New Paltz
Central School District

Professional Learning Plan 2026-2028

Approved by the Board of Education on 10/21/2026

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I. Vision and Mission

Our Mission

The New Paltz Central School District exists for the children of the community. The focus of the programs and activities is the commitment to measured excellence and continuous growth and development for all.

Our Vision

Our school community—students, staff, families and community members are citizens of the world, passionate about learning and empowered to achieve their dreams.

Citizens of the world: responsible, ethical, contributing, participating members of local, national and global communities who value all peoples and care about each other; we respect the environment, work to improve the society in which we live, and understand our role in it.

Passionate about learning: confident and reflective, curious, nimble thinkers whose knowledge of the past makes them capable of questioning, analyzing, and assimilating new information. They are technologically creative and able to imagine alternatives to what is and what is yet to be. They also dare to be risk takers in crafting their futures.

Empowered: they are well prepared to be self-directed and expressive, to develop and use their personal skills and abilities, to be comfortable with change, achieve deep understanding, make informed and wise decisions, and to cooperate, collaborate, and compete. They live a healthy lifestyle, are creative, and are empowered to achieve their dreams.

The application of high standards for professional learning is consistent with our commitments to students and the community. NPCSD views high quality professional learning programs as essential to creating schools in which all students and staff members are learners who continuously enhance their performance. Educators must continually improve their knowledge and skills in order to maximize student learning.

The Professional Development Committee has created a Professional Development Plan that focuses on continuous improvement, aligns with our Vision and Mission and NYS Learning and Teaching Standards, and is responsive to student needs.

We know that effective professional development fosters a culture of continuous improvement for all engaged in the learning endeavor. We know that all effective teachers are continuously developing and that the impact of quality teachers is reflected in our students' learning.

New York State is committed to professional development and has developed Professional Development Standards to provide guidance for the planning and implementation of our Professional Development Plan. The ten standards are:

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 all educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
3. **Research-Based Professional Development**: Professional development is research-based and provides 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 to improve instruction and student achievement in a respectful and trusting environment.
5. **Diverse Learning**: Professional development ensures that educators have the knowledge and skill to meet the diverse needs of all students.
6. **Student Learning Environments**: Professional development ensures that educators have the knowledge and skill to 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, skills, 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.

2. **Purpose**

The purpose of the Professional Development in the district is to ultimately improve outcomes for students. In order to improve outcomes, we need to develop a collaborative culture of high expectations and continuous growth.

3. **Needs Assessment**

In order to provide professional development responsive to the needs of our students, we will regularly conduct a Needs Assessment to evaluate and plan professional learning opportunities. The Needs Assessment is conducted through the following processes:

1. Review of NYS Report Card data
2. Review of Level 1 Reports on attendance and student performance
3. Review of Star data, Benchmark data (DIBELS, Spring Math, IXL) and Common Assessments
4. Review of course enrollment and intervention services data and grade point averages
5. Review and analysis of evaluations and assessments of professional learning (see evaluation forms in appendix)
6. Review and analysis of formal and informal classroom observations
7. Review and analysis of climate/culture survey questions
8. Administrative identification of priority needs
9. Building Equity Plan analysis and feedback
10. Feedback received from a variety of sources:
    a. The Board of Education
    b. New Paltz United Teachers
    c. New Paltz Administrative Association
    d. Professional Development Teacher Survey
    e. Students and families
11. Analysis of DASA Complaints

4. **Goals for Professional Development Initiatives**

- Deepen our environment of professional collaboration in pursuit of continuous improvement
- Increase knowledge and skills about NYS standards and assessment practices
- Support New Paltz Central School District Board of Educational goals and the priorities in the District Equity Improvement Plans
- Develop Cultural Proficiency to have a transformative impact on equitable outcomes in the district through both the Culturally Responsive Sustaining Education Framework as well as the Cultural Proficiency Scale
- Focus on attributes in NYS Portrait of Graduate

- Increase understanding of Cognitive Science and reflect principles in instruction

5. **Continuing Teacher and Leader Education (CTLE) Provider**

New Paltz Central School District is an approved provider of Continuing Teacher and Leader Education (CTLE) programs. This designation allows the District to provide Professional Development opportunities for CTLE credits. The criteria in this Professional Develop Plan outline the process for determining areas of focus for professional development. Current provider information, including consultants and topics, is listed in Section 10. Based on ongoing Needs Assessment review, providers may be added to respond to needs identified.

Teachers and school leaders are responsible for keeping an ongoing record of their CTLE hours. This record should be kept for at least three years from the end of the registration period in which they completed the CTLE. Teachers and leaders must also keep copies of their CTLE certificates for hours completed. Summaries of activities listed in My Learning Plan are not acceptable by NYSED as documentation of CTLE clock hours.

