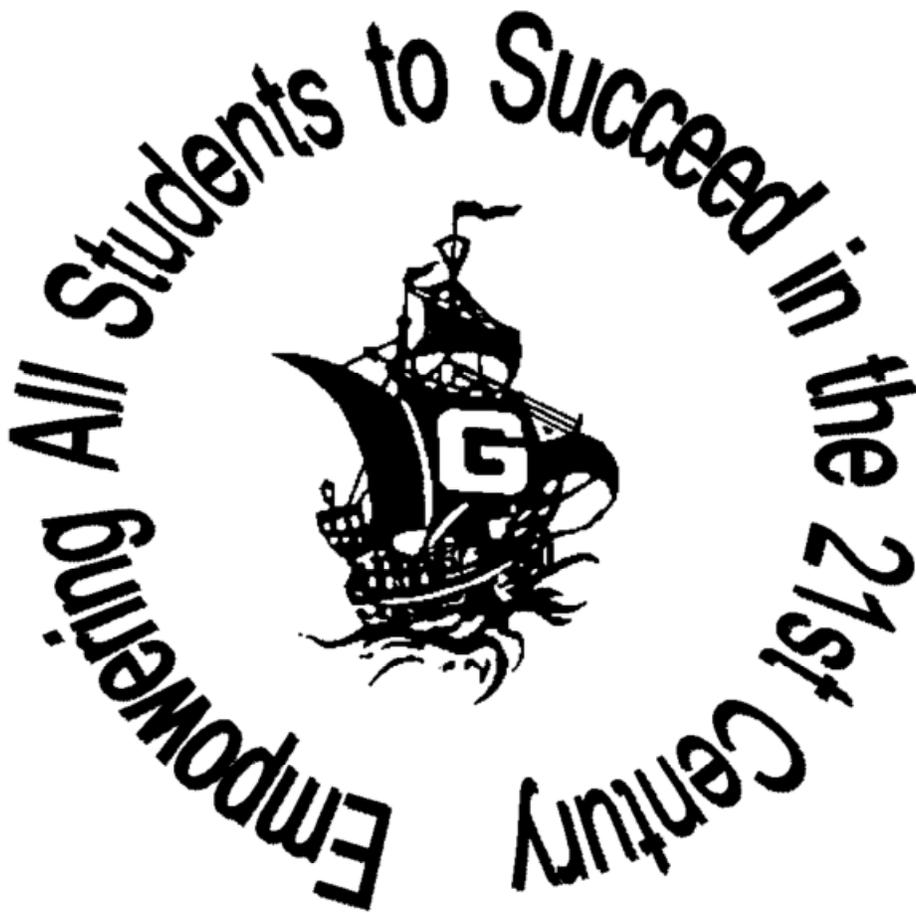


GUILDERLAND CENTRAL SCHOOL DISTRICT

**PROFESSIONAL DEVELOPMENT PLAN
2015 - 2016**



PROFESSIONAL DEVELOPMENT PLANS HISTORY

Approved by the Board of Education - May 23, 2000

Updated and Approved - June 25, 2002

Updated and Approved - June 24, 2003

Updated and Approved - June 22, 2004

Updated and Approved - June 21, 2005

Updated and Approved - June 20, 2006

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Updated and Approved - June 24, 2008

Updated and Approved - June 23, 2009

Updated and Approved – August 17, 2010

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Updated and Approved – July 2, 2013

Updated and Approved – July 1, 2014

Updated and Approved – August 18, 2015

Guilderland Central School District

Professional Development Plan

DISTRICT NAME: Guilderland Central School District

BEDS CODE: 01 08 02 06 0000

SUPERINTENDENT: Dr. Marie Wiles

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YEARS PLAN IS IN EFFECT: September 2015 – September 2016

Central Administration:

Superintendent: Dr. Marie Wiles

Assistant Superintendent for Instruction: Dr. Demian Singleton

Assistant Superintendent for Business: Mr. Neil Sanders

Assistant Superintendent for Human Resources: Dr. Lin Severance

Board of Education:

Catherine Barber

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Christine Hayes

Christopher McManus

Colleen O'Connell

Allan Simpson

Judy Slack

Gloria Towle-Hilt

**2015-16 Guilderland Central School District
Professional Development Committee**

Demian Singleton	Assistant Superintendent for Instruction
Suzie Lamendola	Coordinator for Elementary Programs and Staff Development
Cheryl Ainspan	Teaching Assistant
Ann Marie O'Connor	Teaching Assistant
Lori Tapper	Teaching Assistant
Lisa Weaver	Teaching Assistant
Keir Aspin	Teacher
Anne Crupi	Teacher
Melissa Broderick	G.E.M.S. Coordinator
Susan Graves	Teacher
Karen LaJeunesse	Teacher
Tom Seibel	Teacher
Amy Knapp	School Counselor
Mike Piscitelli	Instructional Administrator

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I. Introduction

This Professional Development Plan for the Guilderland Central School District describes a vision for adult learning that is collaborative, continuous, embedded in daily practice and focused on student achievement. This model builds on and strengthens the successes already evident in the district. We strive to strengthen this culture that supports adult learning by providing a framework that affords every educator an opportunity to enrich his/her practice.

Throughout this document, we reference the ultimate goal of professional development: improved student learning. While being mindful of that core purpose, it is important to acknowledge the additional benefits of this comprehensive professional development plan:

- improving job satisfaction
- improving our ability to recruit and retain new educators
- increasing our knowledge of innovative practices
- meeting the NYSED requirements for professional development planning
- promoting shared decision-making and inclusive leadership

The scope of professional development (PD) in Guilderland will not be limited to attending a workshop or participating in a seminar with a visiting expert. Professional development will consistently be an ongoing process that involves sustainable improvement in student learning and instructional practices. This requires evaluation of student performance and teacher self-assessment, identifying possible courses of action, testing new approaches, assessing results and then beginning the process anew. This work is best done with colleagues and not alone, because each of us is limited by our own perception of the problem and knowledge of possible solutions.

Although professional development can be defined in a number of different ways, we prefer the description Judith Warren Little gives in an article entitled “Organizing Schools for Teacher Learning”. Little describes professional development as “a focus on and responsibility for student learning and the formation of professional community inside and outside the school” (1996, p.1).

Linda Darling-Hammond and Milbrey W. McLaughlin define professional development as “deepening teachers’ understanding about the teaching/ learning process and the students they teach,” which “must begin with pre-service education and continue throughout a teacher’s career.” They state that “effective professional development involves teachers both as learners and teachers, and allows them to struggle with the uncertainties that accompany each role” (1996, p. 203).

In the Guilderland Central School District, our approach to professional development is to make certain that all educators have the best possible skills, content knowledge, and preparation for teaching. The needs of learners in the twenty-first century demand innovative, progressive, and cutting-edge instruction. As such, the quality of our professional development programs are influenced by a variety of factors. The National Staff Development Council recognizes these variables as the essential standards for professional development in education. The standards are:

CONTEXT

Learning Communities: Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district.

Leadership: Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement.

Resources: Staff development that improves the learning of all students requires resources to support adult learning and collaboration.

PROCESS

Data-Driven: Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.

Evaluation: Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.

Researched-Based: Staff development that improves the learning of all students prepares educators to apply research to decision making.

Design: Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal.

Learning: Staff development that improves the learning of all students applies knowledge about human learning and change.

Collaboration: Staff development that improves learning of all students provides educators with the knowledge and skills to collaborate.

CONTENT

Equity: Staff development that improves the learning of all students prepares educators to understand and appreciate all students, create safe, orderly, and supportive learning environments, and hold high expectations for students' academic achievement.

Quality Teaching: Staff development that improves the learning of all students deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

Family Involvement: Staff development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately.

Quality professional development is a dynamic and fluid process. If appropriate structures are in place (context), a variety of best practices (processes) are used, and appropriate knowledge and skill acquisition are occurring (content), then professional development will impact student achievement.

II. New York State Education Department Regulations and Requirements

This Professional Development Plan meets the requirements of the 100.2 (dd) Regulations of the State of New York. The purpose of this plan is to improve student learning by providing meaningful, focused, professional development opportunities that are aligned with the Learning Standards of New York State (NYS). Additionally, public school districts are required to have a professional development plan which describes how it will provide all of its teachers, teaching assistants and long-term substitute teachers with substantial professional development opportunities *and* how it will provide its professional certificate holders with opportunities to maintain such certificates in good standing based upon successfully completing 175 hours of professional development for teachers and 75 hours for teaching assistants every five years.

