated grouping strategies
I	Strengthen instructional practices by engaging teachers and instructional coaches in collaborative PLC discussions to analyze student work, identify learning gaps, and develop lesson modifications based on common instructional strategies.	Looking at Student Work	P-12 Teachers Instructional Coaches	2026-2029	During PLC- Teachers will collaborate in developing Lesson Modifications Focusing on common practices to address learning gaps
I	Strengthen instructional practices by supporting teachers and teaching assistants in developing rigorous and engaging learning experiences through the use of student work analysis, aligned lesson plans, classroom materials, and structured PLC collaboration.	Rigorous and Engaging Instruction for All	P-12 Teachers Teaching Assistants	2026-2029	Student Work Lesson Plans Classroom Materials PLC Agenda
C	Strengthen curriculum alignment by supporting	Curriculum Guide Articulation	P-6 Teachers 7-12 Teachers	2026-2029	Lesson plans reflect new practices or standards. Teacher collaboration

Areas of Focus	Goal	Topic	Audience	Dates	Evidence
	teachers in collaboratively reviewing and refining articulation documents to ensure lesson plans reflect updated standards and instructional practices.				Articulation documents
I	Expand teachers' instructional strategies for implementing the Next Generation Learning Standards in Math, ELA, Social Studies, and NYSSLS, ensuring lesson plans reflect updated standards and student work demonstrates improved understanding.	15-hour in-service course during which teachers can increase their repertoire of strategies for teaching the Next Generation Standards in Math, ELA, SS and P-12 NYSSLS.	P-12 Teachers	2026-2029	Lesson plans reflect new practices or standards. Comparative Student work samples.
I	Increase teacher's practice on Standard III	Alignment to Standards	P-12 Teachers Administrators	2026-2029	Increase in student voice in the classroom Bringing closure to lessons
C, I	Increase student participation through student voice, discussions, project based learning, and accountable talk.	Student Engagement	P-12 Teachers Administrators	2026-2029	Student Voice Student Discussions Student centered classrooms PBL/ Hands on Activities Use of accountable talk (non-content/ content vocabulary)
C, I	Strengthen the use of strategic questioning to promote student inquiry, discussion, and critical thinking.	Questioning Techniques	P-12 Teachers Administrators	2026-2029	Pivotal questions- Lesson Plans Student led discussions Socratic seminars Students asking questions
C, I	Support students in making connections and clearly expressing their understanding using "I can" statements.	Articulation of Success	P-12 Teachers Administrators	2026-2029	Students Making Connections I can make a statement.
C, I	Improve instruction through formative assessment strategies that check for understanding and provide immediate feedback.	Formative Assessment Techniques	P-12 Teachers Administrators	2026-2029	Peer discussions Turn- Talk Checking for Understanding Instant Feedback (Constructive Feedback)
C, I	Strengthen differentiated instruction by using student data to guide grouping, modify tasks, establish tiered learning targets, and support planning through backward design.	Differentiation	P-12 Teachers Administrators	2026-2029	Lesson Plan Grouping based on Data Modified task Tiered Learning Targets Backwards Planning
C, I	Provide ELLs with academic language and challenging	Leveraging Translanguaging & Comprehensible Input:	K-12 ENL Teachers, Bilingual Teachers, and Content Area	2026-2029	Lesson plans with visible scaffolds; classroom observation rubrics; student

Areas of Focus	Goal	Topic	Audience	Dates	Evidence
	content across all areas to meet Next Gen Standards through scaffolds and translanguaging	Practical strategies for Math, Science, and Social Studies instruction.	Partners		work samples.
C, I	Fulfill the mandate that 50% of PD addresses language acquisition, co-teaching, and integrated content instruction.	The Integrated ENL Model: Effective Co-Teaching Strategies and Collaborative Planning for Language Acquisition.	All ENL Staff and General Education Co-teaching Partners	2026-2029	PD sign-in sheets; Co-teaching schedules; quarterly reflection logs
C, I	Implement evidence-based literacy instruction tailored to the specific needs of multilingual learners.	Science of Reading for Multilingual Learners: Phonemic awareness, vocabulary development, and cross-linguistic transfer.	K-6 ENL and Bilingual Staff	2026-2029	Growth data, formative literacy assessment results
C, I	Ensure instructional consistency within Bilingual and ENL program models.	Strategic Staffing & Model Alignment: Maintaining home language while attaining high-level English proficiency.	Building Leaders	2026-2029	Updated District Program Handbook; Instructional Schedules
C, I	Ensure 7th-12th grade proficiency targets support long-term success for the NYS Seal of Biliteracy.	Vertical alignment across Checkpoints A, B, and C to identify and support candidates early.	K-12 World Language & FLES Staff	2026-2029	Longitudinal proficiency growth charts; list of potential NYS Seal of Biliteracy candidates.
C, I	Prepare for the first administration of Checkpoint B Exams aligned to the new standards in June 2027.	Designing tasks for Interpretive, Interpersonal, and Presentational modes.	(7-10) World Language Staff	2026-2029	Bank of Checkpoint B-level IPAs; student performance data from mid-year trials.
C, I	Align K-6 instruction to the "Can-Do" proficiency benchmarks to strengthen the secondary pipeline.	Facilitating 90%+ target language usage and ensuring comprehensible input for young learners.	K-6 FLES Teachers	2026-2029	Student "Can-Do" portfolios; classroom observation logs.
C, I	Artificial Intelligence for the Classroom	Effectively use Artificial Intelligence for education	Instructional Staff School and District Leaders	2026-2029	AI Platform data analytics
C, I	Learning Management System (LMS)	Effectively use our district approved Learning Management System (LMS) for instruction.	Instructional Staff School and District Leaders	2026-2029	LMS data analytics
C, I	School Information System (SIS) Communications	Enhance parent and school communications using district approved SIS platforms.	Instructional Staff School and District Leaders	2026-2029	SIS data analytics

