

Sandy Creek Central School District



Professional Development
and
Teacher Mentor Plan
2016-2017

“Comet Pride is Community Wide”

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INTRODUCTION

An Amendment to the Commissioner's Regulations effected in September 1999 required all New York State school districts to devise a professional development plan to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development. In January 2009, the New York State Board of Regents adopted statewide standards that outline "high quality professional development", as defined by No Child Left Behind (2001).

The regulation requires the following:

- By September 1, 2000, and annually by September 1st of each school year thereafter, each school district and board of cooperative educational services (BOCES) shall adopt a professional development plan that meets the content requirements prescribed in paragraph (2) of this subdivision. The purpose of the plan shall be to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development in order that they remain current with their profession and meet the learning needs of their students. The plan shall also ensure that holders of level III teaching assistants certificates and that substitute teachers who work on a long-term basis, as defined in section 80-5.4 of this Title, are provided the opportunity to participate in the professional development program of the district or BOCES.
- A school district or BOCES shall include as part of its professional development plan a description of the professional development activities provided to all professional staff and supplementary school personnel who work with students with disabilities and English language learners to assure that they have the skills and knowledge necessary to meet the needs of students with disabilities and English language learners, respectively.
- For plans covering the time period February 2, 2004 and thereafter, there must be a provision for a mentoring program included.
- For Plans covering the beginning July 1, 2016, and thereafter, each school district shall describe in its plan how it will provide those teachers holding a professional certificate (transitional or initial professional certificates) with opportunities to maintain such certificate based upon successfully completing 100 hours of professional development every five years.
- The PDP shall be developed through collaboration with a Professional Development Committee.
- The Board of Education shall appoint the members of the Committee, a majority of which shall be teachers. The Committee shall include the Superintendent or his/her designee; school administrators designated by their collective bargaining association; teachers designated by their association.
- The final determination on the content of the PDP shall be the decision of the Board of Education.
- Each year, the Superintendent shall certify to the Commissioner that the requirements of this regulation have been met and that the District has complied with the PDP applicable to the current school year.

PDP COMMITTEE

The following is a plan that has been generated to address the professional development needs of the Sandy Creek Central School District. It has been developed to support the learning needs of students within the district, the related professional needs of the instructional staff and the guidelines established by the NYS Commissioner of Education regarding mandated professional development requirements.

A Professional Development Plan (PDP) Committee is part of the responsibilities that fall under the Comprehensive District Education Plan (CDEP) Committee. Its' members represented an appropriate range of perspectives and responsibilities relative to professional development within the district. Members of the CDEP Committee include:

Kyle Faulkner	Superintendent
Shelley Fitzpatrick	Business Administrator
Bonnie Finnerly	Elementary School Principal
Carolyn Shirley	Middle School Principal
Lou Chistolini	Interim High School Principal
Teresa Crast	Data Coordinator
Janice Burns	Pupil Personnel Services
Amy Howard-McCormack	Reading and Testing Coordinator
Paul Goulet	Technology Coordinator
John Shelmidine	Business / Community Member
Tammy Miller	Board of Education Member
Tom Artini	MS/HS Band Teacher
Rachel Allen	Library Services
Denise Elkin	English Teacher / Department Coordinator
Jennifer Gestwick	Reading
Jackie Hobbs	Music Teacher / Special Areas Coordinator
Ted Krenrich	Science Teacher / Department Coordinator
Kim Manfredi	Assistant Special Education Coordinator
Sara McNitt	Math
Brandie Norton	Elementary Teacher
Barbara Recchio-Demmin	Oswego County BOCES Representative
Michelle Shirley	Math Teacher / Department Coordinator
Tonya Trudell	Social Studies Teacher / Department Coordinator