Acceptable CTLE Activities are:

- Content area of the certificate(s) held
- Pedagogy
- Language acquisition addressing the needs of English language learners (15% of hours must be directed at supporting ELL students for teachers and leaders except ENL teachers who must earn 50% of their hours).

Teachers can also earn CTLE hours as serving as a mentor to a new classroom teacher. This can be earned one time during each five-year TEACH registration period even if the teacher serves a mentor multiple times.

A registered holder of a professional classroom teaching certificate, educational leadership certificate, or Level III teaching assistant certificate is required to successfully complete the required clock hours during the registration period if they practice in a NYS school district. The CTLE requirement may be completed at any time during the registration period. CTLE completed during a prior registration period may not be carried over. Permanent classroom teacher and school leader certificate holders will be subject to Registration requirements but will not be subject to CTLE.

CTLE activities include the following:

Superintendent Conference Days

The District will design the content of SCDs in collaboration with faculty and administrators to ensure meaningful collaboration and learning. These days scheduled

throughout the year will focus on our District Equity Plan priorities as well as other initiatives and priorities based on ongoing Needs Assessments.

Monthly Faculty Meetings/Department or Grade Level Meetings

Monthly faculty meetings or Department/Grade Level Meetings where the entire meeting is designed to provide an opportunity for professional learning in one of the CTLE approvable activities can be utilized for CTLE credit. Monthly faculty meetings provide a venue for more immediate responses to goals and needs that emerge from ongoing Needs Assessments.

Other district-sponsored activities

The district will also provide professional learning opportunities throughout the year. Some of those activities will be in direct response to district and building goals and will occur during the school day. Other opportunities will be offered after school for teachers and/or administrators who are interested in learning more about a particular topic.

Ulster and Putnam/Northern Westchester BOCES

Through our participation in the Instructional Advisory Council at Ulster BOCES and the PNW BOCES Curriculum Council, our administrator and faculty are offered numerous opportunities for information and training on all state initiatives, standards, assessments, culturally responsive practices, and related-service provider support. Some examples include:

- Project based learning
- Science of Reading/Math
- Culturally responsive practices
- Alignment to new standards
- Assessment practices

Mid-Hudson Teacher Center

Through our partnership with the MHTC, teachers are able to enroll in courses for CTLE. MHTC offers educators a variety of learning and delivery options for workshops run by teachers and higher education faculty. Topics are varied, from AI to SoR and beyond.

Consultant Support

Each year, New Paltz CSD identifies specific goals and expert consultations to support specific needs of the faculty to meet the needs of our students. Current consults can be found in Appendix A, but the consultants utilized are responsive to our student and teacher needs, and will be updated dependent on our ongoing Needs Assessments.

Evaluation of Professional Development

NPCSD complies with NYS Requirements and federal legislation and administers the grades 3-8 assessments in math and English, grades 5 and 8 in science and the Regents assessment program in grades 9-12 in English, Mathematics, Social Studies, and Science. New Paltz CSD also complies with NYSED requirements of a universal screener and utilizes Star assessments in reading and math in grades K-8.

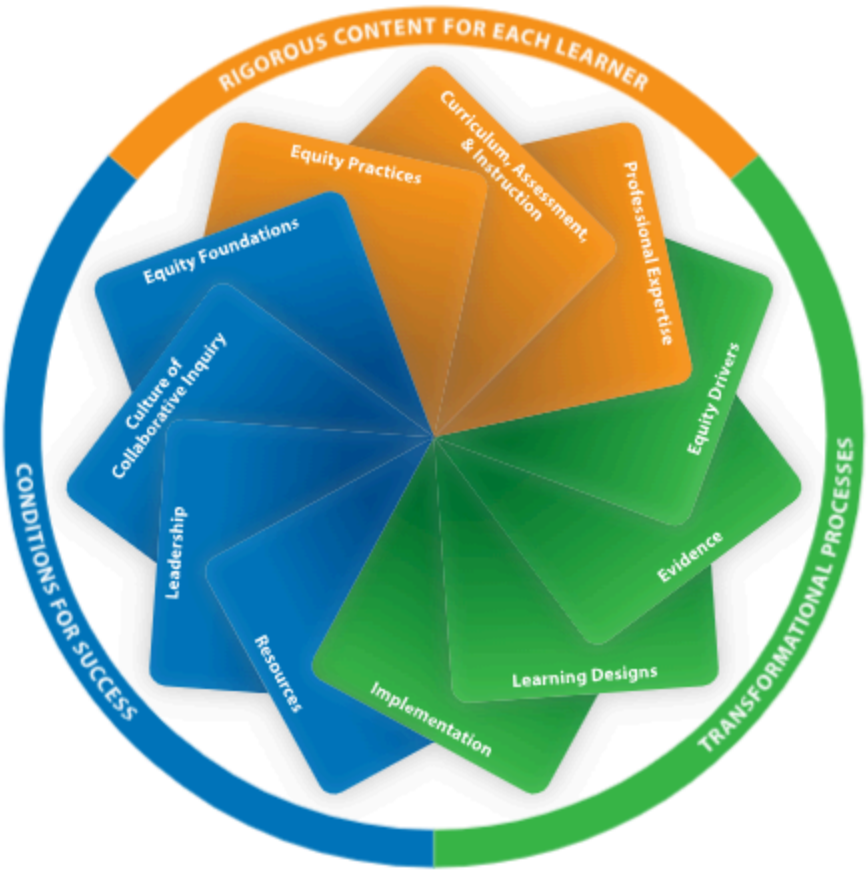
The District regularly reviews and evaluates new state standards and other regulatory requirements to determine necessary and appropriate professional learning opportunities.