Appendix C: District Wide Professional Development Survey

Professional Development Topic:

Brief Description:

Presenter:

Date:

Questionnaire

1. Provide any highlight(s) of the professional development session.
2. Share any question(s) you might still have from the professional development session.
3. How relevant was this professional development session to your instructional practice?
 - Highly relevant
 - Relevant
 - Somewhat relevant
 - Not relevant
4. Overall, how would you rate the effectiveness of this professional development session?
 - Excellent
 - Good
 - Satisfactory
 - Needs improvement
5. How do you anticipate this professional development will impact student learning?
6. How could this professional development be improved?
7. What other professional development topics are you interested in?

Appendix D: Examples of Professional Development Topics

- Collaborative Planning for Integrated ENL Models
- Co-Teaching Models for Language and Content Integration
- Cross-Linguistic Transfer in Early Literacy
- Science of Reading: Phonemic Awareness for Multilingual Learners
- Vocabulary Development for English Language Learners
- Home Language Maintenance and English Proficiency Alignment
- Translanguaging Strategies for Math, Science, and Social Studies
- Scaffolding Content for High Academic Rigor
- Comprehensible Input Techniques in the Integrated Classroom
- High-Leverage Teaching Practices for FLES and World Languages
- Designing Assessments for the Three Modes: Interpretive, Interpersonal, and Presentational
- Culturally Responsive and Sustaining Education
- Developing Academic Language Across Content Area
- Data-Driven Instruction and Analyzing Student Work
- Using Formative Assessment to Guide Instruction
- Writing Across the Curriculum
- Multi-Tiered Systems of Support (MTSS) Implementation
- Social Emotional Learning Strategies
- Trauma-Informed Classroom Practices
- Using Educational Technology to Enhance Student Engagement

Appendix E: Supporting Research and References for Mentoring

- Callahan, J. (2016). Encouraging retention of new teachers through mentoring strategies. *Delta Kappa Gamma Bulletin*, 83(1), 6–11.
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective teacher professional development. Learning Policy Institute.
- Darling-Hammond, L., Schachner, A., Edgerton, A., et al. (2020). Restarting and reinventing school: Learning in the time of COVID and beyond. Learning Policy Institute.
- Gordon, A. L. (2020). Educate – mentor – nurture: Improving the transition from initial teacher education to qualified teacher status and beyond. *Journal of Education for Teaching*, 46(5), 664–675. <https://doi.org/10.1080/02607476.2020.1807296>
- Hanita, M., Bailey, J., Khanani, N., Bocala, C., Zweig, J., & Bock, G. (2020). Investigating the relationship between adherence to Connecticut’s Teacher Education and Mentoring Program requirements and teacher retention (REL 2020–2022). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast & Islands. <http://ies.ed.gov/ncee/edlabs>
- Hill, H. C., Beisiegel, M., & Jacob, R. (2020). Professional development research: Consensus, crossroads, and challenges. Educational Researcher.
- Ingersoll, R., & Strong, M. (2018). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. Review of Educational Research.
- Learning Forward. (2022). Standards for professional learning.

Learning Policy Institute. (2017). Teacher turnover: Why it matters and what we can do about it.

Massachusetts Department of Elementary and Secondary Education. (2015).

Guidelines for induction and mentoring programs.

<https://www.doe.mass.edu/edeffectiveness/mentor/guidelines.docx>

<https://www.doe.mass.edu/edeffectiveness/mentor/guidelines.docx>

New Teacher Center. (2018). *Mentor practice standards.*

https://newteachercenter.org/wp-content/uploads/2021/07/Mentor-PracticeStandards_RB21.pdf

https://newteachercenter.org/wp-content/uploads/2021/07/Mentor-PracticeStandards_RB21.pdf

New York State Education Department. (n.d.). *Mentor teacher internship program.*

<http://www.nysed.gov/postsecondary-services/mentor-teacher-internshipprogram>

<http://www.nysed.gov/postsecondary-services/mentor-teacher-internshipprogram>

New York State Education Department. (n.d.). *New York State mentoring standards: An overview.* <http://www.nysed.gov/educator-quality/mentoring>

Odden, A., & Kelly, C. (2021). Strategic management of human capital in education.

