

South Jefferson Central School District

Professional Development Plan

2016-2017



Purpose:

The Professional Development Plan (PDP) is intended to improve the quality of teaching by ensuring teachers participate in substantial professional development. Participation is intended to help keep professional staff current in pedagogy and to help better meet the learning needs of students.

South Jefferson CSD (the district) continues a PDP that is on-going, sustainable and focuses on improvement in student learning and instructional practices. The district recognizes that improving outcomes for students and strengthening professional practice is best done with colleagues and not in isolation.

The 2016-2017 PDP is based on goals set by a PDP Committee. The plans outlines one year of goals. The PDP Committee will meet over the course of the 2016-2017 school year to assess outcomes, identify needs, and develop a multi-year plan in accordance with the requirements of NYS State regulation 100.2(dd).

The plan is designed to help meet the new registration and Continuing Teacher and Leader Education (CTLE) requirements for classroom teachers and school leaders holding a permanent or professional certificate, and Level III teaching assistant certificate holders.

Context:

The PDP is a continued commitment by the district to offer meaningful, timely and aligned opportunities. The plan is based on the 10 NYS Professional Development Standards that include:

1. Design
2. Content Knowledge and Quality Teaching
3. Research-based Professional Learning
4. Collaboration
5. Diverse Learning
6. Student Learning Environments
7. Parent, Family and Community Engagement
8. Data-driven Professional Practice
9. Technology
10. Evaluation

Needs Analysis and Evaluation of PDP Impact:

Varying data sources are considered when planning for and evaluating PD. They include and are not limited to:

- School report card data
- NYS and District Level assessments
- VADIR Reports
- DASA Reports
- Student attendance and discipline reports
- Graduation and Drop-out Rates
- Special Education Data
- NYS Common Core Learning Standards
- AIS and Rtl Data
- Elementary Benchmark Data
- Title I Data
- Professional Development needs assessment surveys
- BEDS Data
- State Performance Plan Data

PDP Focus for 2016-2017:

Pre K – 12 Literacy Instruction

Effective Teaching Strategies and Practices

Student Assessment, Assessment Design and Driving Instruction

Resources:

The district plans on applying to be a SED approved CTLE Sponsor. Other resources include:

South Jefferson Central School District

BOCES

The Institute for Learning Centered Education

Olivia Wahl

Doug Ort, LMHC

Other CTLE approved LEAs

Teacher Centers

NYS Institutions of higher learning

Professional organizations and unions

Any other entity approved by the State Education Department

**PDP Framework
2016-2017**

PDP Instructional Focus	Estimate of Hours	PD Participation	Evaluation
<p>Effective Literacy Instruction:</p> <ul style="list-style-type: none"> • Guided Reading • Benchmarking/Running Records • Rtl Systems and Strategies • Student engagement strategies K-12 	<p>6-12 hours per year for all staff in grades PreK through 12.</p>	<p>Staff will participate in professional development and learning offered during the following:</p> <ul style="list-style-type: none"> • Superintendent’s Days • PD focused Faculty Meetings • Approved Conferences from CTLE certified sponsors • Grade or Department Level Meetings • Self-Directed, Goal Drive PD • Other approved Release Time • 	<ul style="list-style-type: none"> • Running record results of all students in grades K-2 • AIMSweb benchmark data for students K-5 • Perceptual Data collected through staff surveys <ul style="list-style-type: none"> ○ Rtl Survey ○ GR Survey • Summary of Learning from staff/ PD Evaluation forms • Results from Self-Directed PD planning form
<p>Effective Teaching Strategies and Practices:</p> <ul style="list-style-type: none"> • Engagement strategies • APL Effective Teaching strategies • Technology/Google Classroom 	<p>2-12 hours per year for all staff in grades PreK through 12.</p>	<p>Staff will participate in professional development and learning offered during the following:</p> <ul style="list-style-type: none"> • Superintendent’s Days • PD focused Faculty Meetings • Approved Conferences from CTLE certified sponsors • Grade or Department Level Meetings • Self-Directed, Goal Drive PD • Other approved Release Time 	<ul style="list-style-type: none"> • Perceptual Data collected through staff surveys at the building level • Summary of Learning from staff/ PD Evaluation forms • Results from Self-Directed PD planning form