Professional learning is designed to improve student achievement through teacher acquisition of knowledge and skills that impact classroom practices. A variety of data should be used to evaluate the quality of professional learning and its impact on student learning. Learning Forward Standards for Professional Learning include 11 Standards to describe the conditions, content, and processes for professional learning that leads to high-quality leading, teaching, and learning for students and educators. The 11 Standards work within a framework to outline a system for professional learning. To create high-quality professional learning that results in improved educator practices and improved student results, educators apply the 11 standards in concert.

Professional learning results in equitable and excellent outcomes for all students when educators ...

Rigorous Content for Each Learning	
EQUITY PRACTICES	... understand their students' historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities.
CURRICULUM, ASSESSMENT, AND INSTRUCTION	... prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction.
PROFESSIONAL EXPERTISE	... apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.
Transformational Processes	
EQUITY DRIVERS	... prioritize equity in professional learning practices,

	identify and address their own biases and beliefs, and collaborate with diverse colleagues.
EVIDENCE	... create expectations and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to plan educator learning, and measure and report the impact of professional learning.
LEARNING DESIGNS	... set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs.
IMPLEMENTATION	... understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning.
Conditions for Success	
EQUITY FOUNDATIONS	... establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff.
CULTURE OF COLLABORATIVE INQUIRY	... engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students.
LEADERSHIP	... establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning.
RESOURCES	... allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.



The diagram illustrates the tight connections among all standards and the nonlinear nature of the system. Educators may enter the Standards for Professional Learning from any point. The diagram also echoes the cyclical, iterative nature of how professional learning leads to continuous improvement.

The District will gather a variety of data using various strategies to evaluate the impact of professional learning. Some strategies might include:

- Analyzing student assessment data from standardized and state assessments
- Reviewing and analyzing student work samples and common assessments
- Collection teacher feedback from professional development activities
- Reviewing information from formal teacher observations and evaluations
- Conducting informal classroom visits
- Conducting structured classroom visits, such as learning walks, instructional rounds, etc.
- Organizing small focus groups

Given the changing state standards, the new NYS Portrait of a Graduate and shifting graduation requirements, and our continued high expectations for student performance, the need for continuous learning could not be greater. The District strives to provide high-quality professional development effectively, efficiently, and economically. The administration will seek teacher input and participation when gathering information regarding professional learning.

Registration Process

All professional learning must be approved in advance. The process for course registration includes:

- Consult with an administrator
- Register for courses or request courses through MLP
- Once approved, attend course/workshop and Mark Complete when done
- Submit proof of attendance

Mentoring

Purpose:

To provide a comprehensive, structured, and supportive mentoring program that fosters the professional growth and retention of new teachers and educational leaders, ensuring their successful transition into the profession and fulfillment of New York State certification requirements.

I. Program Philosophy and Goals

Grounded in research and best practices, our program recognizes that effective mentoring is essential for:

- *Professional Growth***:** Enhancing pedagogical skills, content knowledge, and leadership capacity.
- *Teacher Retention***:** Increasing job satisfaction, reducing burnout, and promoting long-term commitment to the profession.
- *Student Achievement***:** Indirectly improving student outcomes through the development of skilled and confident educators.

II. Program Design

1. Mentor Selection**:**
    - Rigorous selection process based on NYSED Mentor Standards (see Appendix).
    - Emphasis on experience, expertise, interpersonal skills, and commitment to professional learning.
    - Input from multiple stakeholders, including teachers, administrators, and union representatives.

2. Mentor-Mentee Matching:
    - Careful consideration of content areas, grade levels, building assignments, and individual needs.
    - Flexibility to accommodate participant requests and ensure compatibility.
    - Ongoing evaluation of mentor performance to inform future matching decisions.
3. Mentor Training:
    - Comprehensive, standards-aligned training covering NYSED requirements.
    - Topics include adult learning theory, teacher/leader development, mentoring relationship dynamics, peer coaching techniques, time management, culturally responsive practices, and social-emotional learning.
    - Ongoing professional development opportunities to deepen mentor knowledge and skills.
4. Program Structure:
    - Minimum of one full school year of mentoring, beginning with a robust orientation process.
    - Regularly scheduled meetings between mentors and mentees, with additional time for observations, co-planning, and other activities.
    - Clear expectations and guidelines for both mentors and mentees, outlined in a formal agreement (see Appendix).