III. Philosophy

The purpose of the Guilderland Central School District's professional development plan is to improve the quality of teaching and learning, and to directly align this plan with our continued commitment to putting students first, professionalism, instructional technology, respect for all, high expectations, learning standards, and shared decision-making. Professional development is a multi-faceted, information-based process that is strategically planned to provide individual, school and district solutions to targeted areas in need of improvement or strengthening. Our professional development program is intentionally designed to build skills and capacities for improvement through comprehensive and ongoing learning. We believe that sound and practical professional development programs are positive links to establishing effective instructional practices that will enhance the knowledge of curriculum content, design and delivery.

Research in the field of education and professional development has revealed a series of characteristics and practices observed in exemplary programs. These principles focus a school district's attention and resources on professional development strategies for improving student learning and achievement. In addition, there are a variety of conditions that are salient when implementing sound and effective professional development programs. As such, professional development in Guilderland will:

- reflect a commitment to ongoing and continuous professional development that is based on the analyses of multiple sources of data
- include sufficient time and follow up support provided to staff to master new content and strategies
- ensure that content of professional development focuses on what students need to know and be able to do and is explicitly linked to the effect on student learning
- make certain that content of professional development will provide opportunities to gain an understanding of the theory underlying the knowledge (context) and skills being learned
- support the implementation of best practices as evidenced by research
- provide both a focus on instructional repertoire and content-specific skills. Instructional improvement requires that teachers possess a deeper understanding of both their academic disciplines and of specific pedagogical approaches
- impart opportunities to explore, question, and debate in order to integrate new ideas into classroom practice
- maintain a differentiated and developmental approach to meet individual and district needs relating to the teaching and learning process

- involve teachers in the identification of what they need to learn and in the development of the learning experiences in which they will be involved
- include the use of flexible times and models are essential for successful implementation of professional development

Although professionals in Guilderland are continually improving their craft and honing their skills through their own self-improvement efforts, systemic change and growth requires collective and sustained efforts. Our comprehensive professional development plan promotes student achievement by providing learning opportunities for staff that is aligned with major school and/or district goals identified through regular needs assessments and a professional development planning process. The professional development planning process is:

1. **Identify** school/district educational goals
 - Review existing educational goals for state, district and schools
 - Analyze student achievement data: past, present, projected trends
 - Diagnose areas of student need
 - Establish improvement with measureable goals expressed in terms of desired outcomes and within the context of the learning standards and district's priorities whenever possible
2. **Plan** for implementation
 - Outline flexible and integrated professional development strategies and activities that address the needs as identified through school and district goals
 - Identify sources of expertise to assist with identified needs and goals
 - Select PD content and process at each level (district, school, team, or individual)
 - Identify sources and uses of financial resources
3. **Implement** professional development strategies
 - Integrate learning models that provide choice, differentiated learning, sustained collaboration and ongoing support
 - Incorporate best practices into teaching, learning and leadership
 - Identify critical factors for successful implementation
4. **Monitor** progress
 - Identify success measures for professional development activities
 - Identify data sources and gathering method for each measure
 - Plan for articulation of findings
 - Keep records of PD implementation, participation and feedback
 - Administer feedback surveys and collectively analyze results

IV. Needs Assessment

As part of the ongoing professional development planning cycle, the Guilderland Central School District reviews multiple sources. The following items are analyzed annually to determine the focus and content of the professional development plan:

Student Achievement Data

- School Report Card
- NYS and District Assessments (e.g., 3-8 testing and Regents exams)
- Disaggregated Student Achievement Data
- Report Cards
- VADIR/DASA Reports
- Supervisor and Department Data Analyses and Recommendations
- Counseling and Social Work Records
- Student Attendance and Discipline reports
- Graduation and Drop-out Rates
- Special education Identifications and Annual Reviews
- NYS Learning Standards
- College Placement Rates
- Academic Intervention Services and Rtl Records
- Fountas and Pinnell Elementary Benchmark Reading Assessments
- College Boards (AP, SAT)

Surveys

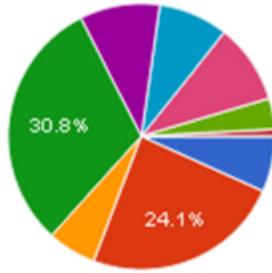
- Professional Development Needs Assessment Survey via Google Forms
- Professional Development Evaluation/Feedback Surveys

Additional Data Sources

- BEDS Data
- Longitudinal Student Performance Data
- Teacher Retention and Turnover Rates
- Professional Performance Reviews and Observations/Evaluations
- Program Evaluations
- Feedback from Curriculum and Building Cabinets
- SED Regulations and Mandates
- Mentor Program Evaluations
- Performance Plus Student Profiles

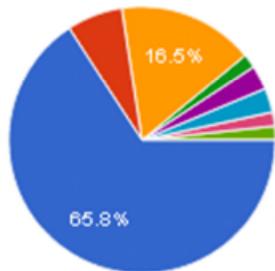
2015 GCSD Staff Development Needs Assessment

Please indicate the school(s) in which you currently work.