<p>Student Assessment:</p> <ul style="list-style-type: none"> Classroom Assessment Review Gap Analysis of Impact on Instruction Components of Quality Assessment Design: 6 Attributes (Alignment, authenticity, balance and diversity, impact on instruction, quantity, reliability) 	<p>2-12 hours per year focusing on staff in grades 6-12 and open to all staff.</p>	<p>Staff will participate in professional development and learning offered during the following:</p> <ul style="list-style-type: none"> PD focused Faculty Meetings Approved Conferences from CTLE certified sponsors Grade or Department Level Meetings Self-Directed, Goal Drive PD Other approved Release Time 	<ul style="list-style-type: none"> Perceptual Data collected through staff surveys at the building level Summary of Learning from staff/ PD Evaluation forms Results from Self-Directed PD planning form Voluntary assessment audits focusing on 1 or more of the 6 attributes of learner-centered assessments
<p>Writing/Local Assistance Plan/RSE-TASC:</p> <ul style="list-style-type: none"> Gap analysis of core writing program in grades 3-6 Review research and evidenced based writing programs Select writing method/program to pilot 	<p>4-20 hours per year focusing on staff in grades 3 – 6</p>	<p>The Teachers’ Association and administrative team will work to identify a Writing Leadership Team. The team will make decisions and create PD opportunities throughout the course of the school year.</p>	<p>Research and evidenced based writing methods will be reviewed and selected as evidenced by consistent adoption of writing instruction for teachers in grades 3-5.</p>
<p>Center for Autism and Related Disabilities Consultation Project:</p> <ul style="list-style-type: none"> Increase knowledge of characteristics of students with autism Use assessment tools to determine strengths and areas of deficit Evidence based strategies to replace challenging behaviors 	<p>30+ hours for the Core and Student Specific Teams</p> <p>4-10 hours for any staff interested in applying the evidenced based strategies in their classrooms.</p>	<p>Staff will participate in professional development and learning offered during the following:</p> <ul style="list-style-type: none"> PD focused Faculty Meetings Grade or Department Level Meetings Self-Directed, Goal Drive PD Other approved Release Time 	<p>Developed intervention plans that support students with autism.</p> <p>Data required by the University at Albany’s CARD for the Consultation Project (to be determined as required by the district participating in the project)</p>

Mentor-Intern Program for First Year Teachers

I. Introduction

The South Jefferson Mentor-Intern Program for first year teachers supports the revised teacher certification requirements which became effective February 2, 2004, which stipulate that initial teaching certificate holders must have the first teaching year as a mentored experience in order to attain a professional certificate. The purpose of the mentoring program is to provide support for new teachers in order to ease the transition from teacher preparation to practice. In accordance with commissioner regulations, The Professional Development Plan (PDP) which includes the mentor-intern program must describe the following elements of any mentoring program:

- The procedures for selecting mentor teachers
- The role of mentor teachers
- The professional development of mentor teachers
- Types of mentoring activities and the scheduling of those activities

To that end, the South Jefferson Mentor-Intern Committee has developed this handbook in order to provide essential information for staff, mentors, and interns.

II. Mentor Criteria and Selection Process

The criteria for mentors will include:

- A minimum of three full years of teaching experience at South Jefferson
- Tenure from the South Jefferson Central School District

The selection process for a mentor teacher will be as follows:

- Each spring, the South Jefferson Mentor-Intern Committee will solicit applications for mentor teachers
- Mentors submit a completed mentor application
- Submit a signed confidentiality agreement included in the application
- Include three completed references with the application, two from colleagues one from a South Jefferson administrator
- Submit an applicant's statement and signed agreement with the application

Performance criteria for selection as a mentor teacher:

- Use of effective instructional techniques and strategies
- Knowledge of subject matter
- Classroom management
- Professional skills

- Interpersonal and communication skills
- Demonstrates positive growth in professional development
- Recognizes the commitment to attend intern teacher functions and mentor training while serving as a mentor

Compensation for the mentor:

- A stipend of \$1,616.00 is available for a full-year mentor teacher. One-half paid in January and one-half paid in June. Mentors assigned at a specific time will receive the stipend twice per calendar year.