III. Roles and Responsibilities

- Mentees**:** Actively participate, set goals, seek guidance, apply feedback, and maintain documentation of mentoring activities.
- Mentors: Provide guidance, support, feedback, model effective practices, facilitate reflection, and maintain documentation.
- School Leaders: Foster a positive mentoring culture, allocate resources, ensure mentor/mentee compatibility, and evaluate mentor performance.
- District Administration: Oversee program implementation, provide training and resources, monitor progress, evaluate program effectiveness, and make data-driven revisions.
- Mentoring Program Coordinator: Manage day-to-day operations, facilitate communication, coordinate training, and collect data for evaluation.
- Mentoring Advisory Board (Optional)**:** Provide input on program design, implementation, and evaluation.

IV. Mentoring Activities

- Observations**:** Formal and informal observations with constructive feedback focused on NYS Teaching Standards and specific mentee goals.

- Co-Planning: Collaborative development of lesson plans, assessments, and instructional materials.
- Peer Coaching: Structured conversations focused on specific areas of practice, with an emphasis on reflection and self-directed learning.
- Professional Development: Attendance at workshops, conferences, and other learning opportunities, with debriefing and application to practice.
- Resource Sharing: Guidance on accessing district and community resources, including curriculum materials, technology tools, and social-emotional support services.
- Networking: Opportunities to connect with other mentors and mentees, building a supportive professional community.

V. CTLE Credit for Mentor Teachers

Recognizing the valuable time and expertise that mentor teachers contribute, our district will offer CTLE credit for mentoring activities. Mentor teachers may be eligible for up to 30 hours of CTLE credit per five-year registration period, at the discretion of the district.

VI. Program Evaluation and Improvement

- Data Collection**:** Ongoing collection of data through surveys, interviews, observations, and document reviews.
- Analysis: Regular analysis of data to identify trends, strengths, and areas for improvement.
- Feedback Loops**:** Soliciting feedback from mentors, mentees, school leaders, and district administrators.
- **Continuous Improvement:** Using data and feedback to inform program revisions and ensure alignment with NYSED standards and best practices.

NYSED Mentor Standards

1. Qualities and Dispositions of an Effective Mentor:
    - Committed to the professional learning of all mentees.
    - Committed to their own professional learning.
    - Connected to and aware of the educational landscape.
    - Possess effective interpersonal skills and create an inclusive environment.
    - Understand how to connect with people across differences.
2. Professional Practice:
    - Support mentees in developing their practice.
    - Connect mentees to other expertise and resources.
3. Knowledge of Mentee:
    - Know and understand the needs of mentees.
    - Assess and respond to mentee's needs.
4. Knowledge and Skills of Mentoring in Practice:
    - Understand and communicate the roles and responsibilities of mentors and mentees.
    - Initiate visitations, observations, meetings, and other support.
    - Provide support through constructive feedback and recommendations.
    - Identify and implement strategies to support the success and retention of mentees.

Mentor Application and Selection Criteria

Application Requirements:

- Completed application form
- [Interview] Letter of interest outlining mentoring philosophy and experience
- Recommendation from colleagues or administrators

Selection Criteria:

- Meets all NYSED Mentor Standards
- Must have received tenure in the New Paltz Central School District
- Demonstrated expertise in content area and/or grade level
- Strong interpersonal and communication skills
- Evidence of reflective practice and commitment to professional growth
- Two positive references from colleagues or administrators

Mentor-Mentee Agreement

This agreement outlines the expectations and commitments of both the mentor and mentee, including:

- Frequency and duration of meetings
- Types of mentoring activities
- Communication protocols
- Confidentiality guidelines
- Procedures for addressing concerns or conflicts

Mentoring Log

A record-keeping tool for documenting mentoring activities, including:

- Date and time of meetings
- Topics discussed
- Goals set and progress made
- Resources shared
- Reflections and next steps

Mentor and Mentee Evaluation Forms

These forms gather feedback on the mentoring experience, including:

- Quality of support and guidance
- Effectiveness of mentoring activities
- Progress toward mentee goals
- Overall satisfaction with the program

Professional Development Plan for Mentors

- Workshops/Conferences: Provide opportunities to learn best practices.
- Readings/Research: Curate resources on adult learning & teacher development.
- Peer Mentoring/Coaching: Facilitate peer support and collaboration.
- Professional Learning Communities (PLCs): Dedicated spaces for shared learning and inquiry.

Implementation: Offer ongoing, tailored opportunities throughout the year.

Evaluation: Gather feedback from mentors, mentees, and observations to inform improvements.

By investing in mentors, we empower them to better support their mentees, leading to improved teacher effectiveness and student success.

9. Applications/Forms

Mentor Application (NPUT)

Mentor Application (NPUT)

Mentor Application (NPUT)

* Indicates required question

1. Email *

2. Last Name *

3. First Name *

4. Which building are you mainly in? *

Mark only one oval.

- Duzine
- Lenape
- Middle School
- High School

5. Number of years in the education profession? *

6. Number of years working in the New Paltz Central School District? *

7. Have you had any previous experience as a mentor or a cooperating teacher? *

Mark only one oval.

- ◯ Yes
- ◯ No

8. Please check your **strongest** qualities (no more than 2) that would contribute to a positive mentoring experience and pairing *

Check all that apply.

- ☐ Organization
- ☐ Classroom Management
- ☐ Time Management
- ☐ Content Specialist
- ☐ Effective Communicator

9. Please list one reference within the district. *

_____

10. Please list a second reference within the district. *

_____

Teacher Mentor Logs

Teacher Mentor Log 1

Teacher Mentoring Log

(Meeting #1)

Mentor Teacher Name:
New Teacher Name:

Mentor Log: Complete one log sheet per “meeting”
The five (5) required meetings should occur at intervals as outlined below.

<u>Meeting 1</u>: Within the first (1st) week of school opening or within 1 week of mentor BOE approval.

- This meeting (or set of small mini meetings) is to help introduce the new teacher to their building department and become familiar with NPCSD policies and practices for teaching.

Date(s) of meeting(s)	Time (number of hours/minutes)

Topics to Discuss Immediately

- ☐ Main office staff, custodial staff, student support and kitchen staff introductions
- ☐ Teacher badge access
- ☐ Parking tags
- ☐ Sign in/out, Mailbox
- ☐ Keys

- ☐ Faculty room, copiers
- ☐ Teacher schedule (duty, prep, PLC, lunch, A/B day, staff report/dismissal time)
- ☐ Classroom location
- ☐ Computer login (which includes PowerSchool, Google Drive, Classroom, etc)
- ☐ Chromebook
- ☐ Teacher Packet (on Google Drive): go through entire packet together
- ☐ Red Folder (emergency protocols, class rosters go here)
- ☐ Morning announcements/routine (attendance in PowerSchool)
- ☐ Technology Info Letter

Please turn over for more important topics to discuss and some guiding questions.

Logistics

- Parking
- Time off/requesting a substitute
- Sub folder
- Course outlines
- Voicemail
- Phone access (outside numbers, lockdown, nurse, etc)
- Email
- Staff and Student handbooks (attendance and grading policies, etc)
- Weekend building access
- Business Office (WinCap/Budget, Supplies)
- Transportation requests
- Field Trip requests
- Alternate schedules (half day, 2 hr delay, etc)
- NPUT
- Nurse
- Library
- Tech Support

Classroom:

- Shared space
- Where to get supplies/ materials
- Bulletin boards
- Curriculum resources
- Google Classroom Classlink
- Daily attendance and policy, lunch count, bathroom, nurse visits, recess, cafeteria
- OT/PT/Speech
- Band lessons
- Other pull outs
- Bus notes

Educational Master Plan

- District mission, vision and educational standards
- District Equity and Building Equity Improvement Plan
- Department (grade level team)
- SEL Techniques
- Growth Mindset
- Restorative Practices
- Culturally Responsive Practices

Emergency procedures

- Red folders (location in classroom)
- Doors locked at all times
- Keys on you at all times

Student Support and Services

- IST
- IEP's/ 504's (Powerschool)
- Health Alerts
- FBA's/BIP's
- Case Management
- CSE recommendations/referrals
- Referrals
- ISS/OSS
- Attendance policy
- Aides
- OT/PT/Speech
- AIS

After school

- Late bus/ sports bus
- Detention
- Administrative meetings
- Parent meetings
- Advisorships/ clubs
- Sports

Assessments/Grades

- Building grading policies
- 5 week comments
- End of quarter, trimester report cards and semester grades

- Curriculum (approved tech programs)
- Testing, testing resources

Family Connections

- Open House
- Parent Conferences (2 nights, individual case)
- Phone calls, emails, letters
- Contact log
- Teacher website/ Google Classroom

Teacher/Staff Observations

- Danielson Framework
- Observations
- APPR process
- Non tenured meetings
- Lesson plans
- Frontline
- Professional development

Guiding Questions

- What kind of support or feedback are you hoping to receive from your mentor and colleagues?
- What specific goals would you like to achieve through this mentorship?
- How can I best support you in reaching these goals?
- What are your strengths and areas you'd like to develop?
- How do you plan to track your progress?
- Are there any immediate challenges you'd like to address?

Teacher Mentor Log 2

Teacher Mentoring Log

(Meeting #2)

Mentor Teacher Name:
New Teacher Name:

Mentor Log: Complete one log sheet per “meeting”
The five (5) required meetings should occur at intervals as outlined below.