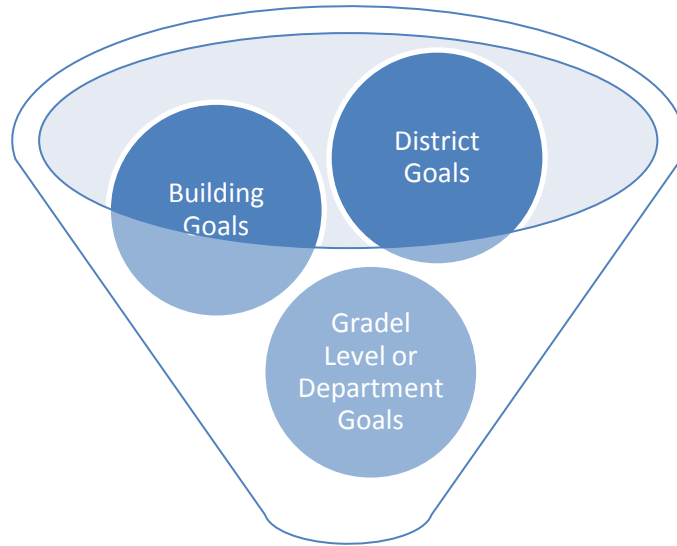
This PDP is intended to be a fluid document, one that is in a constant state of renewal based on the shifting needs of students and teachers. The SCCS District Mentor Program reflects the type, scope and intensity of support necessary for beginning staff members.

NEW YORK STATE PROFESSIONAL DEVELOPMENT STANDARDS

The SCCS Professional Development Plan will empower every teacher, administrator, and staff member to develop the knowledge, skills, and behaviors required to create learning environments that enable all students to demonstrate high levels of achievement. The plan will engage each educator in a collegial and collaborative dialogue with other professionals to enhance student learning toward the mastery of the New York State Common Core Learning Standards and create a supportive and effective environment. Given that research indicates that teacher quality is the single most powerful influence on student achievement, it is essential to ensure that teachers are provided with ongoing, high quality professional development to sustain and enhance their practice. These standards provide guidance for achieving high professional development planning, design, delivery, and assessment, and should serve as a foundation for all professional development in our schools.

- ❖ **Standard 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.
- ❖ **Standard 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.
- ❖ **Standard 3: Research-Based Professional Learning**
Professional development is research-based and provides educators with opportunities to analyze apply and engage in research.
- ❖ **Standard 4: Collaboration**
Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate in a respectful and trusting environment.
- ❖ **Standard 5: Diverse Learning**
Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
- ❖ **Standard 6: Student Learning Environments**
Professional development ensures that educators are able to create a safe, secure, supportive, and equitable learning environment for all students.
- ❖ **Standard 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.
- ❖ **Standard 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.
- ❖ **Standard 9: Technology**
Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
- ❖ **Standard 10: Evaluation**
Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Professional Development Planning Model



STAFF DEVELOPMENT



Individually Guided Staff Development Model

Staff members plan and pursue activities that they believe will promote their own learning.

Observation / Evaluation Model

Providing staff with objective data and feedback regarding their performance.

Development / Improvement Process Model

Engages staff in developing curriculum, designing programs or engaging in a school improvement process.

Training Model

Involves staff in acquiring knowledge or skills through appropriate individual or group instruction.

Inquiry Model

Staff members identify area of interest, collect data and make changes in their instruction, decision-making and interaction with students.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

The Sandy Creek Central School District encourages its professional staff to participate in learning activities that foster professional learning and professional growth. The purpose of professional development is for staff to engage in meaningful and ongoing activities in a collaborative learning community with the goal of improving instruction and student achievement. The following activities support self-directed learning, the development of pedagogical skills and content knowledge, collegiality and self-reflection: *(please note times are minimal estimations)*

- Superintendent's Conference Day (36 hours)
 - (3) Fall Full Days = 18 hours
 - (1) Fall Half Day = 3 hours
 - (1) Spring Full Day = 6 hours
 - (3) Spring Half Days = 9 hours
- Monthly Meeting- Professional Development
 - (10) Building-level meetings (Faculty & Staff) = 1 hour
 - (10) Grade-level meetings = .5 hours (elementary)
 - (10) Grade-level meetings = 1 hour (secondary)
 - (10) Building-level department meetings = 1 hour
- New Teacher Orientation/mentor meetings
 - (1) Fall Orientation Day = 6 hours
 - (10) Mentor Meetings = 1 hours
- CR Part 154 Professional Development Requirement(s)
 - School districts are required to ensure that a prescribed percentage of Professional Development hours be specific to the needs of ELLs, co-teaching strategies, and integrating language and content instruction:
SCCS submitted a NYS waiver due to population for the 2016-2017 school year.
- Additional Opportunities
 - In-House:
 - Workshops conducted by members of the faculty
 - Teaching an In-Service Course
 - District/School-Based Committees
 - Articulation meetings (vertical/horizontal alignment)
 - Pre- and Post-Observation meetings
 - In-class demonstration model
 - New Teacher Orientation Program activities
 - Self-Directed:
 - Self-directed learning activities
 - Participation in professional organizations
 - Common planning periods
 - Collaborative Planning
 - Outside District:
 - Workshops and training conducted by consultants hired by the District
 - Workshops and training conducted by the Teacher Center
 - Workshops conducted outside the District, e.g., BOCES
 - University courses
 - NYSUT effective teaching courses
 - State Assessment Training
 - Conferences sponsored by professional organizations
 - Graduate Courses
 - Classroom modeling/ongoing support by expert or consultant
 - Training for staff of special needs students