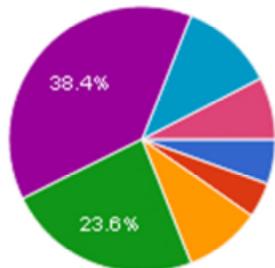
Altamont Elementary School	16	6.8%
Farnsworth Middle School	57	24.1%
Guilderland Elementary School	14	5.9%
Guilderland High School	73	30.8%
Lynnwood Elementary School	23	9.7%
Pine Bush Elementary School	20	8.4%
Westmere Elementary School	23	9.7%
District-Wide Assignment	9	3.8%
Other	2	0.8%

What is your current role/assignment?



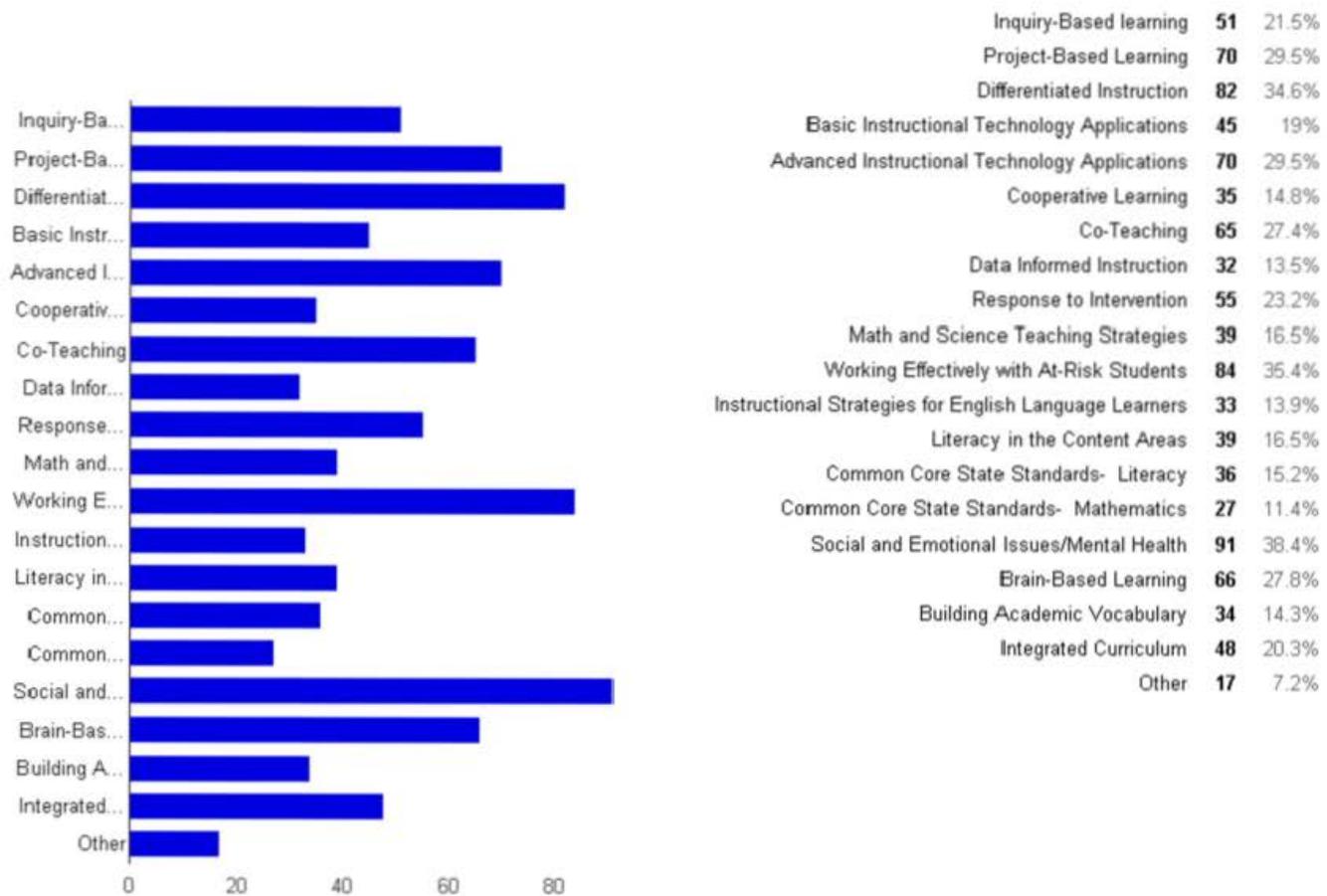
Teacher	156	65.8%
Administrator	16	6.8%
Teaching Assistant	39	16.5%
School Psychologist	4	1.7%
School Counselor	7	3%
Related Service Provider	7	3%
Library Media Specialist	4	1.7%
Other	4	1.7%

How long have you been employed by the Guilderland Central School District

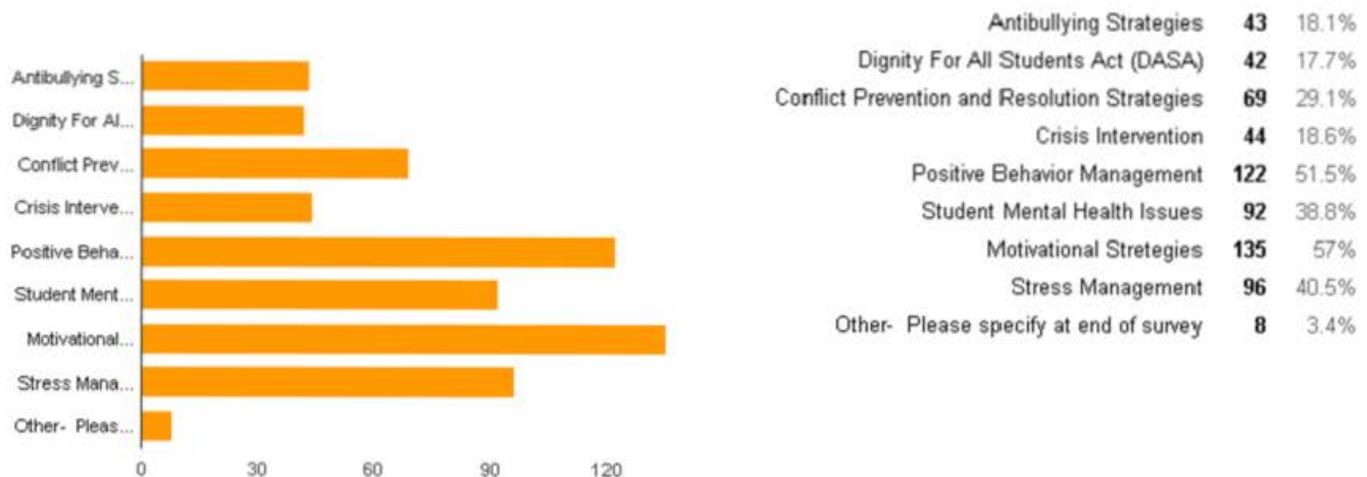


Less than 1 year	13	5.5%
1-3 years	10	4.2%
4-7 years	22	9.3%
8-12 years	56	23.6%
13-18 years	91	38.4%
19-24 years	27	11.4%
25 or more years	18	7.6%

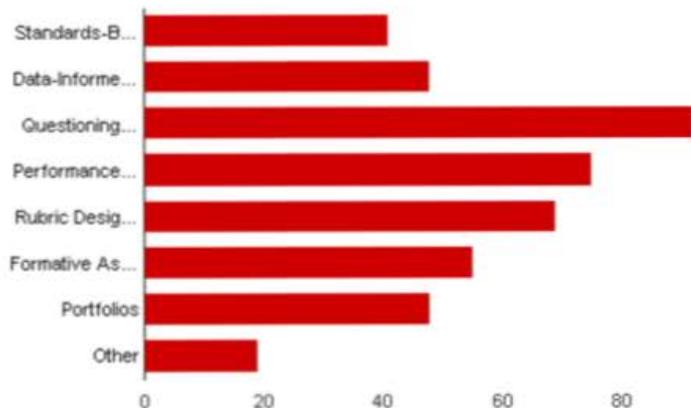
Instruction



Learning Environment

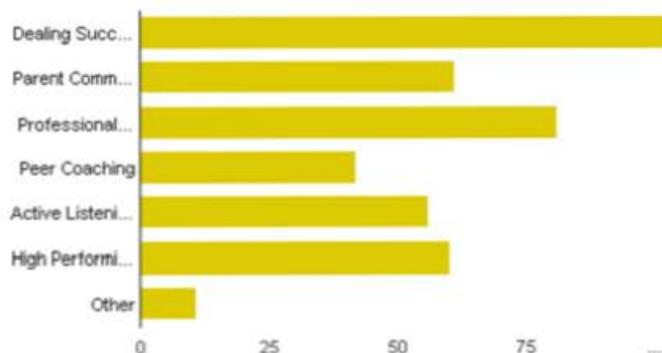


Assessment and Grading



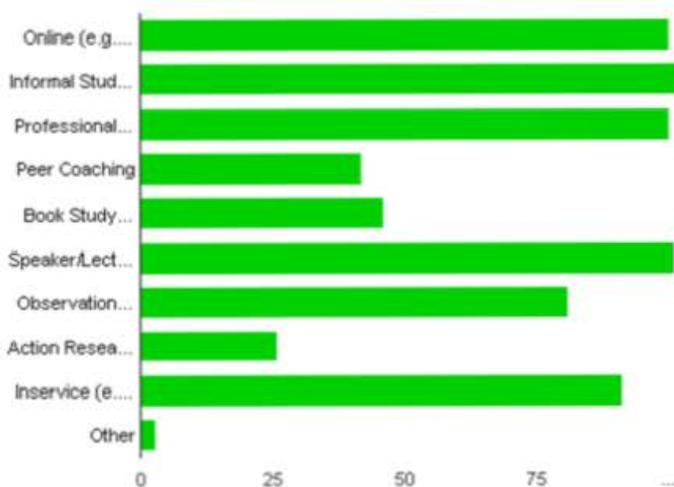
Standards-Based Grading	41	17.3%
Data-Informed Instruction	48	20.3%
Questioning Techniques and Strategies	92	38.8%
Performance-Based Assessments	75	31.6%
Rubric Design and Application	69	29.1%
Formative Assessment Strategies	55	23.2%
Portfolios	48	20.3%
Other	19	8%

Communication and Professionalism



Dealing Successfully with Challenging People	102	43%
Parent Communication Strategies	61	25.7%
Professional Learning Communities	81	34.2%
Peer Coaching	42	17.7%
Active Listening Strategies	56	23.6%
High Performing Teams	60	25.3%
Other	11	4.6%

Delivery Models and Options



Online (e.g. webinar)	100	42.2%
Informal Study Groups	102	43%
Professional Learning Communities	100	42.2%
Peer Coaching	42	17.7%
Book Study Groups	46	19.4%
Speaker/Lecturer	101	42.6%
Observation of Peers	81	34.2%
Action Research	26	11%
Inservice (e.g. After School Workshops)	91	38.4%
Other	3	1.3%

V. Goals and Implementation Plans for 2014-15 Professional Development

The following professional development goals and objectives have been identified for the 2014-2015 school year. The data collected, generated and analyzed by the Guilderland Central School District in conjunction with district and school level plans will support the goals, objectives, strategies, activities, and evaluations of this professional development Plan.

The district goals and each of the objectives designed to achieve such goals (all of which are detailed on subsequent pages) were identified through completion of needs assessments, using MyLearningPlan survey tools, as described previously. Additionally, recurring and ongoing annual commitments to professional development are noted.

Goal #1: Continue to align programs practices with NYSED Requirements, including Common Core Learning Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects and for Mathematics, Annual Professional Performance Review (APPR), and data-driven decision making.

Objective 1.1: Train instructional leaders and faculty in all frameworks, practices, and requirements of the NYS Common Core Learning Standards including the new Common Core Frameworks for Social Studies.

Essential Question: How can common learning standards be used to inform instruction and develop in all students the literacy and numeracy skills and understandings required for college and career readiness in multiple disciplines?