III. The Relationship between the Mentor and Intern

The role of a South Jefferson mentor teacher is separate and distinct from the role of the administrator and supervisor. Communication between mentor and intern is for the purpose of collegial advisement and not for evaluation purposes. Confidentiality and the “trust relationship” between mentor and intern teacher continues to be of the utmost importance. No other factor is as crucial to the success of the mentor-intern relationship as confidentiality. Because of its importance confidentiality is defined specifically at the beginning and throughout, all training activities for both mentors and interns. Trust relationships, dealing specifically with confidentiality issues, are also included in all support group meetings for mentor teachers. The Mentor-Intern Committee also takes a strong role in confidentiality issues by providing an opportunity for any mentor or intern to share concerns about their “match”. In the case of unsuccessful mentor-intern matches, the Committee would be responsible for reassigning the mentor and the intern. The mentor can fulfill a variety of roles for the first-year teacher: guide, advocate, content expert and supportive colleague, all of which can be considered in light of the overall goals of the mentoring program.

IV. The Role and Responsibilities of Mentors, Mentor Leaders, New Teacher, and Administrators:

Role	Awareness	Responsibilities
Mentor	<ul style="list-style-type: none"> • To passionately believe in mentoring as a philosophy • To be committed to the personal and professional growth of new teachers • To be familiar with the components of the Mentor Program • To be knowledgeable about the program’s requirements, such as the training sessions, observations, conferencing, ongoing peer support meetings • To foster new teachers’ growth, recognizing that the professional 	<ul style="list-style-type: none"> • Support new teacher in a confidential, non-evaluative relationship • Promote positive school culture and a problem-solving approach to challenges • Serve as a liaison with other teachers to allow new teachers to use resources and to observe different instruction practices • Reduce isolation of the new teacher by making him/her feel valued as a member of the school community formally and informally • Promote mutual learning with partner • Promote new teacher’s awareness of school district policies and practices

	<p>growth of new teachers is ultimately the new teacher's responsibility</p> <ul style="list-style-type: none"> • Understand the importance of trust and confidentiality • To understand the realities and stresses of first year teachers 	<ul style="list-style-type: none"> • Encourage new teachers to voice their opinions and/or concerns • Participate in the 1 day orientation program in August • Attend 3 professional development sessions provided by SJTA per year with their intern • Meet once a week for at least 30 minutes, at a regularly scheduled time, for the first 3 months; then meet every other week for 30 minutes for the rest of the year • Maintain a log of meetings and topics discussed (for your use only) • Mentors will do non-evaluative classroom observations and coaching 2 times a year • Provide support for lesson planning • Contact Mentor leaders or Principal with concerns about the match
Mentor Leaders	<ul style="list-style-type: none"> • To passionately believe in mentoring as a philosophy • To be committed to the personal and professional growth of new teachers • To be familiar with the components of the Mentor Program • To be knowledgeable about the program's requirements, such as the training sessions, observations, conferencing, ongoing peer support meetings • To foster new teachers' growth, recognizing that the professional growth of new teachers is ultimately the new teachers' responsibility • Understand the importance of trust and confidentiality • To understand the realities and stresses of first year teachers and mentors 	<ul style="list-style-type: none"> • Serve on Mentor-Intern committee • Work collaboratively with administrators to promote the district vision and goals • Serve as a liaison with other teachers to allow new teachers to use resources and to observe different instruction practices • Develop or give input on design of new teacher orientations, new teacher support, and continued professional development • Touch base individually with each mentor and new teacher once a month to check on the functionality of the program • Check with principal periodically regarding administration of the program • Promote the working relationships between mentors and new teachers if needed and assist in the decision of a pair to end the partnership • Tell principal if a pairing is ending; the committee will then reassign a new mentor (Pro-rate mentor salary for past and present mentors)
New Teachers	<ul style="list-style-type: none"> • Recognize mentoring as a positive experience and work with the support network the system has provided • Be knowledgeable about the goals of the program and all of its requirements • Be willing to reflect upon one's ongoing development in teaching • Understand the importance of trust 	<ul style="list-style-type: none"> • Be willing to reflect on craft • Participate in the 1-day orientation program in August • Observe confidentiality • Participate in 2 non-evaluative classroom observations and coaching sessions with mentor • Observe mentor, at least once by Nov. 15th; observe another teacher at least once by March 30th • Meet with mentor 30 minutes per week for the