DISTRICT CONSULTANT/VENDOR LIST:

Bilingual / ESL

Mid-State RBERN
OCM BOCES
P. O. Box 4754
Syracuse, NY 13221
1-315-433-2600
www.ocmboces.org/rbern

Education Laws and Regulations

Hogan, Sarzynski, Lynch, DeWind &
Gregory, LLP
P.O. Box 660
Binghamton, NY 13902-0660
1-607-797-4839
www.hsldg.com

Instructional Practices

CNY Oswego County Teacher Center
4983 Brittonfield Parkway, Suite 203
East Syracuse, NY 13057
1-315-299-7060
www.teachercentercnytc-octc.org

Instructional & Special Education Practices

Jefferson-Lewis County BOCES
20104 Arsenal Street
Watertown, NY 13601
1-315-779-7000
www.boces.com

Instructional Practices, Special Education Practices and Model Schools

Oswego County BOCES
179 County Route 64
Mexico, NY 13114
1-315-963-4251
www.citiboces.org

Instructional Practices, Data Warehouse, Medicaid,

State Required Reporting, Assessment/Testing and Special Education Practices

Onondaga-Cortland-Madison BOCES
P. O. Box 4754
Syracuse, NY 13221
1-315-433-2600
www.ocmboces.org

Interpreting Educational Data

Data Analysis Technical Assistance Group
1971 Western Avenue, #240
Albany, NY 12203
1-518-598-2419
www.datag.org

The Leader in Me Initiative

Franklin Covey Co.
2200 West Parkway Boulevard
Salt Lake City, UT 84119
1-800-707-5191
www.franklincovey.com

NYS Required Trainings

New York State Education Department
89 Washington Avenue
Albany, NY 12234
1-518-474-3852
www.nysed.gov

Professional Trainings – School Leaders

School Administrators Association of NYS
8 Airport Park Boulevard
Latham, NY 12110
1-518-782-0600
<https://saanys.org>

Professional Trainings – Teachers

NYSUT – Central New York Region
4983 Brittonfield Parkway
East Syracuse, NY 13057
1-315-431-4040
www.regional.nysut.org

Therapeutic Practice

CNY Speech, Language and Hearing
Association
P. O. Box 8053
Syracuse, NY 13217
www.cnyslha.org

RECORD-KEEPING REQUIREMENTS

The Board of Regents, at its March 2016 meeting adopted a new Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders.

These new Registration and CTLE requirements **do not** apply to holders of Continuing Teaching Assistant certificates and Pupil Personnel Services (PPS) certificates such as School Attendance Teachers, School Counselors, School Psychologists, School Social Workers, School Dental Hygiene Teachers and School Nurse Teachers.

Beginning on July 1, 2016 individuals who hold a permanent or professional certificate in the classroom teaching service or educational leadership service (i.e., school building leader, school district leader, school district business leader) or a Level III Teaching Assistant certificate prior to July 1, 2016, shall apply for initial registration during the 2016-2017 school year during his/her month of birth and shall renew his/her registration in the last year of each subsequent five-year period thereafter.

Holders of professional certificates in the classroom teaching service, educational leadership service and Level III teaching assistant certificate holders are required to successfully complete 100 clock hours of acceptable CTLE during the registration period if they practice in a NYS school district or BOCES.

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 practicing in New York State school districts or BOCES will be subject to Registration requirements, but will not be subject to CTLE.

The District uses MyLearningPlan, a web-based Professional Development Management System, which provides scheduling, managing, completing, and reporting of all components of the professional development process. All staff are required to use MyLearningPlan for in-district as well as out-of-district professional development opportunities.

SCCS DISTRICT-WIDE GOALS:

Goal #1: Student Achievement

75% of students in grades 2-8 will reach proficiency on the STAR assessment at the 60th percentile by the end of the school year.

