Pine Plains Central School District
Professional Development Plan

July 1, 2020 – June 30, 2022

Updated: June 2020
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1. Curriculum and Instruction
   a) The percentage of Regents diplomas with advanced designation shall be at least 50%.
   b) The percentage of the four year cohort achieving a diploma in June 2020 shall be at least 95%.
   c) Continue to monitor the long term effectiveness of the pre-kindergarten program.
   d) Continue to maintain opportunities for students with disabilities to participate in regular classes and extracurricular programs. Ensure students with disabilities have the ability to participate in any school function.
   e) Achieve the targets set for students’ academic growth in grades K – 8 in appropriate achievement testing as determined by the building principal.
   f) Reduce opt-out rate for the State Standardized testing to under 20%.
   g) Evaluate the AIS program, restructure as needed.
   h) Discuss the future of the Chinese language program on or about the 1st meeting in January 2020.
   i) Establish a comprehensive attendance improvement plan at the elementary and secondary levels.
   j) Integrate the energy performance plan as part of the instructional program.

2. Business and Finance
   a) Demonstrate fiscal stability and reasonable tax rate by developing a thorough and thoughtful budget process.
   b) Avoid repeat audit findings for all audits.
   c) Establish a future plan to prepare for the economic challenges with a decreasing enrollment.
   d) Successfully negotiate and sign contracts with school unions in a timely and efficient manner.

3. Facilities
   a) Continue to revise and update our five year facilities plan.
   b) Oversee the completion of the auditorium project.
   c) Track environmental issues, excessive heat, mold, lead, etc. Devise a plan to remedy issues.

4. Community
   a) Enhance community relations through website improvements and exploration of multi-media communication strategies (Twitter, Facebook, board documents and policy platforms).
   b) Create one single district wide calendar for easy to find information.
   c) Increase voter turnout to 10% of eligible voters.
   d) Plan for an event to commemorate the 50th anniversary of Stissing Mountain Junior / Senior High School.
Professional Development Team

The following plan was developed through collaboration among the participants on the Pine Plains Professional Development Team. The team members consisted of administrators, Curriculum Specialist, teachers, a parent, and representatives from a higher education institute. The following individuals were members of the Professional Development Team of the Pine Plains Central School District:

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Dr. Martin Handler</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Superintendent for Curriculum and Instruction</td>
<td>Brian Timm</td>
</tr>
<tr>
<td>Administrators</td>
<td>Janine Babcock</td>
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<tr>
<td></td>
<td>Richard Harlin</td>
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<tr>
<td></td>
<td>Tara Grieb</td>
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<td></td>
<td>Julie Roberts</td>
</tr>
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<td></td>
<td>Gian Starr</td>
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<tr>
<td>Teachers</td>
<td>Nick Dean</td>
</tr>
<tr>
<td></td>
<td>Christina Ehret-Gaedje</td>
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<td></td>
<td>Sara Moy</td>
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<td></td>
<td>Michelle Palmieri</td>
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<td></td>
<td>Laura Rosato</td>
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<td>Kerri Seidel</td>
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<td></td>
<td>Caroline Solazzo</td>
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<td></td>
<td>April Stark</td>
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<td></td>
<td>Josephine Wilber</td>
</tr>
<tr>
<td></td>
<td>CaCilia Wyman</td>
</tr>
<tr>
<td>Parent Representative</td>
<td>Jennifer McCord</td>
</tr>
<tr>
<td>Higher Education Representative</td>
<td>Mary Krembs</td>
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Introduction

Subdivision (dd) of Section 100.2 of the Regulations of the Commissioner of Education required that by September 1, 2000, and annually by September 1 of each school year thereafter, each district adopt a professional development plan. The purpose of the plan shall be to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development to remain current in their profession, while meeting the learning needs of their students. The plan shall also ensure that holders of level III teaching assistant certificates and that substitutes that work on a long-term basis, are provided the opportunity to participate in the professional development program of the district.

Professional Development in the Pine Plains Central School District is a process that facilitates the continuing education of our entire faculty and staff who are engaged in the education of students. By engaging in professional development, faculty and staff members will learn and apply new professional practices.

Quality professional development in the Pine Plains School District recognizes that teachers are central to student learning, and that all members of the school community participate in the learning process. The Pine Plains professional development reflects the most current research and the best practices in education, while promoting continuous improvement that is embedded in our daily life.

The Pine Plains Central School District’s Professional Development Plan is in alignment with the National Staff Development Council Standards, now known as “Learning Forward” (2015), the New York State Professional Development Standards (2009), and the New York State Teaching Standards (2011). This plan is aligned to assist educators in reaching and maintaining the Professional Development Requirements as required by New York State (2010) as well as the new Continuing Teacher and Leader Education (CTLE) requirements. Pine Plains Central School District is committed to assist professionally certificated teachers and leaders and Level III teaching assistants in achieving the 100 hour CTLE requirement over a five year period. By providing appropriate high quality professional development offerings that all faculty members are actively encouraged to participate in, all faculty members are provided with the opportunity to successfully meet this requirement. Professional Development CTLE activities will be designed to improve the teacher or leader’s pedagogical and/or leadership skills, targeted at improving student performance. As educators, we recognize that teachers are the most powerful influence on student learning and that high quality teachers inspire, motivate, and empower their students to achieve their full potential. The New York State Professional Development Standards identify professional development that promotes and sustains continuous teacher development and growth. The standards rest on fundamental knowledge about contextual factors that are critical to ensuring that professional development is effective.
Needs/Data Analysis for Professional Development Plan

The Pine Plains Professional Development Plan is aligned to the New York State tenets of the Regents Reform Agenda. A needs assessment was conducted to determine faculty and staff readiness in the areas of APPR (Teacher and Leader Effectiveness), Common Core Learning Standards, Data Driven Instruction, Instructional Practices, and Literacy. The Pine Plains Professional Development Plan Committee met to determine faculty and staff needs and provide professional development recommendations. The needs identified were uniform across schools and grade levels. Multiple data sources and teacher feedback were reviewed in order to determine grade/program specific needs and recommendations to support aligned professional development with and across grade levels (Appendix A).

Many activities identified in this professional development plan are projected to be on-going activities reflective of a multi-year systematic change process. The Professional Development Plan includes a multiple year action plan for the implementation of professional development to support effective teaching. The Professional Development Planning Committee will monitor the professional development activities, student achievement levels, and teacher needs on an on-going basis to ensure successful implementation. Changes will be made on an on-going basis to assure that professional development offerings are both necessary and appropriate to the needs of the faculty, and of the student population. Student performance will be reviewed on a regular basis in an effort to identify any new needs, and to identify the success of the professional development plan.

A needs assessment survey was developed based on the identification of student learning gaps, needs, and faculty observation (Appendix B). These focus areas will allow faculty to improve student learning by increasing teacher effectiveness, and embedding instructional practices into the daily activities occurring in the classroom. This will ultimately result in a greater percentage of students meeting and exceeding standards. The top professional development needs as identified by the faculty and staff of Pine Plains Central School District are: to improve student achievement by providing support in teacher and leader effectiveness and to foster climate, culture, and communication with all individuals and stakeholder groups. The result of this survey provided a foundation of critical areas of staff development, which will improve teacher effectiveness in meeting the needs of all students and directly improve teaching practices and leadership skills.
Professional Development Goals

By June 2022:

1. Pine Plains CSD will improve student achievement by providing support in teacher and leader effectiveness.

2. Pine Plains CSD will foster a positive climate and culture, and promote communication with all individuals and stakeholder groups.

Pine Plains Central School District is committed to providing quality professional development opportunities to all faculty and staff members. On an on-going basis, Pine Plains Central School District staff members participate in high quality professional development activities. While the amount of professional development an individual teacher chooses to participate in may vary, mandated professional development noted above provides a minimum of 20 hours of professional development per year over a five year period, a minimum of 100 hours of professional development for each certificated teacher and teaching assistance will be provided. Professional Development CTLE activities will be designed to improve the teacher or leader’s pedagogical and/or leadership skills, targeted at improving student performance. The following strategies and activities to support effective implementation include, but are not limited to, embedded coaching, PLC meeting, data meetings, classroom coaching, workshops, specific PD during faculty meeting, and conferences in and out of district.
Goal # 1: Pine Plains CSD will improve student achievement by providing support in teacher and leader effectiveness.

### Objective 1.1 To further develop teaching and leadership skills

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Activities (examples)</th>
<th>Evaluation (example)</th>
<th>Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in Research-based Instructional Practice activities</td>
<td>Workshops</td>
<td>Survey</td>
<td>On going</td>
</tr>
<tr>
<td>Faculty meetings</td>
<td>Self reflection</td>
<td></td>
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<tr>
<td>Superintendent Conference Days</td>
<td>Classroom Observations</td>
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</tbody>
</table>

| Participate in meetings dedicated to improving student performance | Data-driven Decision Making meetings | Survey | On going |
| Professional Learning Communities (PLC) meeting | Meeting minutes | |
| Team Meetings | | |

| Participate in Higher Institute learning experiences | College courses | Self reflection | On going |
| College sponsored workshops/conferences | Classroom observation | |

| Participate in curriculum alignment and revision | Align and revise curriculum: Science Social Studies ELA Math | Survey | On going |
| | Meeting minutes | |

### Objective 1.2 To increase student performance

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Activities (examples)</th>
<th>Evaluation (example)</th>
<th>Time Frame</th>
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</thead>
<tbody>
<tr>
<td>Participate in meetings dedicated to improving student performance</td>
<td>Data-driven Decision Making meetings</td>
<td>Survey</td>
<td>On going</td>
</tr>
<tr>
<td>Professional Learning Communities (PLC) meeting</td>
<td>Meeting minutes</td>
<td></td>
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<tr>
<td>Team meetings</td>
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</tbody>
</table>

<p>| Implement comprehensive programs focused on content areas as appropriate | Student Learning Objectives (SLO) NWEA | Meeting minutes | On going |
| | Classroom Observations | | |</p>
<table>
<thead>
<tr>
<th>Strategies</th>
<th>Activities (examples)</th>
<th>Evaluation (example)</th>
<th>Time Frame</th>
</tr>
</thead>
</table>
| Improve and enhance learning experiences through the use of technology | Learning.com  
21st Century Skills Assessment | Survey  
Self reflection  
Observe student outcomes  
Easy Tech | On going |
| Support STEAM Initiative                                       | Workshops  
Faculty meetings  
Superintendent Conference Days | Survey  
Meeting minutes  
Easy Tech | On going |
Goal #2: Pine Plains CSD will foster climate, culture, and communication with all individuals and stakeholder groups.

<table>
<thead>
<tr>
<th>Objective 2.1 To further develop teaching and leadership skills</th>
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</thead>
<tbody>
<tr>
<td><strong>Strategies</strong></td>
</tr>
<tr>
<td>Participate in Research-based Practice activities focused on climate, culture, and communication</td>
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<tr>
<td>Participate in Higher Institute courses</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 2.2 To increase student performance</th>
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</thead>
<tbody>
<tr>
<td><strong>Strategies</strong></td>
</tr>
<tr>
<td>Participate in activities across disciplines</td>
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<tr>
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<tr>
<td>Participate in Research-based Practice activities focused on climate, culture, and communication</td>
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<tr>
<td>Develop the capacity to provide a nurturing, safe and productive learning environment</td>
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<tr>
<th>Objective 2.3 To promote 21st Century literacy skills</th>
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<tbody>
<tr>
<td><strong>Strategies</strong></td>
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<tr>
<td>Participate in project based learning activities</td>
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<tr>
<td></td>
</tr>
<tr>
<td>Participate in Research-based Instructional Practice activities</td>
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</table>
### District Resources

| Fiscal Resources | General Budget  
|                 | Non Competitive State and Federal Grants  
|                 | Competitive State and Federal Grants (Local and Consortium)  
|                 | Institutions of Higher Education  
|                 | Foundations: SEED  
|                 | Local Businesses/Organizations  
|                 | Personal Donations (training materials and equipment)  
|                 | Private competitive grants  

| Staff Resources | Train the Trainer  
|                | Admin and teacher experts  
|                | Staff Volunteers: (e.g.: student conference day)  
|                | In-service presenters  
|                | Mentor Program  
|                | Locally produced trainings  

| Community | Building Bridges  
|          | Health/Safety Organizations  
|          | Mental Health Organizations  
|          | Parents  
|          | Law Enforcement  
|          | Political Organizations  

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Activity/Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bard College</td>
<td>30 Campus Rd, Annandale-On-Hudson, NY 12504</td>
<td>Immersive, prescriptive professional development in the area of writing based teaching strategies and questioning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Audit of Math Program and assistance with restructuring</td>
</tr>
<tr>
<td>Mid-Hudson National Alliance on Mental Health</td>
<td>P.O. Box 787 Poughkeepsie NY 12602</td>
<td>National Council for Behavioral Health</td>
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<tr>
<td></td>
<td></td>
<td>Mental Health First Aid</td>
</tr>
<tr>
<td>Siemens, King and King Architects, Clarkson University, Ferrara Fiorenza Law Firm</td>
<td>East Syracuse Minoa High School 6400 Fremont Road East Syracuse, NY 13057</td>
<td>Collaborative Educators Summit</td>
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<td></td>
<td></td>
<td>Develop strategies and action plans to strengthen STEM education</td>
</tr>
<tr>
<td>New York State Museum</td>
<td>222 Madison Ave, Albany, NY 12230</td>
<td>Develop strategies and action plans to support Archaeology in the Classroom</td>
</tr>
<tr>
<td>STANYS</td>
<td>PO Box 2121 Liverpool, NY 12089</td>
<td>Support Science Education in the Classroom</td>
</tr>
<tr>
<td>Orange-Ulster BOCES</td>
<td>53 Gibson Road Goshen, NY 10924</td>
<td>Workshops/PD to develop teacher and leader skills</td>
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<td></td>
<td></td>
<td>Workshop/PD to improve student performance</td>
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<tr>
<td></td>
<td></td>
<td>Workshops/PD to enhance 21st Century Literacy Skills</td>
</tr>
<tr>
<td>Ulster BOCES</td>
<td>175 Route 32 North New Paltz, NY 12561</td>
<td>Workshops/PD to develop teacher and leader skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Workshop/PD to improve student performance</td>
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<tr>
<td></td>
<td></td>
<td>Workshops/PD to enhance 21st Century Literacy Skills</td>
</tr>
<tr>
<td>Sullivan County BOCES</td>
<td>52 Ferndale Loomis Rd, Liberty, NY 12754</td>
<td>Workshops/PD to develop teacher and leader skills</td>
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<td></td>
<td></td>
<td>Workshop/PD to improve student performance</td>
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<tr>
<td></td>
<td></td>
<td>Workshops/PD to enhance 21st Century Literacy Skills</td>
</tr>
<tr>
<td>Organization</td>
<td>Location</td>
<td>Workshops/PD to develop teacher and leader skills</td>
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<tr>
<td>Mid-Hudson Regional Information Center</td>
<td>175 Rt. 32 North New Paltz, NY 12561</td>
<td></td>
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<tr>
<td>Capital Region BOCES</td>
<td>900 Watervliet Shaker Rd, Albany, NY 12205</td>
<td></td>
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<tr>
<td>Southern Westchester BOCES</td>
<td>17 Berkley Drive, Rye Brook, NY 10573</td>
<td></td>
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<tr>
<td>Lower Hudson Regional Information Center</td>
<td>450 Mamaroneck Ave., Harrison, NY 10528</td>
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<tr>
<td>Putnam Northern Westchester BOCES</td>
<td>200 Boces Dr, Yorktown Heights, NY 10598</td>
<td></td>
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<tr>
<td>Dutchess BOCES</td>
<td>5 Boces Rd, Poughkeepsie, NY 12601</td>
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</tr>
<tr>
<td>Organization</td>
<td>Address</td>
<td>Workshop/PD Services</td>
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<td>--------------------------------------------------</td>
<td>----------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Mid-Hudson Teacher Center                         | SUNY New Paltz, 800 Hawk Drive, Old Main Building, Room 223, New Paltz, NY 12561 | Workshops/PD to develop teacher and leader skills  
Workshop/PD to improve student performance  
Workshops/PD to enhance 21st Century Literacy Skills |
| Scenario Learning LLC (SafeSchools)               | 4890 West Kennedy Blvd. Suite 300 Tampa, FL 33609 | Workshops/PD to develop teacher and leader skills  
Workshop/PD to improve student performance  
Workshops/PD to enhance 21st Century Literacy Skills |
| Great Minds (Eureka Math)                         | 55 M Street SE, Suite 340 Washington, DC 20003 | Workshops/PD to develop teacher and leader skills  
Workshop/PD to improve student performance  
Workshops/PD to enhance 21st Century Literacy Skills |
| International Society for Technology in Education (ISTE) | 621 SW Morrison Street, Suite 800 Portland, Oregon 67205 | Workshops/PD to develop teacher and leader skills  
Workshop/PD to improve student performance  
Workshops/PD to enhance 21st Century Literacy Skills |
| Heinemann                                         | PO Box 6926 Portsmouth, NH 03802-6926        | Workshops/PD to develop teacher and leader skills  
Workshop/PD to improve student performance  
Workshops/PD to enhance 21st Century Literacy Skills |
PPCSD Professional Development Feedback Form
Workshop Title:
Presenter:
Date(s):

**Please answer the first four questions using a scale of 1-4, where 4 is the highest and 1 is the lowest.**

<table>
<thead>
<tr>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Comment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The instructor was effective in instructing/facilitating this workshop.</td>
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<tr>
<td>2. The ideas and skills taught at this workshop are relevant to my professional practice.</td>
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<tr>
<td>3. I was an actively engaged participant in this workshop.</td>
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<tr>
<td>4. I would recommend this workshop to others.</td>
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</tr>
</tbody>
</table>

5. What new skills or knowledge have you gained from this workshop?

6. What was the most valuable part of the training for you?

7. What would you change about this training?

8. What do you need in order to implement the information and practices covered in this workshop?
9. What professional support can be provided as a follow up to this workshop?

10. Please provide any additional comments or feedback:

Optional: Name: _______________________________ Building: ________________________

Teacher/Mentor Handbook

WELCOME NEW PINE PLAINS CENTRAL SCHOOL DISTRICT FACULTY MEMBER!

The Pine Plains Central School District and the Pine Plains Federation of Educators, Inc. have jointly established a Mentor Faculty Program. The purpose of the program is to provide peer guidance to faculty new to the District. It is our collective view that an instructional staff of the highest quality can best be assured by providing strong support for all faculty.

The Mentor Faculty Program eases the new faculty member's entry into the system and affords the District an opportunity to recognize some of the outstanding faculty within the District. The Mentor Faculty Program is designed to encourage experienced, tenured faculty to share their knowledge, talents and skills with new faculty in the District and help them to become effective faculty members. It supplements District and building orientation programs that already exist.

This handbook has been developed to provide the new faculty members with relevant information, which will assist them in their first year in the Pine Plains Central School District. It is our hope that this resource, along with the mentor, will help to make your experience successful and enjoyable.

New faculty members will be assigned to a mentor but should also be assured that any staff member stands ready and willing to assist. There may be times when the new faculty member may feel overwhelmed, but the mentor should be viewed as a professional guide and advisor throughout the year. New faculty members are likely to encounter many situations that will raise questions relating to all areas of their responsibilities. These questions may range from planning for instruction, utilization of materials, record keeping, or a myriad of other concerns. The mentor will offer answers to these questions and provide other essential support during the school year.

Good luck and best wishes!
CONFIDENTIALITY

The first year of a new position can bring many challenges and concerns for the novice faculty member. Mentors are selected to offer assistance and guidance to allow for a smooth transition for the faculty member’s first year in our District. The relationship that develops between the mentor and mentee is crucial to the success of the program. This relationship must be developed in an ethical manner where both fairness and confidentiality are key to effective communication. In no way is this relationship to be used in the formal evaluation process.

The mentor should schedule regular interaction according to the existing guidelines, set up the communication mechanisms, clarify the level of confidentiality, and modify expectations to fit the real-life mentoring situation. As the mentor/mentee relationship develops, the mentor should also take the responsibility to initiate and maintain the relationship. The mentor must communicate that sharing expectations and periodic review will give strength to the process. The mentee should not be concerned that sharing problems could reflect inadequacy. A positive, accepting attitude is crucial and sets the tone for a cooperative relationship. The mentor should ensure that the sharing of ideas, problems, feelings and resources can be done in an atmosphere of an open, working relationship.
COMPREHENSIVE INDUCTION AND MENTORING PROGRAM

Philosophy and Rationale

As public schools face an increasing shortage of teachers, it is critical that districts find ways to retain teachers and to train them to become outstanding educators. Like any profession, "on-the-job training" that is consistent and continuous is the best way to develop teacher talent. Teachers who feel competent and appropriately supported are more likely to stay in our school district. Teachers who are highly knowledgeable in their subject area and skilled in the delivery of instruction will provide our students with a high quality education, preparing them appropriately for life.

Summary: Highly competent and well-trained teachers = stability and increased student achievement in the Pine Plains Central School District.

Our intent was to create a successful program that would give us an advantage in a highly competitive market to:

- Attract our most talented and experienced tenured teachers to serve as mentors and become involved in the total program
- Foster collaboration among administrators, mentors and interns
- Involve all faculty to support new teachers in a general way
- Communicate to the Board of Education and the community the critical need for a continuous comprehensive induction and mentoring program
- Engage in ongoing program assessment and appropriate revision.
MENTOR SELECTION PROCESS

Mentors will be provided for first year faculty members by the Pine Plains Central School District. A mentee could possibly be mentored a second year if recommended by the principal. A mentee may request a second year of mentoring that can be justified and approved by the building principal. To be chosen as a mentor, candidates must participate in mentor training and be on the approved mentor list. Principals will choose mentors from the approved mentor list in an attempt to match personalities and content areas as best as possible.

A mentor shall have one mentee at a time. The mentor teacher position is for one year. All mentors shall meet at least once per quarter to discuss the program.

As part of the process, the principal of the building in which the mentor and mentee are working, will provide a professional setting of trust, learning, and sharing. The Superintendent or his/her designee shall arrange for training for the mentors before the beginning of each new school year (preferably late spring).
QUALITIES OF A GOOD MENTOR

a) Committed to the role of mentor.

b) Accepting of a novice, or new to District, faculty member.

c) Skilled at providing instructional support.

d) Effective in different interpersonal contexts.

e) A model of a continuous learner.

f) Communicates hope and optimism.

 g) Reinforce confidentiality.
WAYS OF MENTORING

Suggestions for Sharing Expertise on Student and Self Evaluation

- Listen to the mentee's concerns about evaluation and share ideas about the overall purposes of evaluation in the classroom and the school.

- Talk about the variety of ways (formal and informal, verbal and nonverbal) that one can evaluate student learning and attitudes in specific subjects or at specific grade levels.

- Share your own system for grading and record keeping, and describe other models that you know about.

- Collaborate on the development of assessments that might be used in identical or similar classes.

- Offer to share a collection of assessments or other evaluation measures you have developed.

- Offer to give feedback on the mentee's evaluation instruments and their results.

- Review the standardized assessment program used by the school or district, and talk about its role in relation to curriculum planning and evaluation of student learning in the classroom.

- Describe various strategies to handle the expected paperwork associated with students' assignments.

- Discuss and compare various techniques for evaluation of one's own effectiveness.

- Help the new faculty member to prepare for the review and evaluation of his/her first year.

- It may be helpful for the mentee to develop an ongoing diary during the mentoring experience.

Communicating Support and Challenge

The effectiveness of verbal and nonverbal communication is high on the list of important factors that contribute to the success of mentoring relationships and of all professional and personal relationships. Mentors have a special responsibility for effective communication because they are a primary source of information, support and challenge to the recipients of their mentoring.
ROLE OF THE MENTOR

The mentor role is highly valued in our school district. We recognize that in order for the beginning faculty member to grow professionally, sustained and frequent conversations, as well as collegial interaction as provided by the mentor are integral and critical. Mentors are exemplary faculty members who are able to model excellence. A mentor is someone the mentee can reach out to for assistance and support. Carefully implemented mentoring can help mentees settle in more smoothly and quickly to the operating procedures of the District and their schools.

The role of the mentor is both challenging and complex. The relationship between the mentor and the mentee grows out of the particular needs of the mentee and the District. A mentor may provide support and encouragement to help the faculty member understand the history, customs, and culture of the school and district in which he/she work. The mentor is also instrumental in assisting with lesson plans, acquiring materials, as well as explaining District and building policies and procedures.

Mentor/Mentee relationships can provide a powerfully positive experience for both the novice and the experienced faculty member. At the heart of mentoring is a positive relationship between colleagues based on mutual respect. A supportive, encouraging, trusting relationship is essential to the success of this endeavor.

The mentor's primary role is to aid and support the mentee. Mentoring also offers experienced faculty members an opportunity to reflect on their teaching strategies and philosophies. Mentoring provides an opportunity to transform our professional lives.

PROGRAM REVIEW/MENTOR CHANGE:

The Mentor Faculty Program will be reviewed annually in each building by all parties involved. During the year, discussion between the principals and mentors, as well as the mentors and mentees, will provide information for assessing and strengthening the mentor program. These discussions will be used in shaping the following year's program.

If a "clash" occurs between the mentor and the mentee, the principal will be responsible for discussing issues with both parties and reassigning a mentee to another mentor if deemed appropriate.
MENTOR RESPONSIBILITIES

- Attend all faculty orientation programs.

- Take responsibility for initiating and maintaining the mentor/mentee relationship.

- Spend a minimum of 20-30 hours across the school year involved in mentoring (10-15 hours will be direct contact with mentee).

- Agree to be involved in mentor training workshop(s) as organized/developed by the Superintendent of Schools, or his/her designee(s).

- Utilize trust, confidence, and effective communication to strengthen the relationship and ensure empowerment.

- Provide resources or direct the mentee to resources needed.

- Model competence and professionalism.

- Demonstrate tolerance, patience, and sensitivity to the mentee's concerns.

- Use perspective and vision to suggest the next steps a mentee might consider.

- Guide the mentee in recognizing special talents and capabilities. At the same time, address the novice faculty's shortcomings and work together to find remedies.

- Share expectations and concrete suggestions where there is a need (i.e., dealing with challenging students).

- Identify the mentee's good qualities and establish a firm relationship so that areas of improvement are easier to handle.

- Critique the mentee's strengths as well as suggested areas of improvement in a confidential manner.

- Assist the mentee to identify effective strategies and experiment with new ideas.

- Cooperatively develop and maintain a log of activities.

- Use the Needs Assessment Questionnaire to plan individual assistance.
CHECKLIST FOR MENTOR FACULTY

The following topics or items should be reviewed with or completed with mentee within the time period(s) indicated. The time periods are labeled for those mentees starting work at the beginning of a school year, as well as those who may begin during a school year.

PRIOR TO THE FIRST DAY OF SCHOOL or (BEFORE 1ST DAY OF STUDENT CONTACT)

____ Cooperatively create a schedule of mentor/mentee meeting dates and times (with consideration of 20-30 hours of contact, 10-15 hours, direct)

____ Cooperatively develop opening week plans/activities

____ Familiarize mentee with building - locations of offices/persons & time schedules

____ Faculty Handbook, including specific procedures related to:
   __ Access to and use of copy and fax machines
   __ Homeroom activities: attendance, lunch count, pledge, etc.
   __ Paperwork such as building forms, reports, locker lists, etc.
   __ In-service pre-approval form
   __ Fire drill/emergency evacuation/lock down
   __ Assemblies
   __ Field Trips

____ Student Management including procedures related to:
   __ Working with students before/after school
   __ Expectations for students in transition during instructional time, (i.e., students going to lavatories, health office, main office, etc.)
   __ Discipline – referral forms, requesting administrative support
   __ Establishing classroom rules and procedures

____ Instructional Management including procedures related to:
   __ Student motivation
   __ Dealing with students’ individual differences, (English as a Second Language, Learning Styles)
   __ Effective instructional grouping
   __ Variety of teaching techniques
   __ Group facilitation skills

____ Supervisory duty responsibilities

____ Grading policies & procedures

____ Secure & review appropriate Curriculum guide(s)

____ Library, computer lab and other ancillary services

____ Provision of school & district materials and supplies

____ Lesson plan guidelines
___ Importance of confidentiality

___ Building and district committees and groups

___ Assistance available from School Nurse, Dean, School Counselors, School Psychologist, Speech/Language Therapists, Social Workers, etc.

___ Explain procedures regarding sick and personal days, (forms, calling for substitute, etc.)

___ Faculty observation/evaluation policy and procedures (Annual Professional Performance Review)

___ Cooperatively establish 1st quarter instructional goals

___ Provide suggestions for Open House

**BY THE END OF OCTOBER or (10 WEEKS AFTER 1st DAY OF STUDENT CONTACT)**

___ Have had at least 1st quarterly meeting with mentee and administrator

___ Review mentor/mentee schedule of meeting dates and times and adjust, as necessary (with consideration of 20-30 hours of contact, 10-15 hours, direct)

___ Review 1st quarter instructional goals and establish 2nd quarter goals

___ Cooperatively review/alter lesson plans while providing feedback

___ Cooperatively plan classroom instruction

___ Model instruction for mentee (when requested)

___ State and local assessments to be administered, (content & results)

___ State and/or local assessment results for mentee’s students

___ Provide suggestions for Parent Conferences

___ Model various means and styles of communication with parents/guardians, (written and verbal)

___ Monitor to determine that curriculum(s) is/are being followed and covered at an appropriate pace

___ Explain Child Study Team (CST) & Committee on Special Education (CSE) Referral processes and procedures

___ Explain services and coordination required for special education students or general education students with 504 Accommodation Plans
___ Assist with preparation for administrator’s observation/evaluation of mentee
___ Review any completed administrator evaluation and offer suggestions/feedback with regard to administrator’s recommendations
___ Review due dates for progress reports and report cards for the school year
___ Explain snow day/emergency closing, delayed opening & early dismissal procedures
___ Assist mentee with completion of BEDS form
___ Discuss 1st quarter Report Card grading and comments
___ Explain Parent Intervention Meeting process for students failing two or more core academic courses

**BY THE END OF THE 2ND QUARTER (MID-FEBRUARY) or (20-WEEKS AFTER 1ST DAY OF STUDENT CONTACT)**

___ Have had at least 2nd quarterly meeting with mentee & administrator
___ Review mentor/mentee schedule of meeting dates & times and adjust, as necessary (with consideration of 20-30 hours of contact, 10-15 hours, direct)
___ Review 1st semester instructional goals and establish 2nd semester goals
___ Monitor to determine that curriculum(s) is/are being followed and covered at an appropriate pace
___ Discuss 1st & 2nd quarter Report Card grades and comments
___ Review any additional completed administrator evaluation and offer suggestions/feedback with regard to administrator’s recommendations
___ Assist with preparation for and participation in Annual Reviews
___ Assist with preparation for and administration of State and/or local assessments, (i.e., TerraNova, NWEA)
___ Observe mentee instructing students and provide feedback
___ Cooperatively finalize 1st semester log to be reviewed by administrator

**BY END OF THIRD QUARTER or (30 WEEKS AFTER 1ST DAY OF STUDENT CONTACT)**

___ Have had at least 3rd quarterly meeting with mentee & administrator
___ Review mentor/mentee schedule of meeting dates & times and adjust, as necessary (with consideration of 20-30 hours of contact, 10-15 hours, direct)
Monitor to determine that curriculum(s) is/are being followed and covered at an appropriate pace

Review any additional completed administrator evaluation and offer suggestions/feedback with regard to administrator’s recommendations

Determine mentee’s overall ability to achieve administrator’s observation/evaluation recommendations

Provide additional assistance with Report Card grading and comments, as appropriate

Review District Retention Policy & building procedures/guidelines for retention recommendation

Complete at least 2nd Observation of mentee and provide suggestions, as appropriate

Monitor to determine that curriculum(s) is/are being followed and covered at an appropriate pace

PRIOR TO THE CONCLUSION OF THE SCHOOL YEAR or (AT THE CONCLUSION OF THE MENTEE’S FIRST YEAR OF EMPLOYMENT)

Have had at least 4th quarterly meeting with mentee and administrator

Assist with (next year’s) budget preparation & submission procedures

Explain end-of-year procedures

Check for correct completion of end-of-year reports, forms and actions

Cooperatively complete mentee/mentor log in preparation for submission to administrator

Complete and return Mentor Faculty Survey

Determine that mentee has completed and returned Mentee Faculty Survey

For mentee consider a request for a 2nd year of mentoring, assist with completion and return of Needs Assessment Questionnaire

For mentee who will be working independently for the 2nd year, assist with development of 2nd year goals and potential summer activities in preparation for meeting such goals
MENTOR FACULTY SURVEY

Circle the appropriate response. There is room for your suggestions at the end.

1) Rate our District’s efforts to create a supportive environment for your participation in this program?
   1  2  3  4
   minimally effectively

2) How well was your mentor role defined?
   1  2  3  4
   minimally effectively

3) Were you able to fulfill the requirements and responsibilities of the mentor program?
   1  2  3  4
   minimally fully

Please comment:

4) What opportunities has the program provided for you professionally?
   Check all that apply:
   - Sharing ideas with other teachers
   - Participating in training sessions
   - Reflecting on your own teaching
   - Receiving energy from new teachers
   - Other ________________________________

5) Upon reflection, evaluate the training provided by the program’s monthly mentor seminars.
   1  2  3  4
   poor excellent

6) Suggestions for improvement:
THIRTEEN POTENTIAL NEEDS OF A NEW FACULTY MEMBER

1. Managing the classroom.
2. Acquiring information about the school system.
3. Obtaining instructional resources and materials.
4. Assessing students and evaluating student progress.
5. Planning, organizing, and managing instruction and other professional responsibilities.
6. Motivating students.
7. Using effective instructional strategies. (Differentiated instruction)
8. Dealing with individual students' needs, interests, abilities and challenges.
9. Communicating with colleagues, including administrators, supervisors, and other staff.
10. Communicating with parents.
11. Adjusting to the teaching environment and role.
12. Receiving support.
13. Becoming an integral part of the school and district such as volunteering for a committee, become an advisor, or coach etc.
MENTEE FACULTY RESPONSIBILITIES

- Be open to constructive criticism as well as praise. The mentee should be able to accept suggestions and adapt to change.

- Assume responsibility for the purpose of inner analysis and self-acceptance.

- Be open-minded, trust the relationship, communicate effectively and maintain a positive attitude.

- Share ideas, challenges, feelings, expectations and concerns.

- Maintain confidentiality.

- Be willing to give time and effort to the process.

- Be willing to accept professional responsibilities and follow school/district rules.

- Be willing and ready to learn from mentor.

- Maintain a log of activities.

- Obtain your schedule and student roster, if available.

- Familiarize yourself with students' names (pronunciation); make name tags if appropriate for your grade level.

- Plan for the first day:
  - an introduction to classroom policies and grading procedures
  - determine seating arrangement

- Prepare your classroom to accommodate teacher and student-centered activities.

- Prepare a memo to student and/or parents outlining expectations regarding:
  - Supplies and textbooks
  - student conduct
  - assignments (class work, home work, special projects)
  - progress evaluation (grading procedures)
  - parent/teacher communication

- Communicate with mentor and ask questions. Remember, your mentor is there to help you.

- Secure supplies that are essential to particular lessons well before they are needed.
MENTEE FACULTY SURVEY
Circle the appropriate response. There is room for your suggestions at the end.

1) To what degree have you benefited from the Mentoring Program?
   1    2    3    4
   minimally effectively

2) Do you believe you were carefully and successfully matched with a supportive mentor?
   1    2    3    4
   minimally effectively

3) Rate our District's effort to create a supportive environment for your participation in this program.
   1    2    3    4
   minimally effectively

4) Rate our District's provisions for professional development opportunities for beginning teachers.
   1    2    3    4
   minimally effectively

5) Has this program given you opportunities to grow as a professional?
   1    2    3    4
   minimally effectively

6) Looking back over the year, evaluate the training provided by the program's mentor seminars.
   1    2    3    4
   minimally effectively

7) Suggestions for improvement:
SUGGESTED ACTIVITIES FOR MENTOR/MENTEE TEAMS

1. Visitation to classrooms in order to learn about other grade levels, teaching styles and practices.

2. Exploration of current professional issues (State assessments and standards, teacher roles and responsibilities, educational trends, parental involvement, professional respect) in order to raise consciousness, establish priorities, and encourage professional growth.

3. Observe, collaboratively, the teaching of both the mentee and mentor and the successful accomplishments of various learning objectives.

4. Investigation of school and community resources (Public and College Libraries, Dutchess County Community College, Dutchess BOCES, Institutions of local history, the Internet, local newspapers, local talent) in order to enrich classroom instruction.

5. Creation and implementation of an interdisciplinary unit in order to enhance collegial relationships and to demonstrate efficacy of peer collaboration.

6. Cooperative planning in order to familiarize the mentee with district/building procedures as well as the educational benefits of the cooperatively planned activities.

7. The mentor may attend the mentee’s pre- and post-observation(s), if mutually agreed upon with the administrator. The role of the mentor is to be a professional colleague for the mentee and not to act in a union capacity. The mentor shall refrain from participating in the meeting, but should assist in preparation for said meeting and debrief after the meeting has taken place.
NEEDS ASSESSMENT QUESTIONNAIRE

Please choose the response for each item that most closely indicates your level of need for assistance in the area described. Indicating needs will guide your mentor in focusing on the appropriate areas. A need for assistance is not equivalent to a professional weakness.

Possible responses:

A. **Little or no need** for assistance in this area
B. **Some need** for assistance in this area
C. **Moderate need** for assistance in this area
D. **High need** for assistance in this area

1. _____ Finding out what is expected of me as a teacher
2. _____ Communicating with the principal
3. _____ Communicating with other faculty
4. _____ Communicating with parents
5. _____ Organizing and managing my classroom
6. _____ Maintaining student discipline
7. _____ Obtaining instructional resources and materials
8. _____ Planning for instruction
9. _____ Managing my time and work
10. _____ Diagnosing student needs
11. _____ Evaluating student progress
12. _____ Motivating students
13. _____ Assisting students with special needs
14. _____ Dealing with individual differences among students
15. _____ Understanding the curriculum
16. _____ Completing administrative paperwork
17. _____ Using a variety of teaching methods
18. _____ Facilitating group discussions
19. _____ Grouping for effective instruction
20. _____ Administering standardized achievement tests
21. _____ Understanding the school system's teacher evaluation process
22. _____ Understanding my legal rights and responsibilities as a teacher
23. _____ Dealing with stress
24. _____ Knowing the proper channels relative to contractual and/or policy issues
25. _____ Becoming aware of special services provided by the school district
Please respond to the following items.

26. List any professional needs you have that are not addressed by the preceding items:


27. What additional types of support should the school district provide you and other beginning faculty?


Mentee/Mentor Administrative Meeting Log

Mentee’s Name: ________________________  Mentor’s Name: ________________________

Mentee & Mentor should cooperatively complete the Administrative Meeting Log, documenting four meetings with their administrator each year. Mentee should submit the log to their administrator at the conclusion of the first year.

<table>
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<tr>
<th>Date</th>
<th>Meeting Notes</th>
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CLASSROOM MANAGEMENT TIPS

Being organized is one of the keys to effective instruction. Planning ahead can help you avoid many problems. Classroom management can include management of the classroom climate, management of time, and management of student behavior.

Classroom Climate

- Arrange room to reflect interests of the students
- Determine seating arrangement before first day of school
- Bulletin boards and other visual displays should reflect the diversity in the classroom
- Arrange seating so students can view the board, projection screen and overhead without the need to move seats
- Store books and supplies so that they are easily accessible
- Be outside your classroom to greet your students
- Accommodate students with special needs (i.e. vision or hearing impaired)
- Acknowledge students' positive qualities
- Set tasks and limits based on the students' capabilities
- Avoid singling a student out or having favorites
- Learn students' names promptly
- Establish and model ground rules

Time Management

Laying a good foundation is important. The following suggestions may help:

- Every day make a list of things which need to be completed, do a little bit at a time, don't prolong doing things
- Make a habit to plan at the same designated time of day
- To avoid stacks of paper (clutter), respond to it immediately. Handle a piece of paper only once. Either give it to someone else to deal with, file it, or throw it away
- Use a loose-leaf notebook for lesson plans so that the order of lessons can be modified easily
- Use a monthly calendar for unit planning
- Save time by checking attendance with a seating chart
- Put papers to be graded in labeled folders according to class or period
- Prioritize! When time is a factor, consider what will effect your most immediate actions and do them first
STUDENT BEHAVIOR MANAGEMENT

Student behavior management will be an important part of your day. Learning and developing techniques which are consistent and responsible will be very beneficial to your program. You will be guided by the "personality" of the class. This can differ from year to year or from class to class. Your mentor is your best source of advice regarding student behavior management.

Managing Discipline:

- Treat the students in a respectful manner
- Lay the ground work for class expectations at the beginning of the year that are consistent with school-wide standards
- Consequences for undesirable behavior should be established in advance and following through is critical
- Learn to de-escalate undesirable behavior
- Respect the personal space of the student and deal with individual problems privately
- Be aware of your body language and the messages and feelings you communicate
- Help student understand that feelings are acceptable, but inappropriate behavior is unacceptable
- Don't use threats or ultimatums
- Address discipline problems promptly
- Procrastination of handling discipline problems leads to greater problems

Below is a series of actions you may want to follow for student behavioral management:

- Use signaling (facial expressions, body movement, sounds and gesture)
- Talk to the student privately. Either in the hall or after class in a meeting room
- Discuss student with mentor teacher
- Your mentor is your best source of advice regarding student behavior management
- Change the student’s seat
- Involve parents
- Isolate the student
- Develop a behavioral contract with the student
- Develop a token system where tangible objects or symbols can be exchanged for privileges, activities, or rewards
- Refer to the administration after other steps have been attempted and failed
- A teacher may detain a student after school after coordinating arrangements with the principal and the parents
- Use of humor
PARENT-TEACHER CONFERENCES

Clear and concise communication is key and will help you feel confident in dealing with parents. Parent conferences can be anticipated with discomfort, but on the other hand can be very productive. Parents, in general, come to a conference with the intent of being cooperative and with the best interest of the student in mind. Focusing the discussion on the student's classroom progress and achievement will help prevent the conference from dealing with irrelevant issues. Encourage the parent to discuss the conference with the student both before and after the meeting. This will relay to the child that the teacher and parents are working together in the best interest of the child.

Before the conference, be prepared with a variety of information that may include:

- Your grading book
- Test scores
- Homework progress
- Standardized test scores
- Attendance information
- Documented classroom behavior and any other applicable information
- School work
- Reading levels and math progress if applicable
- Special interests or points that you may have noticed in the student
- Peer relationships and how the child interacts with other students
- Appropriate and/or inappropriate behavior inside and outside of the classroom

During the conference:

- Use good communication skills
- Stay on the topic
- Be certain to explain the governing factors surrounding the student's behavior impact on the educational process
- Come up with suggestions for remediation
- Respond with positive information. Allow the parents to understand that you sympathize with the dilemma they are facing, but at the same time continue to focus on dealing with the student's progress
- Avoid communicating with emotions and avoid triggers that could interfere with the tone of the conference.

After the conference:

- Document the conference in writing
CONTINUING TEACHER AND LEADER EDUCATION (CTLE) REQUIREMENTS

Classroom Teacher and School Leader Professional Certificate holders or Level III Teaching Assistant Certificate holders

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.

Continuing Teacher and Leader Education (CTLE) Requirements for CTLE Certificate Holders

CTLE certificate holder: A Registered holder of a professional classroom teaching certificate, educational leadership certificate, or Level III teaching assistant certificate is required to successfully complete 100 clock hours of acceptable CTLE during the registration period if they practice 90 days or more in a single applicable 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 practicing in New York State will be subject to Registration requirements, but will not be subject to CTLE.

Holders of Continuing Teaching Assistant certificates or 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, are not subject to Registration or CTLE requirements.

Acceptable Continuing Teacher and Leader Education (CTLE)

Acceptable CTLE must be taken from a sponsor approved by the Department. A list of approved sponsors can be retrieved from http://www.highered.nysed.gov/tcert/resteachers/ctlesponsors.html. Acceptable CTLE shall be study in the content area of any certificate title held by the individual or in pedagogy and include any required study in language acquisition addressing the needs of English language learners as described in section 80-6.3 of Commissioner’s Regulations.

Acceptable CTLE must be conducted through activities designed to improve the teacher or leader’s pedagogical and/or leadership skills, targeted at improving student performance, including but not limited to formal CTLE activities. Such activities shall promote the professionalization of teaching and educational leadership, as applicable, and be closely aligned to district goals for student performance.
Speech and Language Disabilities Professional Certificate Holders please note: Courses taken from an approved American Speech-Language Hearing Association (AASHA) CE provider are acceptable towards meeting CTLE requirements as long as they are documented with the ASHA CE Registry. One ASHA CEU equals 10 hours of CTLE.

AASHA Approved CE Providers

Continuing Teacher and Leader education (CTLE) Recordkeeping Requirements

CTLE certificate holders shall maintain a record of completed CTLE, which shall include: the title of the program, the total number of hours completed, the number of hours completed in language acquisition addressing the need of English language learners, the sponsor’s name and any identifying number, attendance verification, and the date and location of the program. Such records shall be retained for at least three years from the end of the registration period in which the CTLE was completed and shall be available for review by the Department upon request. Completion certificates are not to be submitted to the Office of Teaching Initiatives unless they are requested.

Continuing Teacher and Leader Education (CTLE) Language Acquisition Requirements

Holders of Professional English to Speakers of Other Languages certificates or Bilingual Extension Annotations are required to complete a minimum of 50 percent of the required CTLE clock hours in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.
Continuing Teacher and Leader Education (CTLE) Individual Record

Directions: This form is provided for use by individuals holding either a Professional Certificate or a Teaching Assistant Level III certificate. This document will assist CTLE certificate holders with maintaining records of CTLE activities in accordance with certification regulations.

1. Document activities in the table below.
2. Keep “Certificate of Completion” forms and/or other documentation with this record. Documentation must be retained for 8 years.
3. DO NOT submit this form or other CTLE documentation to the Office of Teaching Initiatives, unless it is requested. At the end of your Registration period, you will be asked to attest to meeting or not having met CTLE requirements. This document will assist you with making the proper determination.

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<tr>
<th>Name:</th>
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<td>Certificate Title(s):</td>
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Five-Year Registration Period (See your TEACH Profile to find the dates of your Registration Period): Begin Date: ___________ End Date: ________________

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<tr>
<th>Title of Program</th>
<th>Approved CTLE Sponsor Name</th>
<th>Sponsor Category*</th>
<th>Dates (mm/dd/yyyy)</th>
<th>Location</th>
<th>Content / Pedagogy / Language Acquisition</th>
<th>Clock Hours</th>
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*Sponsor Categories: 1 = Public School; 2 = BOCES; 3 = Teacher Center; 4 = College/University; 5 = “Other NYSED-Approved Sponsor”

DO NOT SUBMIT THIS FORM. PLEASE KEEP FOR YOUR OWN RECORDS.
Office of Teaching Initiatives Web site: www.highered.nysed.gov/tcert/ E-Mail: CTEL@nysed.gov
References


Appendix A

List of Data Sources

The following data sources have been utilized to perform a needs assessment to assist in the development plan:

1. New York State District/School Report Card
2. Grades 3-8 New York State 2017 Math Student Performance
3. Grades 3-8 New York State 2017 ELA Student Performance
4. Grades K-9 NWEA Student Performance
5. VADIR Report
6. Announced and Unannounced Teacher Observation Building Level Data according to the Danielson Domains
7. Teacher Survey (Appendix B)
Appendix B
Professional Development Needs Assessment

DEMOGRAPHICS

Please answer the following questions to the best of your ability. Select all answers that apply to you.

1. Please select the building or buildings where you currently work.
   - Cold Spring Early Learning Center
   - Seymour Smith Intermediate Learning Center
   - Stissing Mountain Junior-Senior High School

2. Please select the grade level or grade levels that apply to your instruction.
   - Pre-K
   - Kindergarten
   - First Grade
   - Second Grade
   - Third Grade
   - Fourth Grade
   - Fifth Grade
   - Sixth Grade
   - Seventh Grade
   - Eighth Grade
   - Ninth Grade
   - Tenth Grade
   - Eleventh Grade
   - Twelfth Grade
   - Self-Contained
3. Please choose the department that best fits your content area. Choose all that apply.

- □ Elementary Level
- □ English Language Arts
- □ Mathematics
- □ Science
- □ Social Studies
- □ Foreign Language
- □ Technology
- □ Physical Education and Health
- □ Art, Music, Family and Consumer Sciences
- □ Special Education / AIS / ELL / Psychologist / School Counselor

READING AND WRITING

Your answers in addressing the following areas of education will help us to identify the appropriate professional development offerings for the upcoming school year. Please rate your interest in learning more about each area.

