

SOUTH COLONIE CENTRAL SCHOOLS

Professional Development Plan

August 2018

Table of Contents

p.3.....	Preface
p.4.....	Committee Members
p.5.....	District Mission Statement and Core Values and Beliefs
p.6.....	Strategic Goals
p.7.....	South Colonie Central School District Standards
p.7.....	Professional Development Statement of Beliefs
p.8.....	Goals of Professional Development
p.9.....	History
p.10.....	The Professional Development Committee
pp.11-12.....	Needs Analysis
pp.12-16.....	Performance Measures
pp.17-18.....	Purpose and Process
p.19.....	Plan Assessment
p.19.....	Provision of Mandatory Violence Prevention Training
pp.19-21.....	Minimum 100 Hours Standard
p.22.....	NYS Guidelines for Mentoring Programs
pp.23-26.....	Description of The South Colonie Mentoring Program
p.27.....	General Provisions
p.27.....	Plan Certification
p.28.....	Recommendation

South Colonie Central School District
Albany, New York

Professional Development Plan

PREFACE

The South Colonie Central School District believes that all students can learn, and it recognizes that quality professional development is essential to the continuous improvement of the educational process. The district has long demonstrated a commitment to connecting professional development to the improvement of student results and will continue to promote and assure the ongoing development and growth of its professional staff.

Section 100.2 of the Regulations of the Commissioner of Education requires that each school district create and implement a plan for professional development by September 1, 2000, and annually by September 1 of each school year thereafter. This plan should "...describe how districts will provide all teachers with substantial professional development opportunities.

The South Colonie Central School District Professional Development Plan is the result of the collaborative efforts of a committee of teachers, administrators and community members during the 2007-2008 school year. The committee considered current research, as well as input from the professional staff, in the design and development of the plan. This plan is intended to direct professional development planning and implementation in the South Colonie Central School District.

South Colonie Central School District
Professional Development Planning Committee
2017-2018

COMMITTEE MEMBERS

Superintendent of Schools
Jonathan Buhner
Assistant Superintendent for Instruction
Tim Backus

South Colonie Administrator's Association Members

Gregory Bearup
Chris Leahey
Jill Penn
David Perry
Chris Robilotti
Marybeth Tedisco
Lindsay Tresansky
Jennifer Wells

South Colonie Teacher's Association Members

Sandra Comi – Colonie Central High School
Jeff Dutcher – Colonie Central High School
Stacy Evans – Colonie Central High School
Ilissa Hawley – Colonie Central High School
William Luke – Sand Creek Middle School
Karen MacWatters – Colonie Central High School
John Moak – Shaker Road Elementary School
Christine Murphy – Veeder Elementary School
Kate Raso – Colonie Central High School
Connie Woytowich – Colonie Central High School

Community/PTA Representative

Mary Ann Chesky – Parent

DISTRICT MISSION STATEMENT

The Mission Statement describes why we exist. The Mission Statement developed by the various stakeholders is as follows:

PREPARING WORLD CLASS CITIZENS FOR THE 21ST CENTURY
THROUGH SCHOOL AND COMMUNITY PARTNERSHIPS WHILE
ADDRESSING THE DIVERSE NEEDS OF ALL STUDENTS.

DISTRICT CORE VALUES AND BELIEFS

Sound planning begins with statements that reflect the beliefs of an organization and are based on ideals held in common by the school and community. The Core Values and Beliefs, as identified by stakeholders, have been consolidated into general categories:

WE BELIEVE:

- THAT ALL CHILDREN CAN LEARN.
- IN EDUCATING THE WHOLE CHILD, SO HE/SHE CAN MEET THE SOUTH COLONIE CENTRAL SCHOOL DISTRICT STANDARDS.
- IN FOCUSING ON STUDENT ACHIEVEMENT.
- IN PROVIDING A COMPREHENSIVE AND ENRICHED CURRICULUM FOR ALL STUDENTS REFLECTING THE NEEDS AND AVAILABLE RESOURCES OF THE COMMUNITY.
- THAT THE COMBINED COMMITMENT OF THE BOARD OF EDUCATION, STAFF, PARENTS, STUDENTS AND COMMUNITY IS THE KEY TO EDUCATIONAL SUCCESS.