Action Step(s)	Responsibility	Timeline
Implement the Common Core Learning Standards with fidelity to assist students in meeting the proficiency levels of the STAR assessments.	Principals, all staff	Ongoing with interim monitoring
Create data driven AIS and intervention groups to address mandatory and at-risk students. Adjust groups as necessary.	Principals	Quarterly Monitoring
Investigate other means by which AIS can be administered.	Principals, Grades 2-12	Completed June 2016
Examine research-based comprehensive writing programs K-5.	Grades K-5	Completed April 1, 2016
Examine data from 2015 NYS ELA assessment and identify areas in need of improvement.	Grades 2-9	Completed August 2015
Address areas in need of improvement across disciplines and monitor progress through team meetings and student work.	Grades 2-8	Ongoing
Implement new ELA series that aligns with Common Core Standards.	Principals, Grades 6-12, ELA Teachers	Ongoing
Continue administration of STAR Reading at beginning, middle and end of the year.	Grade 2-8 Teachers, Elem. Instructional Coaches	Ongoing
Sustained silent Reading in Library 2x/week during activity period (6-12).	MS & HS Principal, Librarian	Ongoing

Goal #2: Address Individual Student Needs

Implement research-based strategies to best meet the unique needs of all student populations.

Action Step(s)	Responsibility	Timeline
Examine means to expand Pre-K program to include all eligible district students.	Elementary Principal	January 30, 2017
Expand employee understanding and implementation of effective behavior management strategies.	K-6 All Staff, Bus Drivers, Bus Aides	Ongoing
Enhance home-school connection and communication for all students	District-wide: All Principals, Pre-K – 12 Teachers	Ongoing
Examine options to expand enrichment opportunities for students scoring at proficient levels on grades 2-5 assessments.	Elementary Principal	June 30, 2017

Goal #3: College & Career Readiness

Emphasize a focus on in-depth college and career planning.

Action Step(s)	Responsibility	Timeline
Develop resource bank of college and career readiness strategies. Add at least one new strategy to agenda for discussion at monthly guidance meetings.	MS/HS Guidance Counselors	June 30, 2017
Implement plan for CPR training as SED graduation requirement.	HS Principal, Guidance Counselors	Ongoing
Implement "The Leader in Me" initiative.	Elementary and Middle School Principals	Ongoing
Continue to seek career and college fair opportunities.	MS/HS Principals, Guidance Counselors, Grade 6-12 Teachers	Ongoing
Implement one college-career experience at Grades 1-12.	All Principals, Guidance Counselors, Grade 1-12 Teachers	June 30, 2017

SCCS MENTORING PLAN

Description:

The Mentoring Program was designed to offer immediate support to new teachers. The mentor-mentee relationship is formative, supportive and non-evaluative. In order to support the development of a trusting and open relationship, the mentor-mentee relationship is confidential. All new teachers to the profession and replacement teachers of one half year or more will be mentored. The goal of the program is to increase new teacher retention rates.

Core Beliefs:

- Mentoring is important to the success of teachers.
- Personal and professional empowerment can result from reflective practice.
- Teacher inquiry, teacher learning and teacher knowledge are vital components of teacher leadership. Teachers need opportunities to develop a sense of appreciation of their own expertise.
- A collegial community of professional teachers is critical to the excellence of a school.
- Teacher development is the key to student success.
- Mentoring allows for the breakdown of isolation and promotes the exchange of ideas through collaborative problem solving.

District Mentoring Committee Representatives:

A sub-committee of the CDEP/PDP Committees consisting of: Thomas Artini, Lou Chistolini, Denise Elkin, Bonnie Finnerty, Brandie Norton, Carolyn Shirley and Tonya Trudell.

Monthly Reflection Log:

New teachers will be asked to maintain a monthly reflection log that should be reviewed and evaluated on a regular basis. This log should include the following: Date, Concerns or Suggestions, Lessons Learned, New Issues and Next Steps.

Responsibilities and Expectations:

Role of the DMC - The District Mentoring Committee will create a solid structure for the mentor and new teacher. It will consist of experienced teachers and building level administrators.

- ❖ Conduct an annual assessment of mentor program.
- ❖ Hold quarterly meetings.
- ❖ Plan, coordinate and improve activities.
- ❖ Make suggestion to PDP committee regarding future PD trainings.
- ❖ Entice people by public relations.
- ❖ Disseminate information about committee.
- ❖ Compile a listing of professional affiliations, website addresses and journals and publications.
- ❖ Help focus new teacher orientation.
- ❖ Help focus school-wide initiatives and professional development opportunities.
- ❖ Reformulate and update District Mentoring Plan.