<u>Meeting 2</u>: Within the first 9 weeks of school opening or within 9 weeks of mentor BOE approval.

Date(s) of meeting(s)	Time (number of hours/minutes)

<u>Classroom Observations</u>

Mentor observing Mentee (please list the dates you observed and what class)

Mentee observing other teachers (please include dates and the name of the observed teacher)

Topics Discussed (please write a brief description of the topics you have covered)

Assessments/Grades:

- End of quarter, trimester report cards, semester grades
- Midterms
- Procedures
- Incompletes, failures, medical exemption, etc
- Work from tutors
- Comments

Curriculum

- Lesson plans
- Textbooks, references, curriculum
- Collaboration with other teachers
- Common exams
- Grading rubrics
- Testing (STAR, Regents, State testing, etc)
- Curriculum programs (approved tech programs)

Classroom management

- Establishing Rules and Expectations
- Building Positive Relationships
- Engaging Instructional Strategies
- Organizing the Physical Classroom
- Support staff
- Parent volunteers

Lessons

- Engagement
    - Culturally responsive
    - Higher level thinking
    - Multisensory
    - Diversity
    - Differentiating instruction
    - Responsive classroom
- Objectives
- Planbook
- Gradebook

Student Support and Services

- CSE
- IEP's/ 504's (Powerschool)
    - accomodations
- Health Alerts
- Instructional Study Team (IST)
- Case Management
- Team meetings

After school

- Late bus/ sports bus
- Detention
- Administrative meetings
- Parent meetings
- Advisorships/ clubs
- Sports

Family Connections

- Open House
- Parent Conferences (2 nights, individual case)
- Phone calls, emails, letters
- Contact log
- Teacher website/ Google Classroom

Teacher/staff Observations

- Danielson Framework
- Non-3012 d evaluations
- Observations
- APPR process
- Non tenured meetings
- Lesson plans
- Frontline
- Professional development

Guiding Questions:

- How are you feeling about navigating your first few weeks here?
- How do you ensure that you take care of your mental well-being while supporting your students' needs?
- What inspired you to start your educational career?
- What are your core goals for your first year?
- How do you plan to build a positive and inclusive classroom environment or your work space for your students?
- How will you establish student expectations and routines?
- Reflection: Let's discuss a recent lesson. What worked well? What would you do differently?
- What specific skills do you feel are crucial to develop further in your educational practices?
- In what ways do you provide students with choices that reflect their diverse interests and backgrounds? What strategies do you use to ensure that all students feel included and represented in your classroom/practice?
- How do you collaborate and plan with colleagues?
- How do you approach lesson planning so it aligns with your curriculum goals?
- What strategies or resources do you find most helpful for lesson planning and student engagement?
- How do you approach handling challenges or difficult situations in the classroom or within your practice?
- How is your practice culturally responsive?

Teacher Mentor Log 3

Teacher Mentoring Log

(Meeting #3)

Mentor Teacher Name:
New Teacher Name:

Mentor Log: Complete one log sheet per “meeting”
The five (5) required meetings should occur at intervals as outlined below.

<u>Meeting 3</u>: Before Winter Break

Date(s) of meeting(s)	Time (number of hours/minutes)

<u>Classroom Observations</u>

Mentor observing Mentee (please list the dates you observed and what class)

Mentee observing other teachers (please include dates and the name of the observed teacher)

Topics Discussed (please write a brief description of the topics you have covered)

Assessments/Grades:

- End of quarter, trimester report cards semester grades
    - Incompletes, failures, medical exemption, etc
- Mid-terms, semester final
- January Regents, NYS testing, Star testing

Curriculum

- Lesson plans
- Collaboration with other teachers
    - Special area
- Common exams

Classroom management

- Effective Discipline Strategies
- Time Management
- Conflict Resolution

Lessons

- Social emotional learning

Student Support and Services

- CSE meetings, requesting coverage
- ENL
- Referrals

Family Connections

- Positive connections home
- Community connection

Guiding Questions:

- How are you managing stress and maintaining a work-life balance while teaching?
- Do you feel like you can find a way to make yourself comfortable here at NPCSD? Within your building/department?
- What challenges have you encountered so far in your practice, and how have you addressed them?
- How have your goals or strategies evolved since the beginning of the year?
- What specific areas of your practice are you finding most difficult, and what support might you need to improve them?
- How do you manage maintaining student engagement and motivation as the year progresses?
- Are there any adjustments you've made to your lesson plans or classroom management or professional practice techniques that have had a significant impact?

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Teacher Mentor Log 4

Teacher Mentoring Log

(Meeting #4)

Mentor Teacher Name:
New Teacher Name:

Mentor Log: Complete one log sheet per “meeting”
The five (5) required meetings should occur at intervals as outlined below.