STRATEGIC GOALS

The recommendations of the school community stakeholders for strategic goals have been summarized into eight strategic goals that can be utilized by the Board of Education and Administration for planning for the future of education in the South Colonie Central School District. They are broad statements that will be translated on an annual basis into specific objectives.

Student Needs/Program Offerings

The South Colonie Central School District will continue its curriculum review process and examine student achievement data in order to prepare all students for the global work force, while addressing individual student needs and abilities.

Student Demographics/Diversity

The South Colonie Central School District will continue to examine the student demographics to propose programs and resources that will meet the needs of all students.

Staffing/Professional Development

The South Colonie Central School District will continue to recruit, train and retain a staff that meets the high expectations for “all” positions in the District.

Community Support

The South Colonie Central School District will maintain and expand community partnerships to continuously ensure student success.

Safety

The South Colonie Central School District will continue to implement, monitor and improve the level of safety through the District.

Finances

The South Colonie Central School District will maintain sound financial practices, balancing outstanding programs with the community’s available resources.

Facilities

The South Colonie Central School District will continue to maintain its stewardship of all District facilities and plan for all future needs.

21st Century Technology

The South Colonie Central School District will develop a framework that allows all curriculum to incorporate evolving technology as part of its district Technology Plan.

K-6 Literacy

The South Colonie Central School District will provide staff development opportunities to support initiatives in balanced literacy and Response to Intervention at the K-6 level.

SOUTH COLONIE SCHOOL DISTRICT STANDARDS

The mission of the South Colonie Central School District is to ensure that all students will demonstrate:

- self-esteem;
- the ability to make responsible choices;
- personal visions and plans to achieve them;
- the use of a second language;
- the understanding, respect and acceptance of people of different race, sex, ability, cultural heritage, national origin, religion, and political, economic and social background, and their values, beliefs and attitudes;
- the skills to acquire, interpret and transmit information;
- mastery of all essential learner objectives at all levels of thinking; and
- the ability to work with others to reach common goals.

PROFESSIONAL DEVELOPMENT STATEMENT OF BELIEFS

The South Colonie Central School District believes that professional development improves instruction and

- is research-based;
- is tied to the district goals;
- is planned, continuous and sustained;
- is sustained through the provision of adequate time and school district financial and philosophical support;
- begins with the commitment by the members of the school community to life-long learning;
- uses staff experience and expertise;
- addresses specific needs identified by data;
- is linked to district, state and national standards;
- is proven in practice and yet encourages innovation and reflection;
- supports the use of technology;
- is directly linked to what teachers do in their classrooms;
- involves collaboration and support of teachers, administrators and community members;
- is routinely assessed for effectiveness.

GOALS OF PROFESSIONAL DEVELOPMENT

The goals of the South Colonie Central School District's Professional Development Program are:

1. to build a shared vision of what effective instruction looks like in our schools from pre-kindergarten to grade twelve;
2. to provide many and varied opportunities for our professional staff to incorporate new knowledge and skills into classroom practice;
3. to survey the Instructional Councils to identify subjects for staff development related to district initiatives;
4. to establish and support professional development that is focused on improving student learning;
5. to conduct professional development activities that recognize the overlapping and differing needs of beginning and veteran teachers;
6. to provide continuous support for all of our educational professionals who seek improvement in knowledge, skills and performance, and
7. to monitor professional development needs within the district using multiple source of data.

HISTORY

The South Colonie Central School District has long demonstrated a commitment to connecting staff development to the improvement of student results. The following is evidence of that commitment:

- The focus of Superintendent's Conference Days has been connected to implementing and achieving the New York State Learning Standards.
- All new teachers have been provided with four days of staff development, with the focus on improving student achievement. This compensated staff development is provided during the summer prior to the start of employment. Teachers receive additional hours of staff development as a result of their participation in this program.
- All new teachers have been provided with additional staff development workshops during their first three years of employment.
- The South Colonie Central School District has provided all new teachers with a peer mentor program, which is coordinated by two teachers.
- The South Colonie Central School District has approved a wide range of in-service courses, offered by a variety of organization, including South Colonie Central Schools, the Greater Capital Region Teacher Center, colleges and universities, and the New York State United Teacher's Association.
- The South Colonie Central School District has approved a wide range of Seminars on Educational Issues offered by such organizations as South Colonie Central Schools, the Greater Capital Region Teacher Center, various colleges and universities, and the New York State United Teacher's Association.
- The South Colonie Central School District maintains educational partnerships with numerous colleges and universities. Many staff development opportunities exist as a result of these partnerships. Examples of past opportunities include:
 - Workshop on writing across the curriculum and professional development on Writer's Workshop
 - Workshop designed to help teachers in the academic core meet the New York State Learning Standards
 - Workshop on implementing technology in the classroom
 - Workshop designed to improve foreign language students' communicative skills through the implementation of the *Total Physical Response Storytelling* approach
 - Staff development in effective literacy instruction in response to the RTI initiative
 - Staff development on literacy instruction, including the organization of the literacy block, word study and using text level in reading instruction
 - Staff development on Project Save and Olewus Bullying Prevention Program
- Many teachers participate in the numerous in-service courses, book clubs, study groups and summer institutes during the summer.

THE PROFESSIONAL DEVELOPMENT COMMITTEE

The Professional Development Plan will be developed and updated annually through the collaborative work of the Professional Development Committee (PDC).

The Professional Development Committee shall include:

- A majority of teachers designated by the SCTA
- Administrators, including one or more instructional supervisors, designated by the SCAA
- At least one parent designated by the PTA Council
- The district superintendent or his designee
- One representative of a higher education institution if a qualified candidate is found after a reasonable search
- The PDC may also include a representative(s) of professional development organizations

PROFESSIONAL DEVELOPMENT NEEDS ANALYSIS

The South Colonie Central School District aligns its curriculum with the New York State Learning Standards and student needs through a variety of methods. District-wide instructional councils use data, current research and teacher anecdotal evidence to meet student needs and to align the curriculum with the state standards.

The South Colonie Central School District, through the Instructional Councils, the Curriculum Review Board, and department and grade-level meetings, will conduct needs assessments using surveys and data analysis of state and local test results and other pertinent information.

The Professional Development Plan works to provide support to the Instructional Councils by aligning possible professional development opportunities.

Instructional Councils

English Language Arts K-6

English 7-12

Math K-4

Math 5-8

Math 9-12

Science K-4

Science 5-8

Science 9-12

Social Studies K-6

Social Studies 7-12

Foreign Language 5-12

Special Education K-12

Physical Education K-12

Art K-12

Music K-12

Health K-12

Family & Consumer Science 7-12

Technology 7-12

Information Technology K-12

Business 9-12

ESL K-12

Library K-12

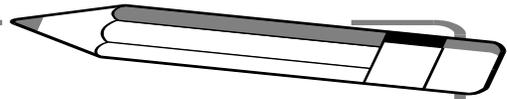
Guidance 7-12

The coordination of professional development across grade levels is based upon an examination of the performance measures articulated in the District Goals and Vision Statement. Professional development is based upon a review of these measures conducted through Instructional Councils and grade level/content area meetings as coordinated by Instructional Supervisors and building level administrators.

PERFORMANCE MEASURES

The South Colonie Central School District has established goals and performance measures (objectives) as indicated in the District goals and Vision Statement.

INSTRUCTION



ACADEMIC PERFORMANCE

The district believes that all students can learn and achieve the New York State Standards through continuous progress. Continuous progress utilizes quantifiable measures of success (performance indicators) based on the previous year.

PERFORMANCE MEASURES (Indicators of Success):

Elementary

- Increase overall performance of students on the Fountas and Pinnell Benchmark Reading Assessment
- Increase student mean score on K-2 end-of-year math test
- Increase percentage of students achieving levels 3 and 4 on the State assessments
- Increase scores on Elementary Level Science (ELS) test
- Increase mean level growth on CAI programs

Middle School

- Increase scores on State assessments in all subject areas (especially grade 8)
- Increase percent of students achieving mastery level on State assessments
- Increase percent of students scoring 90 or above in 9th grade Regents level courses by subject area
- Increase percent of students scoring 80 or better on final exams and final school average
- Increase percent of students passing the second language proficiency exam
- Increase mean level growth on CAI programs
- Decrease number of students failing one or more courses
- Increase scores on Intermediate Level Science (ILS) test

High School

- Increase percentage of graduates receiving advanced Regents diplomas (8 exams)
- Increase percentage of regular education students who score 65 or higher on 5 core Regents exams
- Increase number of special education students who are appropriately prepared to take/pass 5 core Regents exams for a Regents diploma
- Increase number of students achieving mastery level (85+) on Regents exams
- Increase number of students enrolling in AP courses
- Increase number of students receiving grades of 4 or 5 on AP exams
- Increase SAT/ACT scores
- Increase percent of students pursuing credits beyond the minimum requirement
- Increase percent of students enrolled in college level courses
- Increase final school marks and decrease the standard deviation in school marks
- Increase number of graduates pursuing higher education
- Survey graduates one- and five-year classes for feedback on high school preparation
- Reduce the drop-out rate

PLAN FOR MEETING STATE REGENTS STANDARDS

The district initiated and implemented an improvement project which included an all-Regents high school curriculum and established district standards. The New York State Board of Regents adopted a set of Regents goals and mandated state learning standards, which included required Regents examinations. The district believes that the local plan to meet the standards must be monitored and adjusted to allow all students to succeed. We will continue to refine and implement the plan to ensure that students meet the Regents standards.

PERFORMANCE MEASURES (Indicators of Success):

- Ensure compliance with Regents standards through monitoring of achievement data
- Ensure that activities are initiated to enable students to meet the new standards by monitoring the plans of site-based teams
- Create a plan for interpreting and using student achievement data to assist teachers in improvement of instruction
- Ensure achievement of the identified foundational outcomes and state standards by monitoring, examining and aligning grade level and course objectives to state standards
- Assure compliance with state standards and state curriculum frameworks by monitoring, examining and aligning current curriculum
- Ensure success in meeting the new standards through monitoring and implementing needed curriculum changes
- Monitor and integrate new standards into the curriculum through recommended Curriculum Review Board projects

- Continue to provide staff development opportunities for classroom teachers on differentiating instruction, inclusion, understanding by design, and learning communities
- Monitor and refine the elementary and middle summer school programs by analyzing student achievement data and implementing recommendations from summer school administrators and teachers
- Monitor and evaluate the effectiveness of academic intervention strategies and reallocate resources to improve instruction for at-risk students
- Strengthen the mentor teacher program by collaboratively developing a training program for mentor teachers

ACCOUNTABILITY

The district believes that a strong accountability process focuses on student results and reporting student achievement to the public is fundamental for accountability and support. The state-mandated school report card will continue to be the base document and will be supplemented with key reporting elements measured by New York State and local district standards.

PERFORMANCE MEASURES (Indicators of Success):

- Emphasize student achievement data as detailed in the performance measures for the academic performance goal
- Report data in a straightforward format that is easy to understand
- Report data with year-to-year comparison and emphasize continuous progress
- Measure student achievement data against state and local standards and expectations
- Present an annual goal progress report to the board of education and distribute to staff
- Create a plan to respond to the new regulations regarding APPR

MULTICULTURALISM

*South Colonie district standards support the concept of multiculturalism:
 "The understanding, respect, and acceptance of people of different race, sex, ability, cultural heritage, national origin, religion, and political, economic and social background, and their values, beliefs, and attitudes."
 Activities will be implemented and/or refined to ensure that the district
 Multicultural program meets the needs of all students.*

PERFORMANCE MEASURES (Indicators of Success):

- Monitor Board policy to ensure commitment
- Monitor and continue work on the development and implementation of a written curriculum, which will be imbedded in the regular course of study at all levels
- Monitor and expand resource materials and technology on multiculturalism in the libraries and classrooms
- Continue to support staff development opportunities to support multiculturalism
- Continue support for the district-wide multicultural committee and encourage the committee to expand membership to parents, community, staff, and students with emphasis on diversity
- Continue to support minority staff recruitment efforts to promote diversity

INCLUSION

The district believes that special education students are best served in an educational environment that is least restrictive and part of a continuum of services. Activities and programs to support inclusion will be supported and expanded.