Role of the Mentor – Those chosen to become mentors navigate new teachers to this open door of wisdom. Mentors help beginning teachers learn about the complex job of teaching and help them feel good about their abilities and ideas. They also convey and uphold the standards, norms, and values of our profession. Mentors play many roles, some of which are outlined below.

- ❖ Share information about yourself on opening days – your first day in the classroom.
- ❖ Share lunch or coffee – social activities.
- ❖ Review of teacher benefits.
- ❖ Review reflection log – encourage ongoing reflection and self-evaluation.
- ❖ Be a person they can vent to – sounding board.
- ❖ Arrange observations of master teachers in action.
- ❖ Make available materials, supplies and curriculum.
- ❖ Demonstrate MyLearningPlan registration.
- ❖ Review library resources and interlibrary loan system.
- ❖ Set goals.
- ❖ Facilitate an understanding of the schedule and its issues.
- ❖ Explain discipline referral procedure.
- ❖ Provide examples of frequently used materials and forms (course expectations, parent letters and discipline forms).
- ❖ Assist in time management and effective planning, including both long term and short term planning.
- ❖ Oversee 5 week marking period and attendance procedures.
- ❖ Models professional behavior.
- ❖ Observe lessons – develop comfort with frequent visits to each other’s room.
- ❖ Tutors new teacher if necessary.
- ❖ Helps find appropriate staff development.
- ❖ Arranges peer observations.
- ❖ Evaluates in writing.
- ❖ Help develop understanding of our kids and community.
- ❖ Foster an understanding of: inclusion program, management of paraprofessionals and services provided to students, all acronyms and abbreviations, referral process for counseling, special education, etc.
- ❖ Model ISS and attendance routines – clarify structure.
- ❖ Include new teacher in appropriate meetings and activities.
- ❖ Have new teacher observe mentor during instruction.
- ❖ Facilitate a network of supportive collegial relationships.
- ❖ Attend quarterly meetings with DMC.
- ❖ Attend other meetings as necessary.

Role of the New Teacher

- ❖ Share information about yourself on opening days – your first day in the classroom.
- ❖ Share lunch or coffee – social activities.
- ❖ Assist in time management and effective planning, including both long term and short term planning.
- ❖ Attend team/department meetings as an active member.
- ❖ Share relevant literature, resources and expertise.
- ❖ Be involved in the school and community events.
- ❖ Develop new activities and lessons that are based on current methods.
- ❖ Take risks – try new things and reflect on strong and weak points and study groups.
- ❖ Attend meetings with mentors, including quarterly DMC meetings.
- ❖ Observe master teacher, others in area/grade level, videotapes of lessons, and students in a variety of settings.
- ❖ Reflect on areas of strengths and weaknesses.
- ❖ Review reflection log – encourage ongoing reflection and self-evaluation.
- ❖ Attend other meetings as necessary.

MENTORING ACTIVITY SHEET

Please reflect on your mentoring activity for the month of _____.

My mentee and I met approximately _____ times per _____ this month.
(number) (day,week)

Our mentoring activity took place (check all that apply):

- | | |
|---|--|
| <input type="checkbox"/> before school | <input type="checkbox"/> in school |
| <input type="checkbox"/> during the school day | <input type="checkbox"/> on the telephone |
| <input type="checkbox"/> after school | <input type="checkbox"/> at a workshop or professional meeting |
| <input type="checkbox"/> evening, weekend, vacation | <input type="checkbox"/> email |

The purposes of our mentoring activity included (check all that apply):

Clarifying, discussing, explaining, linking, sharing:

- Administrative concerns and/or requests
- Curriculum and/or curricular planning
- Discipline
- Extracurricular planning and activities
- Goal-Setting
- Individual students (non-disciplinary)
- Interactions with other staff
- Interactions with parents
- Physical setting of classroom
- Resources, materials, and ideas
- Scheduling
- School/District procedures, guidelines, expectations
- Teaching strategies and/or techniques
- Testing
- Other (please explain) _____

Participation in:

- Informal and/or social interaction
- Planning or reflecting conference
- Professional organization
- Supportive listening, sharing and/or counseling
- Visitation of mentee's classroom by mentor
- Workshop, meeting, conference or training session: in-district
- Workshop, meeting, conference or training session: out of district

Comments, questions or concerns:
