

Onteora Central School District

Professional Development Plan 2013-2014

Goal To improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development directly related to student learning needs.

Objective Increase professional development which is based on teacher needs, tied to student achievement, developed by participation, coordinated district-wide, and evaluated for effectiveness.

Professional Development Team

Gabe Buono	Bennett Elementary Principal, President OAA
Jeannine Burkhardt	HS Math Teacher
Corey Cavallaro	MS Social Studies Teacher
Rich DeRuvo	HS Physics Teacher, President OTA
Doreen Erlwein	Bennett Grade 4 Teacher
TBD	Teaching Assistant
Nick Millas	Director of Wellness, Health, and PE
Dr. Phyllis McGill	Superintendent
Mary Naccarato	Woodstock Kindergarten Teacher
Jane Wolfrom	Phoenicia Grade 2 Teacher
Marki Clair-O'Rourke	Ulster BOCES Curriculum Specialist
TBD	Parent
Dr. Margaret Veve	SUNY New Paltz
Cynthia Bishop	Director of Pupil Services
TBD	Librarian
TBD	MS/HS Principal or Assistant Principal
Harvey Boyer	Music Teacher
Roberta Ziemba	Art Teacher
Anne Gallin	Language Other than English Teacher

Needs Assessment

Sources used to identify professional development needs in relation to student performance indicators:

- School Report Card
- Student attendance rates
- Student performance results from district and state assessments
- Student performance results from teacher common assessments
- Reports to the Board of Education
- Strategic Plan
- Staff development program participation rates
- Staff questionnaires
- State Mandates

Needs/Data Analysis

The analysis of student performance data from district and state assessments established priorities for professional development. District testing, which has been aligned with NYS Common Core Learning Standards and Assessments and includes criterion-based assessments and student assessment portfolios, is merged with the New York State testing program to provide a comprehensive assessment system which is a cornerstone for professional development decisions.

A direct link between teachers and administrators and student performance data has been enhanced by providing all professional staff members with individual student performance data for each student on their roster. Teacher-led Professional Learning Community (PLC) teams analyze and interpret the data at the beginning of the school year and as data become available. Routine meetings are held to plan for address students' needs. Data support services are available through the District to assist teams. These groups help to set priorities for staff development

Professional development planning is a continuous approach that is facilitated by the Professional Development Planning Committee and building planning teams. Continuous access to staff development to address current needs and new educational initiatives are provided by District and Regional resources, including but not limited to the BOCES Staff Development and RTTT (Race To The Top) CoSers, in-house staff development, teacher-led workshops, Columbia University Readers/Writers Workshops, the Teacher Center @ SUNY New Paltz, the Mid-Hudson Teacher Resource Centre, NYSUT, local arts schools and center, museums, and local, regional and State-wide organizations.

Professional Development Focus Areas

District Identified: Areas that are clearly aligned with New York State content and performance standards, student assessment data, the newly implemented New York State Annual Professional Performance Review (APPR), and District goals.

Building Identified: Areas that are unique needs for a particular building grade level, Instructional Study Team, and/or Department as recommended by the principal or supervisor and determined by the particular reference group, or identified by the NYS Department of Education.

Individually Identified: Areas of individual need to address one's professional practice, as outlined in their APPR with their building principal and/or supervisor or self-identified.

Professional Development Opportunities and Strategies: We are committed to providing the following opportunities and strategies for staff development to address the focus areas.

- Orientation Program or Orientation, depending on number of new faculty, and Mentoring for new teachers.
- Professional development directly related to student learning needs as identified in the New York State School Report Card, New York State Assessments, the newly implemented District APPR, and other sources.
- Professional development provided through embedded staff development to meet focus areas and priorities.

- Professional development provided through afterschool professional development offerings and workshops.
- Professional development provided through attendance at professional conferences and workshops.
- Professional development provided through offerings as part of Ulster BOCES Staff Development and RTTT (Race To The Top) CoSers.
- Inquiry Based Team meetings for professional collaboration.
- Minimally two professional development days per school year.
- Student performance data analyses and technical assistance provided on State-wide Assessments.
- Training in school violence prevention and intervention (including PBIS) and issues related to the Dignity for All Students Act.
- Professional development to all professional and supplementary school staff that work with students with disabilities.
- Summer Academy teaming, curriculum writing, and other professional development opportunities.
- Targeted district and building level initiatives supported through Consolidated Federal Grant.
- Professional development provided within the school day and throughout the school calendar.
- Professional development opportunities for completing 175 hours of professional development every five years for teachers holding a professional certificate.
- Professional development opportunities for Level III teaching assistants to meet 75 hour requirement every five years.
- Professional development provided to long-term substitute teachers.

District Resources for Professional Development

- Budget allocations for conferences, school visitations, and in-house staff training from local and grant-based sources.
- In-district and regional workshops including but not limited to Ulster BOCES, SUNY New Paltz, Bard College, etc.
- Staff development days.

Implementation Plan

- Staff development opportunities will be made available during the summer of 2013 and throughout the 2013-14 school year.
- Conference days, after school hours, and release time during the school day will be utilized for staff training time.
- A list of topics and workshops will be available through My Learning Plan.

Evaluation Plan

- Training experiences will be assessed for their effectiveness.
- The Professional Development Planning (PDP) Committee will meet in October 2013 to review the professional development that has taken place for the school year and to plan for any upcoming professional development days.
- The PDP Committee will reconvene in February 2014 to prepare the next Professional Development Plan and to plan for any upcoming professional development days.
- Available District standardized assessments, teacher-developed common assessments and NYS Assessment scores will be analyzed to evaluate the effectiveness of the professional development on instruction in terms of learning.

Mentoring Plan 2013-14

Goal: To improve the instructional skills of new teachers by facilitating and enhancing their professional development

Objectives:

To further strengthen teaching performance

To increase the retention of new teachers

To support the development of the knowledge and the skills needed by new teachers to be successful in teaching

To integrate new teachers into the social system of the school, the school district, and the community

To promote reflective practice and analysis for new teachers

Definitions:

Mentor: A permanently certified, tenured district teacher with at least 5 years experience chosen to share his/her experience and expertise with a corresponding mentee teacher preferably within the same building and the same discipline area.

Mentors must have demonstrated mastery of instructional methods, teaching, and learning styles, subject matter knowledge, and interpersonal relationship skills.

Mentors must have knowledge and understanding of the mentor/intern relationship, the importance of confidentiality, peer coaching, adult learning strategies, and time management strategies

Mentors will be selected by the building principal, in consultation with the building OTA representative and the District Superintendent. In the event that a trained mentor is not available in a mentee's discipline area, another trained mentor in that building will be asked to fulfill that role. There may be times that the best mentor for a mentee may be a colleague outside of the building.

Mentee: Any teacher in his/her first year of teaching at Onteora and has had less than two years of teaching experience.

Release Time and Commensurate Compensation:

1 half day per month, as necessary

2 hours per month outside of the school day (with compensation), or during available Monday afternoon staff development times

Second Year Mentee: A first year mentee may submit an application to be mentored for a second year. Their request should include specific goals and should define the level of support required. The application will be reviewed on a case-by-case basis. These requests must be presented through My Learning Plan and may not exceed 20 hours of mentor-mentee time. An application may be redirected in the form of training or other professional development activities. Applicants must be on track for tenure to be considered for this option.

Peer Support: Mentor Training: The mentors will continue to receive regular professional development throughout the school year in terms of training and opportunities for questions and debriefing through meetings with designated district and/or building administrators, and requests for training through My Learning Plan.

Roles:

Roles of the Steering Committee: Given the limited number of new hires in recent budgets and anticipated budgets and the recent downsizing of the District's faculty, the Professional Development Planning Committee will also serve as the Mentor Steering Committee.