PERFORMANCE MEASURES (Indicators of Success):

- Continue to support staff development opportunities for certified and support staff to support inclusion. A primary focus will be on staff development to assist regular classroom teachers in working with multi-adults in classrooms to increase student achievement
- Continue to use the inclusion guidelines for smooth transition of students from building to building
- Continue support for building-level site-based Committees on Special Education
- Monitor and continue the pre-service development program for each new special education monitor

GENDER EQUITY

The district believes in equal opportunity for all students based on the following definition of "gender Equity" by the U.S. Department of Education: "Attaining gender equity in and through education means achieving equitable outcomes for females and males in all that is of value to individuals and society, as well as rethinking what we value to include frequently neglected strengths and roles traditionally associated with either gender."

PERFORMANCE MEASURES (Indicators of Success):

- Monitor and review/update district Title IX policy to assure compliance with federal and state laws and regulations
- Monitor and adjust the administrative regulations for gender equity and Title IX including grievance procedure for violations

- Continue to support the district-wide committee as an oversight committee to ensure compliance with Title IX and gender equity policy
- Continue development and promotion of staff development programs to achieve the gender equity goals of the district
- Continue to monitor class enrollments for gender balance and promote interest and enrollment in under-represented activities and classes
- Continue to monitor athletic and activity programs to ensure equity in participation and allocation of resources utilizing Title IX guidelines

CHARACTER EDUCATION

The district believes that character education should be an essential part of the curriculum at all levels. Activities and programs will be developed to promote and support character education as required by the SAVE (Safe Schools) legislation.

PERFORMANCE MEASURES (Indicators of Success):

- Monitor the board policy to assure compliance with the Dignity For All Students Act
- Develop administrative regulations to guide building teams and encourage curriculum development
- Continue to support the district-wide character education committee as an oversight committee and charge with developing an action plan
- Support building team training for developing and promoting building action plans
- Propose curriculum projects to Curriculum Review Board for embedding character education into the curriculum
- Promote staff awareness using Inside South Colonie, building teams, Superintendent’s Conference Days, and new teacher pre-service training

PROFESSIONAL DEVELOPMENT PLAN

The district-wide committee, comprised of administrators, teachers, parents, and community members, is charged with reviewing and updating all professional development and staff development opportunities.

PERFORMANCE MEASURES (Indicators of Success):

- Review and revise the Professional Development Plan and submit to the Board of Education for approval by June 30
- Assume all activities of the Staff Development Committee
- Review, revise and implement the New Teacher Orientation program, Substitute Teacher Workshop, Superintendent’s Conference Day programs, and all mandatory training programs
- Review and revise all staff evaluation tools
- Review and revise the Mentor Teacher Program

PURPOSE

The purpose of professional development is to ensure that the members of the professional staff develop the skills, knowledge, and strategies necessary to enable all students in the South Colonie Central School District to achieve the New York State Learning Standards. A comprehensive professional development plan promotes student achievement by providing learning opportunities for staff that are aligned with the district building and departmental goals.

PROCESS

The Professional Development Committee will develop a survey instrument to assess the professional development needs of teachers in the district. The Instructional Councils can, and should, play a strategic role in this assessment. This survey will be instrumental in the determination of all future professional development activities.

The strategic plan for professional development is to:

1. Identify common district/building/departmental goals by examining student achievement data; past, present, and projected trends. Examine information, determine needs, and summarize instructional implications based on identified needs.

Data which may be examined:

Elementary Level:

- Performance of students on Fountas and Pinnell Benchmark Reading Assessment
- Performance on NYS assessments
- Performance in CAI

Middle School Level:

- Performance on NYS assessments in all subject areas
- Mastery level on NYS assessments
- Students passing the second language proficiency exam
- Performance in CAI

High School Level:

- Percentage of regents diplomas
- Percentage of advanced regents diplomas
- Students passing regents
- Number of students achieving mastery level (85 or above)
- Performance on AP exams
- Performance on SAT and ACT exams

2. Plan for implementation

Outline flexible and integrated professional development strategies that address the instructional practices necessary to meet the district/building/departmental goals. Also involve staff in the identification of what they need to learn and the development of the activities in which they are to be involved.

3. Implement professional development strategies

Staff participates in professional development offerings to meet identified district/building/departmental goals.