Meeting 4: Before Spring Break

Date(s) of meeting(s)	Time (number of hours/minutes)

Classroom Observations

Mentor observing Mentee (please list the dates you observed and what class)

Mentee observing other teachers (please include dates and the name of the observed teacher)

Topics Discussed (please write a brief description of the topics you have covered)

Assessments

Curriculum

- Lesson plans
- End of year engagement
- Revision for next year
- Teacher placement for the next year, requests

Classroom management

- Managing Student Work and Behavior
- Professional Reflection and Adaptation
- Self-Care and Stress Management

Lessons

- Check-in
    - Clear Learning Objectives
    - Structured Lesson Plan
    - Engaging Introduction
    - Focused Instruction
    - Active Student Participation
    - Effective Time Management
    - Assessment: formal vs informal

Student Support and Services

- IEP/ 504 check in, goals

Family Connections

- Invite family participation

Guiding Questions:

- How are you tracking student progress, and are there any particular areas where you feel students are excelling or struggling?
- What feedback have you received from students or colleagues recently, and how have you incorporated it into your practice?
- How are you adjusting your lesson plans to address any gaps or areas of improvement identified in earlier assessments?
- What strategies are you using to keep students motivated and engaged as we approach the end of the school year?
- Are there any specific professional development opportunities or training you're interested in to support your growth?
- How are you preparing for the transition to the next grade level or subject area, and what steps are you taking to ensure a smooth continuation of learning for your students?
- Do you feel that you have the support and resources you need from the school and your colleagues, and are there any areas where additional support could enhance your experience?

Teacher Mentor Log 5

Teacher Mentoring Log

(Meeting #5)

Mentor Teacher Name:
New Teacher Name:

Mentor Log: Complete one log sheet per “meeting”
The five (5) required meetings should occur at intervals as outlined below.

<u>Meeting 5</u>: Due by June 1st

Date(s) of meeting(s)	Time (number of hours/minutes)

<u>Classroom Observations</u>

Mentor observing Mentee (please list the dates you observed and what class)

Mentee observing other teachers (please include dates and the name of the observed teacher)

Topics Discussed (please write a brief description of the topics you have covered)

Grades:

- Summer school
- Final Exams

Curriculum

- Revision for next year
- Building assignment for next year

Classroom management

- End of year tips
    - Maintain Engagement and Motivation
    - Reinforce Classroom Expectations
    - Plan for Transitions
    - Take Care of Yourself

Family Connections

- Invite family participation

Guiding Questions:

- What aspects of the mentorship experience have been most valuable to you, and how have they impacted your practice?
- Are there any specific challenges or successes from this year that you feel particularly proud of or would like to discuss?
- How have your goals evolved over the course of the mentorship, and what new goals are you setting for the future?
- What strategies or techniques from the mentorship do you plan to continue using, and how will you adapt them to fit your evolving needs?
- In what areas do you feel you still need support or development, and how can you seek additional resources or guidance moving forward?
- How has your approach to classroom management or lesson planning changed since the beginning of the year?
- What feedback or advice from your mentor or colleagues has been most helpful, and how will you apply it in the future?
- What are your plans for professional growth and development beyond the mentorship program, and how do you intend to stay connected with support networks or community?

Mentor Feedback Form

Mentor Feedback Form - Revised

Mentor Feedback Form

* Indicates required question

1. Email *

How has the experience of mentoring another teacher impacted your own teaching practices in the following areas (rate on a scale of 1-5, 1 being not helpful, 5 being extremely helpful):

2. Reflection on your own teaching methods *

Mark only one oval.

	1	2	3	4	5	
Not	◯	◯	◯	◯	◯	Extremely Helpful

3. Communication and collaboration skills *

Mark only one oval.

	1	2	3	4	5	
Not	◯	◯	◯	◯	◯	Extremely Helpful

4. Leadership and guidance abilities *

Mark only one oval.

	1	2	3	4	5	
Not	◯	◯	◯	◯	◯	Extremely Helpful

5. Understanding of diverse learning needs *

Mark only one oval.

	1	2	3	4	5	
Not	◯	◯	◯	◯	◯	Extremely Helpful

6. Other

Mark only one oval.

	1	2	3	4	5	
Not	◯	◯	◯	◯	◯	Extremely Helpful

7. What aspects of the mentoring program did you find most valuable and why? *

8. Was the time commitment for mentoring manageable alongside your other teaching responsibilities?

9. What specific professional development opportunities or resources would you recommend for your mentee's continued growth? *

10. Would you become a mentor again? Why? *

11. What suggestions do you have for improving the mentoring experience (program, process, evaluation)? *

Mentee Feedback Form

Mentee Feedback Form

Mentee Feedback Form

* Indicates required question

1. Email *

How has your mentor's guidance and support specifically contributed to your growth in the following areas (rate on a scale of 1-5, 1 being not helpful, 5 being extremely helpful):

2. Classroom management *

Mark only one oval.