Match mentors with interns when principal, with input from the OTA building representative and Superintendent, cannot identify a mentor.

Monitor the program; review and revise as necessary

Coordinate training of mentors, as needed

Roles of the Principal:

Ensure that a mentor is appropriately identified with input from the OTA building representative and Superintendent.

Make mentoring a priority

Provide time for the mentor and intern to meet as mutually assigned

Keep supervision and evaluation a separate entity from mentoring

Recognize the efforts of the mentors and interns

Be available to solve problems

Communicate to the mentor and the intern during the three-way conference areas of strength and areas which need improvement

Roles of the Mentor:

Collaborate with intern for Needs Assessment, both at the beginning and end of the school year

Assist intern with setting and meeting goals

Schedule visits to the intern's classroom for observation

Allow the intern to observe him/her for the purpose of modeling techniques and behaviors

Meet regularly with the intern, at least once per week

Arrange and attend the three-way conferences

Encourage interns to develop professional relationships

Provide advice and assistance to the intern

Share materials and resources with interns

Assist the intern in understanding his/her core curriculum and the NYS standards

Help familiarize the intern with the school's physical plant, procedures, expectations, staff, supportive services, and other resources

Guide the intern towards new experiences which will build his or her teaching techniques

Complete and submit monthly reports to the Steering Committee (See attached)

Be present at any mentor training sessions

Roles of the Intern:

Collaborate with mentor for Needs Assessment, both at the beginning and end of the school year

Begin to satisfy the 175 hours of professional development required by NYS for new teachers

Schedule classroom visitations with the mentor and others

Meet regularly with the mentor at least once per week

Complete and submit monthly reports on My Learning Plan

Participate in three-way conferences

Roles of the Superintendent (or his/her Designee):

Ensure coordination of mentors through district administrators

Ensure mentors and interns utilize My Learning Plan

Provide mentor program information, as appropriate and at least on an annual basis, to the Professional Development Planning Committee.

Confidentiality:

Confidentiality is a critical component of the mentor-intern program, as noted in paragraph (2) of subdivision (dd) of section 100.2 of the Regulations of the Commissioner of Education. Establishing a safe and trusting environment is essential. If an intern is to grow, then having a trusting relationship with the mentor is vital. Trust is knowing that your actions and words will not be public knowledge. The sharing of a confidentiality issue can undermine the entire mentor-intern relationship. Therefore, all shared confidences should be kept between the mentor and the intern. Mentors will never make evaluative reports about the intern available to others, either verbally or in writing.

If at any time a mentor or an intern feels this trust has been violated, either the mentor or the intern can submit in writing the incident to their mentoring program coordinator. The coordinator will bring the issue to the Professional Development Planning Committee to form a small team to act as an impartial third party to resolve any disagreements. If a mutual agreement cannot be reached, the intern will be assigned a different mentor. In that event, the release time will be transferred from the former mentor to the new mentor.

Program Management:

The coordinator(s) will serve as the liaison between the mentor/interns and the Steering Committee (PDP Committee).

The Committee will annually read the submitted reports and discuss the program's progress.

The coordinator(s) will monitor necessary information required by NYS regarding mentors, interns, hours spent, etc. Mentors and interns will input their data into My Learning Plan.

Upon completion of the mentoring/intern experience, intern can obtain verification of their participation in mentoring and their professional development hours through My Learning Plan.

Program Evaluation:

The PDP Committee will meet annually to assess the program and recommend potential revisions to the Mentoring Program Plan for the following year.

The mentor and intern will each have an opportunity to debrief about their Mentoring Program experience.

The Needs Assessment will be used as a pre- and post-year evaluation tool.

Resources:

New York State Education Department www.highered.nysed.gov/tcert/

South Lewis School District Mentor Intern Program plan

Baldwinsville Central School District Mentoring Program plan

Syosset Central School District Mentor Intern Proposal

Victor Central School District Mentor Program plan