Activities and Strategies

- Update curricula and programs for alignment to NYS P-12 Common Core Learning Standards for ELA/Literacy, Mathematics, and Social Studies
- Provide training and support for implementation of NYS P-12 Common Core Learning Standards for ELA/Literacy, Mathematics, and Social Studies

Action Plan

<i>Inputs</i>	<i>Evidence</i>	<i>Responsibility</i>	<i>Timeline</i>
Develop deeper fluency standards and frameworks and instill a common language for implementation and vertical articulation	Communication Artifacts- (meeting agendas, minutes, materials, online collaborations, guidance documents, etc.) Observation and feedback surveys and notes	Assistant Superintendent for Instruction, Building Principals, Instructional Administrators, Curriculum Cabinets, Coord. for Elem Programs and Staff Dev.,	Ongoing
Monitor capacity for full implementation of common core	Communication Artifacts (meeting agendas, minutes, materials, etc.) Survey results from teacher, administrators to confirm increased, accurate awareness of changes required to implement Common Core	Assistant Superintendent for Instruction, Building Principals, Instructional Administrators, Curriculum Cabinets, Coord. for Elem Programs and Staff Dev., Data Coordinator	Ongoing
Support faculty in implementation of Common Core aligned curricula, instructional models and modules/units	Curriculum documents/maps aligned with common core and inclusive of aligned units/modules for implementation	Assistant Superintendent for Instruction, Building Principals, Instructional Administrators, Curriculum Cabinets, Coord. for Elem Programs and Staff Dev., Data Coordinator, BOCES Network Team	Spring 2015 - Fall 2015

NSDC Standards Alignment

Context

- Resources
- Learning Communities
- Leadership

Process

- Research-Based
- Data-Driven
- Learning
- Evaluation
- Collaboration

Content

- Quality Teaching

GCSD Professional Growth and Evaluation Domain

- Instruction
- Assessment
- Communication
- Professionalism

Objective 1.2: Annual Professional Performance Review: Support instructional leaders and faculty in implementation of new regulations and procedures for performance evaluations (APPR).

Essential Question: How can Annual Professional Performance Reviews (APPR) and evidence of student learning be utilized to sustain professional growth and maximize student achievement?

Activities and Strategies

- Revise local APPR plans and tools to align with NYS Education Law §3012-c and the revised Commissioner’s Regulations
- Provide training for teachers and evaluators on essential elements of the new APPR plan
- Maintain training for rater reliability and utilization of adopted rubrics for evaluation
- Support evaluators in use of StaffTrac for documentation of APPR activities

Action Plan

Inputs	Evidence	Responsibility	Timeline
Research and develop local APPR plans and tools to align with NYS Education Law §3012-c and the revised Commissioner’s Regulations *Collective Bargaining required to identify some procedures for APPR	Communication Artifacts- (meeting agendas, minutes, materials, guidance documents, etc.) Observation and feedback surveys and notes Revised bargaining agreements/contracts	Superintendent of Schools, Assistant Superintendents for Instruction and Human resources, Building Principals, BOCES, GTA Leadership	Summer 2015 - June 2016
Create awareness, fluency and common language in the use of APPR tools and protocols	Communication Artifacts (meeting agendas, minutes, materials, guidance documents, etc.) Reports for School and District Administration	Superintendent of Schools, Assistant Superintendents for Instruction and Human resources, Building Principals, BOCES, GTA Leadership	Fall 2015

NSDC Standards Alignment

- Context**
- Leadership
 - Learning Communities
 - Resources
- Process**
- Data-Driven
 - Evaluation
 - Research-Based
 - Learning
 - Collaboration
- Content**
- Quality Teaching

GCSD Professional Growth and Evaluation Domain

- *Instruction*
- *Learning Environment*
- *Assessment*
- *Communication*
- *Professionalism*

Goal #2: Continue to support the integration of advance technology applications to improve instruction, enhance student engagement and maximize learning in a 21st century classroom.

Objective 2.1: Train instructional staff in the application of instructional technologies (iPads, Chromebooks, interactive projection systems, Google Apps, etc.)

Essential Question: How can effective applications of instructional technologies enhance student engagement, learning and achievement?