	1	2	3	4	5	
Not	◯	◯	◯	◯	◯	Extremely Helpful

3. Lesson planning and delivery *

Mark only one oval.

	1	2	3	4	5	
Not	◯	◯	◯	◯	◯	Extremely Helpful

4. Student engagement *

Mark only one oval.

	1	2	3	4	5	
Not	◯	◯	◯	◯	◯	Extremely Helpful

5. Assessment *

Mark only one oval.

	1	2	3	4	5	
Not	◯	◯	◯	◯	◯	Extremely Helpful

6. Differentiation *

Mark only one oval.

	1	2	3	4	5	
Not	◯	◯	◯	◯	◯	Extremely Helpful

7. Other

Mark only one oval.

	1	2	3	4	5	
Not	◯	◯	◯	◯	◯	Extremely Helpful

8. What aspects of the mentoring program did you find most valuable and why? *

9. Was the frequency and duration of your mentoring meetings sufficient to support your growth?

10. What specific professional development opportunities or resources would you like to see included in the mentoring program in the future? *

11. What suggestions do you have for improving the mentoring experience (program, process, evaluation)? *

12. Overall, how satisfied were you with your mentor's support and guidance throughout the program? *

Mark only one oval.

	1	2	3	4	5	
Not	◯	◯	◯	◯	◯	Extremely Satisfied

10. Current List of Consultant Support

Organization/Consultant Name	Topic
Ulster BOCES	Various current topics
Putnam Northern Westchester BOCES	Various current topics
Cornelius Minor	UDL/Relationship Building
Yaa Yaa Whaley Williams	Math, Culturally Responsive Practices, Bias Awareness
Shawn Best	Bias Awareness
Wonders	3-5 Literacy
The Writing Revolution	Writing, K-12
The Instruction Hub	Orton Gillingham
Myron Dueck	Assessment
Bryan Goodwin	Instructional Design/Curiosity
Circuit Consulting	504 Processes
Various program trainers	Star, IXL, etc.
RBERN	ENL Student Support

11. Professional Development Evaluation Form

Professional Development Evaluation Form

Your Name *

Your answer

Topic/Subject of Professional Development *

Your answer

Name of Presenter *

Your answer

Date of PD (if a series, please put date of last session) *

Date

mm/dd/yyyy

Your Position: *

- ◯ Teacher
- ◯ Administrator
- ◯ Related Service Provider
- ◯ Nurse
- ◯ School Counselor
- ◯ Other

Please rate the following areas, with 1 = Strongly Disagree and 4 = Strongly Agree

Description (optional)

Workshop objectives were clear *

	1	2	3	4	
Strongly disagree	◯	◯	◯	◯	Strongly agree

Workshop objectives were achieved *

	1	2	3	4	
Strongly disagree	◯	◯	◯	◯	Strongly agree

Content of the session was substantial and high quality *

	1	2	3	4	
Strongly disagree	○	○	○	○	Strongly agree

Session was relevant in terms of my own learning needs *

	1	2	3	4	
Strongly disagree	○	○	○	○	Strongly agree

Information learned from this workshop can positively affect student performance *

	1	2	3	4	
Strongly disagree	○	○	○	○	Strongly agree

The workshop was well organized *

	1	2	3	4	
Strongly disagree	○	○	○	○	Strongly agree

The presenter used effective teaching techniques *

	1	2	3	4	
Strongly disagree	○	○	○	○	Strongly agree

There were opportunities for exchange of ideas with the instructor *

	1	2	3	4	
Strongly disagree	○	○	○	○	Strongly agree

There were opportunities for exchange of ideas with other participants *

	1	2	3	4	
Strongly disagree	○	○	○	○	Strongly agree

Specifically, what ideas and/or materials from this workshop do you plan to use? *

Long answer text

As a result of this workshop, how has your thinking changed? *

Long answer text

What further training and/or support would you like to have? *

Long answer text

12. Professional Development End of Year Assessment

Professional Development End of Year Assessment

Professional Development End of Year Assessment

B I U

Please complete this form at the end of the school year. Your feedback is essential to ensuring that professional learning in the district is responsive to student and staff needs.

Name *

Short answer text

Role *

- Teacher
- Administrator
- Related Service Provider
- Nurse
- School Counselor
- Other

Of the professional learning you engaged in this year, what topic was most valuable for you? Why? *

Long answer text

As a result of your participation in training on the above topic, how has your thinking about the topic shifted as a result? *

- ◯ Option 1

What have you implemented in your classroom as a result? *

Long answer text

What impact did you see on student learning? How did you measure that impact? *

Long answer text

What support or future activities are needed to continue development on this topic? *

Long answer text

What other training would you like to see added to the district's focus for next school year? *

Long answer text

Do you have any other reflections or comments on professional learning this past school year?

Long answer text