Consortium for Policy Research in Education.

Sparks, J., Tsemenhu, R., Green, R., Truby, W., Brockmeier, L. L., & Noble, K. D.

(2017). Investigating new teacher mentoring practices. *National Teacher Education Journal*, 10(1), 59–65.

Vescio, V., Ross, D., & Adams, A. (2018). A review of research on the impact of professional learning communities on teaching practice and student learning. Teaching and Teacher Education.

Appendix F: Teacher Mentor and Teacher Mentor Coordinator Application



2026-2029 HEMPSTEAD PUBLIC SCHOOLS NEW TEACHER MENTOR PROGRAM

Teacher Mentor and Teacher Mentor Coordinator APPLICATION

NAME: _____

DATE: _____

BUILDING: _____

GRADE/SUBJECT: _____

CERTIFICATION(S): _____

Years of Teaching Experience in Hempstead: _____

Total years of Teaching Experience: _____

(Must have 7+ years to be a mentor and 10+ years to be a coordinator)

Tenure Area: _____

(Must be tenured)

HEDI RATING FOR 2024-2025 _____

TOTAL COMPOSITE SCORE: _____

On a separate piece of paper, please type your responses to the following questions:

1. Describe your qualifications for the position.
2. What are some best practices you feel will help develop the mentee into a highly/effective teacher?
3. What courses and/or professional development opportunities have you participated in that have enhanced your abilities to be a more effective teacher?
4. Explain the purpose of a mentor/mentee relationship.

*Please ask a colleague and a current supervisor to submit a confidential recommendation to the Office of Human Resources addressing the following areas: Knowledge of subject of area, interpersonal relationships, and superior teaching abilities. Completed applications with recommendations must be submitted by **June 19**,*

Appendix G: Teacher Mentor Coordinator Elementary/Secondary Posting

PLEASE POST

GARY RUSH

Superintendent of Schools

ADMINISTRATION OFFICE

RODNEY GILMORE, Ed. D.

Associate Superintendent for Human Resources

HUMAN RESOURCES DEPARTMENT

JOB POSTING # _____

SCHOOL YEAR VACANCY

**POSITION: TEACHER MENTOR COORDINATOR
ELEMENTARY/ SECONDARY**

QUALIFICATIONS:

- Appropriate New York State teacher certification
- Ten (10) plus years' experience and knowledgeable of research-based pedagogy
- Good organizational and record-keeping skills
- Must be rated Effective or Highly Effective on the New York State assessment growth score and/or APPR composite score

JOB DUTIES:

- Collects and monitors monthly logs from mentors; delivers written notice to mentors, mentees, and Associate Superintendent for Human Resources if Mentor Program requirements are not being fulfilled.
- Collaborates with Assistant Superintendent for Curriculum and Instruction to plan and suggest professional development sessions to the Mentor Program Committee.
- Keeps a weekly log describing hours and activities performed as Teacher Mentor Coordinator.
- Serve as co-chair of the mentor teacher program.



-2-

LOCATION: Districtwide

COMPENSATION: Service Assignment I

CLOSING DATE:

APPLICATION PROCEDURES:

Interested qualified persons should submit a COMPLETE APPLICATION PACKET:

- a letter of interest, resume, and copies of appropriate New York State Certifications.
- Completed mentor application form.
- Letter of recommendation from both a current colleague and supervisor who have knowledge of your teaching skills and ability to work with others.

YOU MUST SUBMIT A COMPLETE APPLICATION PACKET TO:

Rodney Gilmore, Ed. D.
Associate Superintendent for Human Resources
Hempstead Public Schools
185 Peninsula Blvd.
Hempstead, NY 11550

Rodney Gilmore, Ed. D.