	<p>and confidentiality</p> <ul style="list-style-type: none"> • Acknowledge stresses new teachers may experience 	<p>first 3 months; then every other week for 30 minutes for the rest of the year</p> <ul style="list-style-type: none"> • Attend 3 professional development sessions provided by SJTA per year • Maintain a log of meetings and topics discussed (for own use only) • Develop own teaching understandings and methods based on reflective practice • Share in the responsibility with mentor for weekly meeting agenda • Submit lesson plans to Principal weekly on Monday morning • Contact Mentor leader or principal with any concerns about the match
Principals	<ul style="list-style-type: none"> • To become knowledgeable about the program and provide input in designing it • To inform the faculty and parents about the program and its benefits • To inform prospective teachers, new teachers, and potential mentors about the details and requirements of the program • To recognize the role of the mentor as the day to day and first line of support for new teachers • Understand the importance of trust and confidentiality 	<ul style="list-style-type: none"> • Serve on Mentor-Intern committee • Find coverage for classroom observations, coaching and/or classroom visits when needed • Maintain confidentiality • Respect new teacher/mentor relationship and address conversations about the new teacher issues with the individual, not with the mentor • Convey confidence in and the value of mentor program • Inform new teachers of the evaluation process • Be involved in the ongoing evaluation of the mentor program through the committee
Superintendent and Assistant Superintendent	<ul style="list-style-type: none"> • To become knowledgeable about the program and to attend the summer orientation program • To act as liaison to the community and the school community • To inform the faculty and parents about the program and its benefits • To inform prospective teachers, new teachers, and potential mentors about the details and requirements of the program • To recognize the role of the mentor as the day to day and first line of support for new teachers • Understand the importance of trust and confidentiality 	<ul style="list-style-type: none"> • Approve and promote the program • Provide financial support (professional development, grants, etc.) • Facilitate contractual discussions that support the program • Communicate with the administrative team the need for promoting and implementing the program • Understand the system-wide benefits of mentoring • Acknowledge and recognize the contributions of the mentors • Respect confidentiality between mentors and new teachers • Provide time for mentoring to take place • Provide substitutes to allow for observations • To be involved in the ongoing evaluation of the program • Check in on the progress of the program

Informal Mentor (An informal mentor is an experienced SJ teacher who volunteers to provide support to a teacher who is new to SJ but not new to the teaching profession. Informal mentors are not paid a stipend.)

- Support new teacher in a confidential, non-evaluative relationship
- Promote positive school culture and a problem-solving approach to challenges
- Serve as a liaison with other teachers to allow new teachers to use resources and to observe different instruction practices
- Reduce isolation of the new teacher by making him/her feel valued as a member of the school community formally and informally
- Promote mutual learning with partner
- Promote new teacher's awareness of school district policies and practices
- Encourage new teachers to voice their opinions and/or concerns

V. Professional Development for Mentors and Interns

Professional development for mentors and interns is part of the district's Professional Development Plan (PDP) for all instructional staff members. Effective professional development is focused on improving student achievement and involves participants in a continuous process of individual and collective examination of instructional practices. In recognizing the needs of teachers at different stages in their career, the mentor-intern program will take advantage of all basic level, advanced level and continuous professional growth opportunities that are currently defined in South Jefferson's PDP.

VI. Mentor-Intern Program Management

The identification of first-year intern teacher will be the responsibility of the District Office which can be incorporated into current hiring practices. Once the intern teacher is identified as meeting the requirements, the committee will be notified and matches will be selected by the committee. In the spring of each year, a notice will be sent to all instructional staff announcing the opportunity for participation in the mentoring process with the expectation of establishing a pool of mentors which would be used for future matches. Mentor teacher applications and handbooks are available in the District Offices and Building Offices.

VII. Mentor-Intern Committee

Ellen Mocuiski
Sarah Goodenbery
Scott Slater
MaryBeth Denny

Principals will serve on the Committee when they have new teachers in their buildings.

Karen Denny
Tom O'Brien
Jon Christopher
Rebecca Dalrymple
Jeffrey Ginger