* 4. Reading Across the Curriculum

- □ No Interest
- □ Little Interest
- □ Moderate Interest
- □ Strong Interest

* 5. Reading Programs

- □ No Interest
- □ Little Interest
- □ Moderate Interest
- □ Strong Interest
* 6. Reading Strategies

☐ No Interest

☐ Little Interest

☐ Moderate Interest

☐ Strong Interest

* 7. Literature Circles / Book Clubs

☐ No Interest

☐ Little Interest

☐ Moderate Interest

☐ Strong Interest

* 8. Handwriting Instruction

☐ No Interest

☐ Little Interest

☐ Moderate Interest

☐ Strong Interest

* 9. Bard Institute for Writing and Thinking Practices

☐ No Interest

☐ Little Interest

☐ Moderate Interest

☐ Strong Interest

*10. Comments Pertaining to Reading and Writing:
STEAM

Your answers in addressing the following areas of education will help us to identify the appropriate professional development offerings for the upcoming school year. Please rate your interest in learning more about each area.

* 11. Math Centers
  - □ No Interest
  - □ Little Interest
  - □ Moderate Interest
  - □ Strong Interest

* 12. Science
  - □ No Interest
  - □ Little Interest
  - □ Moderate Interest
  - □ Strong Interest

* 13. How to Incorporate Humanities and the Arts
  - □ No Interest
  - □ Little Interest
  - □ Moderate Interest
  - □ Strong Interest

* 14. Teaching of Technology in the Classroom
  - □ No Interest
  - □ Little Interest
  - □ Moderate Interest
  - □ Strong Interest

* 15. Comments Pertaining to STEAM:
TECHNOLOGY

Your answers in addressing the following areas of education will help us to identify the appropriate professional development offerings for the upcoming school year. Please rate your interest in learning more about each area.

* 16. Classroom Webpages
   □ No Interest
   □ Little Interest
   □ Moderate Interest
   □ Strong Interest

* 17. Google Drive and Google Apps
   □ No Interest
   □ Little Interest
   □ Moderate Interest
   □ Strong Interest

* 18. Office 365 / One Drive / Microsoft Apps
   □ No Interest
   □ Little Interest
   □ Moderate Interest
   □ Strong Interest

* 19. Distance Learning / Virtual Field Trips
   □ No Interest
   □ Little Interest
   □ Moderate Interest
   □ Strong Interest
* 20. Technology Projects / Topics (e.g. Robotics, Coding…)

☐ No Interest
☐ Little Interest
☐ Moderate Interest
☐ Strong Interest

* 21. Keyboarding Instruction

☐ No Interest
☐ Little Interest
☐ Moderate Interest
☐ Strong Interest

* 22. Comments Pertaining to Technology:

ASSESSMENT, INSTRUCTION, AND MANAGEMENT

Your answers in addressing the following areas of education will help us to identify the appropriate professional development offerings for the upcoming school year. Please rate your interest in learning more about each area.

* 23. Project-Based Learning

☐ No Interest
☐ Little Interest
☐ Moderate Interest
☐ Strong Interest

* 24. Formative Assessment

☐ No Interest
☐ Little Interest
☐ Moderate Interest
☐ Strong Interest
25. Grading Rubrics
- No Interest
- Little Interest
- Moderate Interest
- Strong Interest

26. Question / Discussion Techniques
- No Interest
- Little Interest
- Moderate Interest
- Strong Interest

27. Progress Monitoring
- No Interest
- Little Interest
- Moderate Interest
- Strong Interest

28. Flipping the Classroom
- No Interest
- Little Interest
- Moderate Interest
- Strong Interest

29. Center-Based Instruction
- No Interest
- Little Interest
- Moderate Interest
- Strong Interest
* 30. Note-Taking Strategies
   □ No Interest
   □ Little Interest
   □ Moderate Interest
   □ Strong Interest

* 31. Data-Driven Instruction
   □ No Interest
   □ Little Interest
   □ Moderate Interest
   □ Strong Interest

* 32. Strategies for Enrichment
   □ No Interest
   □ Little Interest
   □ Moderate Interest
   □ Strong Interest

* 33. Differentiated Instruction
   □ No Interest
   □ Little Interest
   □ Moderate Interest
   □ Strong Interest

* 34. Collaborative / Team Teaching / Co-Teaching
   □ No Interest
   □ Little Interest
   □ Moderate Interest
   □ Strong Interest
* 35. Classroom Management
  □ No Interest
  □ Little Interest
  □ Moderate Interest
  □ Strong Interest

* 36. Building Student Engagement
  □ No Interest
  □ Little Interest
  □ Moderate Interest
  □ Strong Interest

* 37. State Standards, Assessments, and Curriculum Design / Alignment
  □ No Interest
  □ Little Interest
  □ Moderate Interest
  □ Strong Interest

* 38. Comments Pertaining to Assessment, Instruction, and Management:
SOCIAL / EMOTIONAL

Your answers in addressing the following areas of education will help us to identify the appropriate professional development offerings for the upcoming school year. Please rate your interest in learning more about each area.

* 39. Diversity
   - [ ] No Interest
   - [ ] Little Interest
   - [ ] Moderate Interest
   - [ ] Strong Interest

* 40. Mindset
   - [ ] No Interest
   - [ ] Little Interest
   - [ ] Moderate Interest
   - [ ] Strong Interest

* 41. Character Education
   - [ ] No Interest
   - [ ] Little Interest
   - [ ] Moderate Interest
   - [ ] Strong Interest

* 42. Poverty
   - [ ] No Interest
   - [ ] Little Interest
   - [ ] Moderate Interest
   - [ ] Strong Interest
* 43. Students with Trauma
  □ No Interest
  □ Little Interest
  □ Moderate Interest
  □ Strong Interest

* 44. Safety
  □ No Interest
  □ Little Interest
  □ Moderate Interest
  □ Strong Interest

* 45. Comments Pertaining to Social / Emotional:

SPECIAL EDUCATION / AIS / ELL

Your answers in addressing the following areas of education will help us to identify the appropriate professional development offerings for the upcoming school year. Please rate your interest in learning more about each area.

* 46. Strategies for ELL
  □ No Interest
  □ Little Interest
  □ Moderate Interest
  □ Strong Interest
* 47. Dyslexia Awareness

☐ No Interest
☐ Little Interest
☐ Moderate Interest
☐ Strong Interest

* 48. Behavior Plans / Interventions

☐ No Interest
☐ Little Interest
☐ Moderate Interest
☐ Strong Interest

* 49. Assistive Technology

☐ No Interest
☐ Little Interest
☐ Moderate Interest
☐ Strong Interest

* 50. How to Understand / Implement an IEP

☐ No Interest
☐ Little Interest
☐ Moderate Interest
☐ Strong Interest

* 51. Comments Pertaining to Special Education / AIS / ELL:
FINAL QUESTIONS AND COMMENTS

Your answers in addressing the following areas of education will help us to identify the appropriate professional development offerings for the upcoming school year. We are looking to collect the most accurate data to reflect your needs. Please provide any questions, comments or suggestions in the boxes below.

* 52. Which of the following methods of professional development acquisition do you prefer? Please rank the list in order of importance to you with a 1 as the highest priority and 7 as your lowest priority.

- [ ] Demonstration Lessons
- [ ] Coaching
- [ ] Webinar / Blogs
- [ ] Videos
- [ ] Workshops with Make and Take Options
- [ ] Collaborative Learning Environments
- [ ] Book Club

* 53. Please indicate if there are any other professional development interests or opportunities not mentioned in this survey that you are interested in.

* 54. Please leave any questions or comments below.

55. Name: (Optional) ________________________________________