Associate Superintendent for Human Resources

We are an Equal Opportunity Employer

Appendix H: Teacher Mentors Posting



PLEASE POST

GARY RUSH
Superintendent of Schools
ADMINISTRATION OFFICE

RODNEY GILMORE, Ed. D.
Associate Superintendent for Human Resources
HUMAN RESOURCES DEPARTMENT

AMENDMENT

JOB POSTING #

SCHOOL YEAR VACANCIES

POSITIONS: TEACHER MENTORS

QUALIFICATIONS:

- Appropriate New York State teacher certification
- Knowledge of ELA and Math New Generation Learning Standards
- Knowledge of research-based pedagogy
- Must be rated Effective or Highly Effective on the APPR composite score
- Must have completed *The Effective Teacher Mentor* course offered through the Hempstead Teacher Center (can be used towards CTLE hours)

A. ABILITIES

- Ability to model effective teaching strategies, focusing on improved instruction and increased student achievement
- Ability to work in a collaborative manner
- Ability to establish a coaching relationship with beginning teachers

B. KNOWLEDGE

- Knowledgeable of research-based effective teaching strategies
- Knowledgeable of effective classroom management and discipline
- Knowledgeable of observation and evaluation process, and NYSUT teaching rubric



-2-

C. DEMONSTRATED SKILLS

- Professional competence

D. REQUIREMENTS

- Seven or more years of successful teaching experience in the Hempstead School District
- Must attend initial program training, orientation and 3 mentor check-ins during Teacher's Choice Extended Wednesdays
- Must attend completion of program ceremony at the end of the school year

LOCATION: Districtwide

COMPENSATION: Contractual (\$57.36 per hour)
not to exceed 38 hours per mentee

CLOSING DATE:

APPLICATION PROCEDURES:

Interested, qualified persons should submit a COMPLETE APPLICATION PACKET, which includes:

- A letter of interest, resume, and copies of appropriate New York State Certifications.
- Completed mentor application form
- Letter of recommendation from both a current colleague and supervisor who have knowledge of your teaching skills and ability to work with others.

YOU MUST SUBMIT A **COMPLETE APPLICATION PACKET** TO:

Rodney Gilmore, Ed. D.
Associate Superintendent for Human Resources
Hempstead Public Schools
185 Peninsula Blvd.
Hempstead, NY 11550

Rodney Gilmore, Ed. D.

Associate Superintendent for Human Resources

We are an Equal Opportunity Employer

Appendix I: Mentee Snapshot



Mentee Snapshot



2026-2029

Mentor/Mentee Theme: Champions for Children!

PLEASE COMPLETE AND SUBMIT TO YOUR MENTOR.

Name:	School:
Grade:	Certification:
Best Contact:	Years of Teaching Experience:
What are some of your self-care practices?	How can you impact your students and parents?
How can you impact your school community?	Name 3 of your strengths.
Name 3 of your weaknesses.	Name 3 goals you want to work on with your mentor.
Three Fun Facts About Yourself:	

Appendix J: Mentee Pledge

Mentee Pledge



2026-2029

Theme: Champions for Children!

- I am committed to learning from my mentor, students, and school community with integrity.
- I am committed to respecting the confidentiality of my mentee/mentor relationship.
- I am committed to establishing a healthy coaching relationship with my mentor.
- I am committed to working in a collaborative manner.
- I am committed to being open-minded to new ideas.
- I am committed to providing effective, efficient and, research-based teaching strategies when teaching.
- I am committed to taking ownership of my pedagogy.
- I am committed to practicing self-care.

Teacher Mentee Signature:	
Date:	

Appendix K: Mentor Program Mandatory Topics for Discussion



Mentor Program Mandatory Topics of Discussion



2026-2029

Theme: Champions for Children!

These topics can be implemented/discussed in any order 😊.

Topic 1	Understanding The APPR
Topic 2	Mentor and Mentee Goal Setting (use Snapshot Worksheet)
Topic 3	Teacher Self Care
Topic 4	Getting To Know Your Union
Topic 5	Getting To Know Your School Community
Topic 6	Getting To Know Your School District
Topic 7	Create a plan that outlines the goals and purpose of your 2-hour release time for Mentor/Mentee non-evaluative observations. This experience will provide opportunities for in person observation and modeling (1- hour Day One, and 1-hour Day Two). 15 minutes for travel time will be included. Please make the necessary arrangements with your building administration.

Appendix L: NYS Program Guidance and Standards for Mentoring (2022)

NYS Program Guidance and Standards for Mentoring 2022

The purpose of NYS Program Guidance and Standards for Mentoring is to offer program guidance and a set of standards to build a system of supports to retain and help new educators thrive in their local context and the profession.

Mentoring is a crucial component of the induction of all educators into the profession and their new position. In New York State, mentoring is required for individuals seeking teacher or leader professional certification in public schools, BOCES, and special act school districts. Mentoring helps new teachers make necessary connections between educational theory and practice and supports their professional and personal growth. For the mentor teacher, mentoring enables professional development/learning opportunities and connections with colleagues. These opportunities establish a relationship where the new teacher is connected and supported within their local organization.

This document provides entities such as schools, school districts, and BOCES, as well as mentors and mentees a resource to navigate a pathway to develop, refine, and/or implement a robust and successful mentoring program.