4. Monitor progress

Collect staff implementation data and student achievement data

5. Evaluate impact

Analyze data to determine subsequent professional development efforts. Examples of Professional Development Activities are:

- Graduate courses
- Teacher Center courses
- District in-service sessions
- District and building curriculum work
- Summer study and/or workshops
- Departmental team or grade level curriculum implementation planning sessions
- Conferences sponsored by professional organizations
- Superintendent's Conference Days
- Observation/visitations
- Mentoring
- Goal Setting

PROFESSIONAL DEVELOPMENT PLAN ASSESSMENT

Efforts made to ensure that professional development is continuous and sustained, and that the methods and approaches for delivering professional development have been shown to be effective, will include, but are not limited to, annual yearly review of the longitudinal student data, state benchmarks, and school report cards. A committee that the Professional Development Committee and the Superintendent finds suitable will complete this task.

The South Colonie Central School District will measure the impact of professional development on student achievement and teachers' practices and methods including, but not limited to teacher feedback, administrative observation and analysis of student performance data. The Professional Development Committee and the Superintendent will complete this task.

PROVISION OF MANDATORY VIOLENCE PREVENTION TRAINING

A provision for the training of employees holding a teaching certificate or license in school violence prevention and intervention.

The school district will utilize an appropriate time to deliver the 2-hour violence prevention training for any/all district employees. Employees will be provided a certificate of completion for submission with applications for certification.

MEETING THE MINIMUM 100 HOUR STANDARD

For teachers acquiring a professional teaching certificate on or after February 2, 2004, such teachers must have at least one hundred (100) hours of professional development over a five (5) year period. Teachers in the South Colonie Central School District, in general, are already participating in well over one hundred (100) hours of professional development over a five (5) year period and averaging over twenty (20) hours per year. The following table illustrates professional development, which will be available for teachers holding professional certificates.

Table 1: Professional Development Available for Teachers Holding Professional Certificates

Year 1 (54 hours)	
New Teacher Orientation	24 hours
Superintendent's Conference Days	28 hours
Mandatory Training	2 hours
TOTAL HOURS FOR YEAR 1: 54 hours	

Year 2 (36 hours)	
New Teacher Follow-Up	6 hours
Superintendent's Conference Days	28 hours
Mandatory Training	2 hours
CUMULATIVE HOURS FOR YEAR 2: 90 hours	
Year 3 (36 hours)	
New Teacher Follow-Up	6 hours
Superintendent's Conference Days	28 hours
Mandatory Training	2 hours
CUMULATIVE HOURS FOR YEAR 3: 126 hours	
Year 4 (30 hours)	
Superintendent's Conference Days	28 hours
Mandatory Training	2 hours
CUMULATIVE HOURS FOR YEAR 4: 156 hours	
Year 5 (30 hours)	
Superintendent's Conference Days	28 hours
Mandatory Training	2 hours
TOTAL CUMULATIVE HOURS: 186 hours	
Years 6-10 (30 hours/year)	
Superintendent's Conference Days	28 hours
Mandatory Training	2 hours
TOTAL CUMULATIVE HOURS: 150 hours	

- 100 hours of professional development are required for teachers holding the professional certificates every five years.
- It is suggested that teachers holding a professional certificate participate in 20 hours of professional development per year. NYSED recommends that “certificate holders maintain a steady progression of professional development activities over the five-year period and not take on an overwhelming number of activities in any one year” (<http://www.highered.nysed.gov/tcert/faqpd.htm>).
- South Colonie provides all teachers it employs with substantial opportunities for professional development via department and faculty meetings, Superintendent's Conference Day, Mandatory Training, and other opportunities previously listed.
- South Colonie supports a wide range of professional development offerings related to district initiatives.

RECORD KEEPING

Teachers with new certification (professional certificate)

Records will include:

1. The name of the professional certificate holder
2. His/her teacher certification identification number
3. The title of program
4. The number of hours completed
5. The date and location of program

The records must be retained by the South Colonie Central School District for seven years from the date of the completion of the professional development by the professional certificate holder and will be available for review by the State Education Department.

The South Colonie Central School District shall also document the implementation of the mentoring program described in the district's Professional Development Plan. The documentation shall include:

1. The name of the individual
2. His/her teacher identification number
3. The type of mentoring activity
4. The number of clock hours successfully completed in the mentoring activity
5. The name/teacher certification identification number of the individual who provided the mentoring
6. The records shall be maintained by the district for at least seven years from the date of the completion of the mentoring activity and shall be available for review by the State Education Department

NEW YORK STATE EDUCATION DEPARTMENT GUIDELINES FOR DISTRICT-BASED TEACHER MENTORING PROGRAMS

Under revised provisions of Section 100.2(dd) of the Commissioner's Regulations, effective February 2, 2004, new teachers must complete a mentored experience in their first year of teaching. Likewise, under the new provisions of Section 80-3 of the Commissioner's Regulations, employing districts are now responsible to provide such mentoring to new teachers and must incorporate the design and planning of such mentored experiences into the district's Professional Development Plan.

The purpose of the mentoring experience is to improve the skill and retention of new teachers as they transition from academic preparation to their first professional appointment.

Key provisions of the new mentoring regulation:

- The mentoring program developed must be consistent with Article XIV of the Civil Service Law. Any mentoring program components that fall within the purview of contractual negotiations should be addressed accordingly.
- The mentor's role is one of guidance and support; however, the mentor may have an evaluative role as well as one of guidance and support, if this stipulation has been negotiated and agreed upon in the local teachers' contract. If the mentor's role is solely that of guidance and support, information emerging from mentoring activities and the mentoring relationship is confidential.
- Required elements of the mentoring program include:
 - A mentor selection procedure – published and available to district staff and public upon request
 - Mentor training and preparation
 - Defined set of mentor activities
 - Allocation of time for mentoring activities to take place
- The district must maintain documentation of mentoring activities. Items to be recorded: names and teacher certificate numbers of mentors and teachers served, type of mentoring activities, and the number of clock hours of mentoring provided to each new teacher.

DESCRIPTION OF THE SOUTH COLONIE MENTORING PROGRAM

All teachers, who are hired for part-time or full-time positions in the South Colonie Central School District, are required to participate in the mentoring program. Tenured teachers, who have mastered their subject matter, have demonstrated superior teaching ability, have completed the district Mentor Training Program, and who are willing to serve in such a capacity, could be selected as mentors.

- The objectives of peer mentor program are to:
 - guide and support new teachers as they transition from preparation to practice;
 - develop and enhance the pedagogical skills of new teachers in order to improve student achievement;
 - encourage the use of best practices as aligned to the district goals and vision statements;
 - help transmit the culture of the district and school(s);
 - aid in the retention rate of good beginning teachers;
 - foster a commitment to South Colonie Central Schools and public education;
 - create a professional learning culture that provides the opportunity for communication between novice and experienced teachers, and
 - maintain confidentiality per commissioner's regulation; interaction with the new teacher while engaged in mentoring activities of the program shall not be used for evaluating or disciplining the new teacher unless withholding such information poses a danger to the life health, or safety of an individual including but not limited to students and staff of the school, or unless such information indicates that the new teacher has been convicted of a crime, or has committed an act which raises a reasonable question as to the new teacher's moral character or unless the school district has entered into an agreement where the information may be used for evaluating or disciplining the new teacher.

Mentor Preparation

Effective mentor training will focus on the developing mentoring skills, engaging beginning teachers in critical reflection on their teaching practices, and collecting and interpreting evidence of effective teaching.

Types of Mentoring Activities

- Modeling instruction for new teacher
- Observing instruction of new teacher
- Instructional planning with new teacher
- Peer coaching
- Orienting new teacher to school culture
- Assisting with routine, non-instructional procedures

Time Allocation

- As per contract

Mentor Steering Committee

It is recommended that a Mentor Steering Committee be created and that it consist of the following:

- 1 Mentor Supervisor
- 2 Program Coordinators
- 4 Teachers
- 3 Administrators

Appointments to committees are made by the Superintendent after consultation with the Association president.

Responsibilities of the Steering Committee Members

- review applications and, through consensus of the committee, select mentors
- assist the program coordinators in the matching process
- conduct an annual review of the participants in the program to determine if there are mentors who should not continue in their role
- make recommendations for professional development based on data gathered from Needs Assessment Questionnaires, informal discussions and written evaluations

Responsibilities of the Mentor Program Coordinators

- work with building principals to schedule program activities (such as mentor training), and intervene when mentor teacher and beginning teacher matches need to be adjusted
- send letters to solicit staff members who may be interested in becoming mentors
- in conjunction with the Steering Committee, match mentors to mentees
- address problems associated with the program that can be handled without a committee meeting
- assist in facilitating meetings of the Mentor Steering Committee
- act as a liaison among the Steering Committee, the south Colonie Central School District and the South Colonie Teacher's Association
- remain current in research related to mentoring
- arrange in-service training/support to mentors and mentees
- design training programs and implement the programs with input from the Steering committee
- evaluate the program annually and review feedback with the Steering Committee to determine program modifications
- in conjunction with the Steering Committee, develop a written plan defining key components of the program

Mentor Eligibility

To become a mentor, candidates must be tenured in the district and demonstrate the following:

- success in the classroom, as determined by the Steering Committee;
- effective communication skills;
- knowledge of and proven ability to implement current educational pedagogy;
- the willingness and desire to share professional expertise;
- knowledge and understanding of district/state goals;
- ability to maintain confidentiality;
- enthusiasm for their job;
- commitment to the teaching profession, and
- the respect of colleagues and administration.

The Mentor's Role and Responsibilities

The mentor can fulfill a variety of roles for the novice teacher: guide, advocate, confidante, subject expert, "critical friend," and reflective partner. The following is a list of activities, which will occur:

- The mentor will participate in training activities and support sessions designed by the program.
- The mentor will meet at least one hour per week with his/her mentee to provide support and coaching.
- The mentor will open his/her classroom to the mentee for visitations.
- The mentor will model techniques and behaviors for the benefit of the mentee.
- The mentor, in conjunction with the mentee, will set goals, as determined by the needs assessment questionnaire.
- The mentor will orient the mentee to the school district and community.
- The mentor will link new teachers to multiple resources.
- The mentor will enable the new teacher to analyze and reflect on his/her own teaching practices.
- The mentor will facilitate or assist in the professional development of his/her mentee.
- The mentor will participate in an evaluation of the Peer Mentor Program.

The Mentee's Role and Responsibilities

- The new teacher will complete a Needs Assessment Questionnaire, in collaboration with the assigned mentor, and develop a plan based on the data obtained.
- The new teacher will review the Needs Assessment in January with the mentor to assess their progress and modify the plan, as necessary.
- New teachers will meet with mentors for at least one hour per week.
- When feasible, new teachers will visit the classroom of their mentor and the classrooms of other colleagues in the school and district.
- New teachers will plan a program with their mentor, which will assure they meet the requirements for professional certification.
- New teachers will complete a program evaluation in May.
- New teachers will complete a confidential mentor evaluation survey.

GENERAL PROVISIONS

1. The South Colonie Central School District Professional Development Plan should be a three-year plan for the years 2016-2019.
2. The Professional Development Committee should review the South Colonie Central School District Professional Development Plan on an annual basis.
3. The South Colonie Central School District will continue to explore options to provide and maintain professional development records for professional certification holders. This same program will maintain records of mentoring hours.

PLAN CERTIFICATION

An annual update of the plan must be adopted at a Board of Education Meeting. The Superintendent of Schools will certify to the Commissioner of Education by September 1st of each year that all of the requirements of the Professional Development Plan for each of the years have been met.

RECOMMENDATION

It is the recommendation of the Professional Development Committee that we focus on the following areas:

- Provide professional development to support the Special Education initiatives for regular education and Special Education teachers. Particularly in the areas of co-teaching.
- Continued discussions and professional development related to curriculum alignment and articulation to the New York State Learning Standards at all levels.
- Support for K-6 literacy initiatives, particularly related to a Balanced Literacy approach and fostering student independence.
- Provide professional development to support the district initiatives for Response to Intervention in grades K-4.
- Explore opportunities to support the STEAM (Science, Technology, Engineering, Arts and Mathematics) and CTE (Career and Technical Education) initiatives in the district.
- Provide professional development to support emerging trends in instructional technology including Aspen, Google Classroom and One-to-One integration.
- Provide professional development to support the implementation of i-Ready at the K-8 level.
- Provide support to help revamp the New Teacher Orientation and Mentoring Programs.