Research shows that mentored teachers are more likely to become proficient in instructional techniques and remain in the profession (Gordon, 2020; Hanita et al., 2020). Mentoring programs increase job satisfaction and help teachers to emerge as leaders within their schools and have a positive effect on student achievement and engagement (Callahan, 2016). When schools implement mentoring programs effectively, the sharing of knowledge between teachers becomes an inherent practice whereby students, teachers, and the school climate benefits (Callahan, 2016; Sparks et al., 2017).

Mentoring Program Guidance

Program Intent and Entity Responsibilities. The [Professional Learning Plan](#) shall describe how the entities will provide a mentoring program for teachers and leaders who are required to participate for New York professional certification.

The Professional Learning Plan, which encompasses the mentoring plan, must be developed through collaboration with a professional learning team and be consistent with collective bargaining agreements. The team members shall be approved by the local board of education or the New York City Chancellor or their designee. A majority of the members shall be teachers appointed by the collective bargaining unit.

Regulations allow for an array of configurations that entities might employ to ensure that there is adequate opportunity for mentoring activities to take place. In New York State, there must be a defined time when mentoring services will occur for new teachers. However, there is latitude in how this time shall be provided, including but not limited to: release from instructional time, release from duties, the use of superintendent conference days, and summer orientation.

New York State guidance recommends that individual schools build in release time for both mentor and mentee to meet within the workday, and/or offer compensation for both mentor and mentee to meet outside of the workday. The program structure should include opportunities for mentors and mentees to conduct intervisitations of one another's classrooms. School districts may find a way to count mentorship as part of the state Continuing Teacher and Leader Education (CTLE) requirements for both mentors and/or mentees.

- Philosophy and purpose
 - o The purpose and goals of the program are guided by a sound, well articulated philosophy, grounded in research and effective practice.
 - o The purpose of the mentoring program is to facilitate the transition of the new teacher from success in preparation programs into effective professional practice.
 - o A comprehensive mentoring program provides support for the new teacher and is intended to sustain a vibrant teaching career.
- Program design
 - o The mentoring program is designed to facilitate the selection and preparation of quality mentors, define the mentoring relationship, and support program evaluation and improvement.
 - o The program incorporates a purposeful, logically-sequenced structure of professional learning that is comprehensive, coherent, and sustained.
 - o The design is consistent with state standards for teaching and learning and supports the mission and vision of the entity employing the new teacher.

New York State Professional Standards and Practices Board
Mentoring Standards and Program Guidance (Approved: 12/15/2022)

- Program implementation
 - o Implementation aligns with the Mentoring Standards outlined in this document and reflects effective induction practices.
 - o The program establishes a comprehensive infrastructure of resources to support new teachers.

Selection and Matching Process. The process for selecting mentors should be inclusive of multiple stakeholder groups and may include nomination, application and/or interviews. Considerations for matching mentors and mentees may include content or certification area, grade level, building assignment, needs of the mentee, and participant requests. The required process for evaluating mentor performance should inform the continuation of relationships and future selection and matching.

- The selection process identifies mentor candidates who are certified teachers with the qualities and dispositions of an effective mentor, according to the Mentor Standards outlined in this document.
- The mentor selection process is aligned with the needs of both the new teacher and the employing entity. The mentor selection process and criteria should be well defined and transparent.

Mentor Training. The entities shall provide mentors with information on requirements, forms, processes, and expectations. Training should be standards-aligned, research-based, and reflective of best practices. Sources may be district-based or from BOCES, Teacher Centers, institutions of higher education, and vendors. The preparation of the mentor should include theory of adult learning, theory of teacher or school building leader development, the elements of a mentoring relationship, peer coaching techniques, and time management methodology.

- Initial preparation provides the foundation for mentors as they begin their mentoring assignments, and ongoing development deepens mentors' skillfulness, knowledge, and effectiveness at providing instructional support for the new teacher.
- Mentor development provides for systematic application, practice, and follow-up that result in professional growth for the mentor and new teacher. The design of mentor development programs is informed by best practices of professional development.

Roles and Responsibilities. The entities shall clearly define the roles and responsibilities of the mentoring program and its participants. In addition to mentors and mentees, roles may include coordinator, administrators, and advisory board/steering committee. Responsibilities associated with these roles may include program implementation, oversight, monitoring, and support.

- Shared leadership and administration
 - o The mentoring program's vision, goals, and action plans align with the entity's Professional Learning Plan.

- Administrative processes support both beginning teachers and mentors.
- Mentee expectations
 - The mentee actively engages in the mentoring process.
 - The mentee displays a readiness to continue learning about teaching, and invites collaborative support and guidance.

Timelines and Record Keeping. Orientation, the initial phase of the induction process, is an opportunity to launch mentoring activities which last at least one school year. The plan must include procedures for the maintenance of documentation. As a best practice, both the mentor and mentee should maintain documentation of the successful completion of mentoring activities and clock hours to submit to the entity for verification, submission, and record keeping. The entity is responsible for ensuring all participants follow the regulations and meet the requirements.

Program Evaluation. The entities will establish measurable criteria for mentoring program evaluation prior to implementation. Entities should conduct data analysis through means such as needs assessments and program evaluations. The entities should use the data as a means of assessing the effectiveness of the program and to inform revisions.

- The program evaluation is standards-aligned.
- Evaluation provides feedback for program improvement.

Mentor Standards

1. Qualities and Dispositions of an Effective Mentor. An effective mentor's role is to onboard, engage, inspire, assist, encourage and advance the professional learning of a new teacher. The mentor as a teacher/leader serves as a model of professional conduct and exemplifies excellence in teaching.

1.1 - Committed to the professional learning of all mentees.

Performance Indicators:

- a) Mentors are active members of learning communities who may be formal or informal leaders amongst their peers.
- b) Mentors facilitate the onboarding and address the ongoing needs of their mentees through collaboration with administration and the mentee. This onboarding may include support with classroom scheduling, obtaining classroom materials, understanding their rights and responsibilities, and establishing collegial relationships with all stakeholders.

1.2. Committed to their own professional learning as a reflective educator and an active participant in the profession.

Performance Indicators:

- a) Mentors apply current research-based strategies to their content and curriculum.
- b) Mentors keep current on adult learning theory to support mentor/mentee interactions.
- c) Mentors engage in collaborative partnerships to improve practice.
- d) Mentors are members of professional organizations.
- e) Mentors review evidence to evaluate their effectiveness as a mentor and use this evidence to modify their approach as needed.
- f) Mentors seek professional learning to gain knowledge and skills needed to meet these Mentor Standards.

1.3. Connected to and aware of the educational landscape beyond the classroom.

Performance Indicators:

- a) Mentors engage with the broader school/educational community.
- b) Mentors stay current on changes to education law and practice, school and district policies, and local union agreements.
- c) Mentors work collaboratively to contribute to a positive school culture.

1.4. Possess effective interpersonal skills and commit to creating an inclusive environment.

Performance Indicators:

- a) Mentors recognize and respect differences.
- b) Mentors form professional, trusting relationships.
- c) Mentors use a variety of communication and conflict resolution strategies.
- d) Mentors understand social emotional needs and supports of adults.

1.5. Understand how to connect with people across differences in background, generations, experiences, cultures, etc.

Performance Indicators:

- a) Mentors value diversity as a strength and seek to support a diverse community of teachers and learners.
- b) Mentors understand and engage in culturally and linguistically responsive teaching.
- c) Mentors engage in critical reflection to identify and interrupt bias in personal and institutional interactions.
- d) Mentors support mentees in developing strong relationships with students, families, peers, and the community.

2. Professional Practice. As accomplished and respected educators, mentors draw upon professional teaching standards and appropriate content area standards to focus support on instructional growth and help mentees develop and improve their practice.

2.1. Support mentees in developing their practice.

Performance Indicators:

- a) Mentors collaborate with mentees to develop goals for the duration of the mentorship.
- b) Mentors support mentees in developing their use of a variety of instructional and assessment strategies to foster supportive, equitable and inclusive learning environments for all students.
- c) Mentors model how to develop awareness and support of the social and emotional needs of students.
- d) Mentors demonstrate and articulate their use of subject knowledge, content standards, and assessments.
- e) Mentors know and articulate state teaching standards and the teacher evaluation process.
- f) Mentors demonstrate and articulate the use of multiple forms of evidence, research, and data to inform their decision making.
- g) Mentors support mentees to continually review, reflect on and revise instructional practice.

2.2. Connect mentees to other expertise and resources.

Performance Indicators:

- a) Mentors support mentees in understanding and accessing school/district and community resources including mental health and safety.
- b) Mentors support mentees in navigating school/district/state policies and procedures.
- c) Mentors provide opportunities for the mentee to establish relationships across the school, the district, and the community.
- d) Mentors orient mentees to the district and building systems, resources, and operations. Examples: supplies, forms, procedures, sub requests, IT, etc.

- e) Mentors acquaint mentees with their rights and responsibilities included in the collective bargaining agreement and share the structure of their local union leadership.

3. Knowledge of Mentee. Mentors recognize that mentees bring valued knowledge, skills and dispositions to their classrooms, schools, and districts. They use this knowledge to support their mentees.

3.1. Know and understand the needs of mentees, including beginning educators and veteran educators new to a position.

Performance Indicators:

- a) Mentors welcome their mentees into the school community.
- b) Mentors use the prior learning and experiences of their mentees to inform their mentoring practice.
- c) Mentors understand the needs of mentees at various stages of induction.

3.2 Assess and responds to mentee's needs.

Performance Indicators:

- a) Mentors use informal and formal strategies to assess the needs of mentees such as discussions, surveys, and observations.
- b) Mentors provide requested support, anticipate mentees' needs, and address them in a timely manner.

4. Knowledge and Skills of Mentoring in Practice. Mentors must be familiar with policies, processes, and procedures that support the development of their mentees. These include, but are not limited to, familiarity with research-based and best practices of mentoring, adult learning theory, and technology.

4.1 Understand and communicate the roles and responsibilities of mentors and mentees.

Performance Indicators:

- a) Mentors understand and communicate which persons fulfill which roles within the structure and hierarchy of their entity.
- b) Mentors understand and communicate to what extent the mentor-mentee relationship is confidential or evaluative.
- c) Mentors consider the locally negotiated contractual language when communicating responsibilities to mentees.

4.2 Initiate visitations, observations, meetings, and other supports as required.

Performance Indicators:

- a) Mentors, in consultation with mentees, develop a regular schedule of visitations, observations, meetings, and documentation responsibilities.
- b) Mentors set clear purposes and expectations.
- c) Mentors and mentees reflect regularly on the individual progress towards previously established goals and make modifications when necessary.

4.3 Provide support through constructive feedback and recommendations regarding their mentees' instructional practice.

Performance Indicators:

- a) Mentors create safe environments and build trusting relationships that promote the sharing of constructive feedback.
- b) Mentors use questioning techniques that encourage the mentee to think critically and reflect on their practice.
- c) Mentors provide timely and meaningful feedback.
- d) Mentors collaborate with mentees to discuss feedback and develop actionable next steps towards the mentee's goals.

4.4 Identify and implement strategies to support the success and retention of mentees.

Performance Indicators:

- a) Mentors promote positive strategies for a successful teaching career such as lifelong learning, self-care, and time management.
- b) Mentors encourage and model collegial, non-judgmental conversations surrounding teaching practice in a safe and professional environment.
- c) Mentors support mentees engaging in innovative and courageous teaching.
- d) Mentors guide mentees in developing and maintaining appropriate boundaries between teacher and students and their families.

Supporting Research and References for Mentoring

- Callahan, J. (2016). Encouraging retention of new teachers through mentoring strategies. *Delta Kappa Gamma Bulletin*, 83(1), 6–11.
- Gordon, A. L. (2020). Educate – mentor – nurture: Improving the transition from initial teacher education to qualified teacher status and beyond. *Journal of Education for Teaching*, 46(5), 664–675. <https://doi.org/10.1080/02607476.2020.1807296>
- Hanita, M., Bailey, J., Khanani, N., Bocala, C., Zweig, J., & Bock, G. (2020). Investigating the relationship between adherence to Connecticut's Teacher Education and Mentoring Program requirements and teacher retention (REL 2020–022). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast & Islands. <http://ies.ed.gov/ncee/edlabs>
- Massachusetts Department of Elementary and Secondary Education. (2015). *Guidelines for induction and mentoring programs*. <https://www.doe.mass.edu/edeffectiveness/mentor/guidelines.docx>
- New Teacher Center. (2018). *Mentor practice standards*. https://newteachercenter.org/wp-content/uploads/2021/07/Mentor-Practice-Standards_RB21.pdf
- New York State Education Department. (n.d.). *Mentor teacher internship program*. <http://www.nysed.gov/postsecondary-services/mentor-teacher-internship-program>
- New York State Education Department. (n.d.). *New York State mentoring standards: An overview*. <http://www.nysed.gov/educator-quality/mentoring>
- Sparks, J., Tsemenhu, R., Green, R., Truby, W., Brockmeier, L. L., & Noble, K. D. (2017). Investigating new teacher mentoring practices. *National Teacher Education Journal*, 10(1), 59–65.

Appendix M: Teacher Mentor/Mentee Weekly Activity Log



Teacher Mentor/Mentee Weekly Activity Log

2026-2029 Theme: Champions for Children!

Mentor's Name: _____ Signature: _____ Contact Info: _____

Mentee's Name: _____ Signature: _____ Contact Info: _____

Day and Date	Activity	Start Time	End Time	Mentor Signature	Mentee Signature	Number of Hours
MONDAY						
TUESDAY						
WEDNESDAY						
THURSDAY						
FRIDAY						
SATURDAY						
SUNDAY						
SIGNATURE		DATE		TOTAL HOURS		
Coordinator						
Dr. Gilmore						

KEY	15 minutes = .25	30 minutes = .50	45 minutes = .75	60 minutes = 1.0
-----	------------------	------------------	------------------	------------------

Appendix N: Administrator, Teacher & TAs Weekly Payroll Time Sheet

HEMPSTEAD PUBLIC SCHOOLS Office of Business and Operations

ADM., TEACHERS & TAs WEEKLY PAYROLL TIME SHEET

Printed Last Name _____ Printed First Name _____

Position _____

Work Location _____

Employee # _____

Time Sheet Period

_____ To _____
Start Date End Date

Regular Work Schedule

_____ To _____
Start Hour End Hour

Day of the Week	Date	Activity / Description of Work	Time In	Time Out	Number of Straight Hours	Number of Overtime Hours
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						
Sunday						
Total Hours for the Week						

Signature of Employee _____

Signature of Principal/Supervisor _____

Payroll Code _____

Signature of Central Office Administrator _____

Payroll Use Only Below This Line

Hours at Straight Time _____

Date Paid _____

Hours at Time & One-Half _____

Hours at Double Time _____

Payroll Signature _____

Appendix O: Teacher Mentor Program-Mentee Check-In Meetings



2025-2026 Teacher Mentor Program-Mentee Check-In Meetings

2026-2029

Mentor/Mentee Theme: Champions for Children!

Meeting Date	Time	Place
Thursday, October 30 th 2025 Mentee Orientation/Mentor Training	3:45 to 6:00	HCTA OFFICE
Friday, October 31 st	TEACHER MENTOR PROGRAM START DATE	😊
Thursday, November 20 th MENTEES ONLY	3:15 to 4:15 MENTEES ONLY	MANDATORY* Zoom Office Hours
Thursday, December 18 th MANDATORY* MENTORS ONLY	3:15 to 6:00 MANDATORY* MENTORS ONLY	Collection of Logs and Time Sheets @ PROSPECT SCHOOL
Thursday, December 18 th MENTEES ONLY	3:15 to 4:15 MENTEES ONLY	MANDATORY* Zoom Office Hours
Thursday, January 15 th MENTEES ONLY	3:15 to 4:15 MENTEES ONLY	OPTIONAL Zoom Office Hours
Thursday, February 12 th MENTEES ONLY	3:15 to 4:15 MENTEES ONLY	MANDATORY* Zoom Office Hours
Thursday, March 19 th MENTEES ONLY	3:15 to 4:15 MENTEES ONLY	OPTIONAL Zoom Office Hours
Thursday, April 16 th MENTEES ONLY	3:15 to 4:15 MENTEES ONLY	MANDATORY* Zoom Office Hours
Thursday, May 6 th MANDATORY* MENTORS ONLY	3:15 to 6:00 MANDATORY* MENTORS ONLY	Collection of Logs and Time Sheets @ PROSPECT SCHOOL
Thursday, May 7 th Mentee/Mentor Reflection Celebration MANDATORY for MENTORS AND MENTEES	3:45 to 6:00 MANDATORY for MENTORS AND MENTEES	Rhodes Academy

*Mandatory Zoom Office hours for Mentees

Teacher Mentor Zoom Credentials

Meeting ID#: 896-229-0014

Password: faithnlove

Appendix P: References

- Berry, B (2009). Strategic management of human capital: Making smart investments in teachers and principals. Center for Teaching Quality. Retrieved from <http://www.teachingqualiy.org/content/strategic-manangement-human-capital-making-smart-investments-teachers-and-principals>
- Callahan, J. (2016). Encouraging retention of new teachers through mentoring strategies. Delta Kappa Gamma Bulletin, 83(1), 6–11.
- Gordon, A. L. (2020). Educate – mentor – nurture: Improving the transition from initial teacher education to qualified teacher status and beyond. Journal of Education for Teaching, 46(5), 664–675. <https://doi.org/10.1080/02607476.2020.1807296>
- Hanita, M., Bailey, J., Khanani, N., Bocala, C., Zweig, J., & Bock, G. (2020). Investigating the relationship between adherence to Connecticut’s Teacher Education and Mentoring Program requirements and teacher retention (REL 2020–022). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast & Islands. <http://ies.ed.gov/ncee/edlabs>
- Ingersoll, R. M. (2012). Beginning teacher induction: What the data tell us. Retrieved from http://www.edweek.org/ew/articles/2012/05/16kappan_ingersoll.h31.html
- Mizell, H. (2010). Why professional development matters. Retrieved from http://learningforward.org/docs/pdf/why_pd_matters_we.pdf?sfvrsn=0
- New York State Professional Development Standards
<http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>

Professional Learning Plan Guidance Document

<http://www.nysed.gov/common/nysed/files/programs/postsecondary-services/plp-guidance.pdf>

Sparks, J., Tsemenhu, R., Green, R., Truby, W., Brockmeier, L. L., & Noble, K. D. (2017). Investigating new teacher mentoring practices. *National Teacher Education Journal*, 10(1), 59–65

Troen, V., Boles, K.C., Pinnolis, J., & Scheur, A (2014). *The Power of Teacher Rounds*. Thousand Oaks: Corwin. WikiHow, (n.d.). How to recruit teachers. Retrieved from <http://www.wikihow.com/Recruit-Teachers>

Wong, H. K. (2002). Induction programs that keep new teachers teaching and improving. Retrieved from <http://newteacher.com/pdf/Bulletin0304Wong.pdf>