Strategies/Activities

- Provide a variety of opportunities for staff to develop technology skills for instruction, communication, and presentation
- Provide opportunities for staff to develop instructional skills enhanced by use of technologies
- Provide staff with opportunity to learn current advancements in web-based technology resources (Google Classroom and Google Apps for Education, Chromebooks, Extensions and Add-ons, etc)

Action Plan

Inputs	Evidence	Responsibility	Timeline
Successful and consistent offerings to accomplish objective	Rates of participation in Model Schools, District, BOCES and other programs for training in advance technology applications Communication Artifacts (meeting agendas, minutes, materials, guidance documents, etc.)	Assistant Superintendent for Instruction, Building Principals, Instructional Administrators, Coordinator for Instructional Technologies, Technology Liaisons,	2015-16 School Year
Frequent consultation with site-based Technology Liaisons followed by turnkey training and sharing at grade level and faculty meetings	Communication Artifacts (meeting agendas, minutes, materials, guidance documents, etc.) Observation/feedback notes from principals and instructional administrators	Assistant Superintendent for Instruction, Building Principals, Instructional Administrators, Coordinator for Instructional Technologies, Technology Liaisons,	Monthly (minimum)
Identify and share exemplar uses of technology for instruction and learning.	Inclusion of exemplar practices and applications in curriculum documents/maps Documentation of support for peer observations and modeling of applications	Assistant Superintendent for Instruction, Building Principals, Instructional Administrators, Coordinator for Instructional Technologies, Technology Liaisons,	Ongoing
Use of access and usage data to identify preferred technologies	Building calendars for use sign out and use of hardware Observation/feedback notes from principals and instructional administrators System report tools (e.g., MyLearningPlan)	Assistant Superintendent for Instruction, Building Principals, Instructional Administrators, Coordinator for Instructional Technologies, Technology Liaisons	2015-16 School Year

NSDC Standards Alignment	GCSD Professional Growth and Evaluation Domain
<p>Context</p> <ul style="list-style-type: none">• Resources• Learning Communities <p>Process</p> <ul style="list-style-type: none">• Research-Based• Design• Learning <p>Content</p> <ul style="list-style-type: none">• Quality Teaching	<ul style="list-style-type: none">• Instruction• Assessment• Communication

Objective 2.2: Provide focused professional development and student programs designed to inform safe and responsible use of social media.

Essential Question: How can GCSD inform all stakeholders of the critical elements of digital citizenship and effective and responsible use of social media position students for success in school and life?

Strategies/Activities

- Provide a variety of opportunities for staff to develop the skills needed for effective use of social media and on line tools
- Provide administrators and clerical staff with necessary skills for advanced communications using social media
- Develop supporting documentation and start-up guides to support end users
- Plan and implement a district-wide “Success in a Digital World” week-long event focused on the essential skills and understandings necessary for safe and productive use of 21st century technologies

Action Plan

Inputs	Evidence	Responsibility	Timeline
Complete review and selection process for expert in residence for “Success in a Digital World” program (e.g., Chris Vallum)	Final selection and initial transition completed by start of 2015-16 school year	Assistant Superintendent Instruction, Instructional Administrators, Technology Leadership Council, Technology Liaisons	September 2014 Program tentatively schedule TBD
Administrator and teacher professional development sessions	Communication Artifacts (meeting agendas, minutes, materials, guidance documents, etc.) Observation/feedback notes from	Assistant Superintendent Instruction, Instructional Administrators, Technology Leadership Council, Technology Liaisons	Fall 2015
Frequent guided-work sessions for sustained training and support	Communication Artifacts (meeting agendas, minutes, materials, guidance documents, etc.) Participation rates and frequent assessment of needs	Technology Leadership Council, Technology Liaisons	Ongoing

NSDC Standards Alignment

Context

- Resources
- Learning Communities

Process

- Research-Based
- Design
- Learning

Content

- Quality Teaching

GCSD Professional Growth and Evaluation Domain

- Instruction
- Communication

Goal #3: Ensure that all members of the Guilderland professional staff develop the skills, knowledge and strategies to effectively implement curriculum and best instructional practices.

Objective 3.1: Promote literacy development K-12 and in all content areas

Essential Question: How can reading and writing across the disciplines positively affect learning and achievement?

Strategies/Activities

- Sustain long-term commitment to professional development in literacy via targeted learning of best instructional practices
- Continue to support transition to Calkins Units of Study for Writing (K-8)
- Continue to support elementary teachers' administration and use of Fountas and Pinnell Benchmark Reading Assessments and Leveled Literacy for Intervention for RtI Progress Monitoring
- Continue to develop collaborative structures for literacy coaching at the elementary level (current pilot at LES).
- Establish strong partnerships with higher education and research centers (e.g., Lesley University, Columbia, University at Albany)
- Facilitate Curriculum Mapping with continued focus on workshop structures and alignment with RtI plans, Common Core Standards, curriculum calendars, etc.
- Explore digital portfolios as an additional tool for model reading and writing progress monitoring

Action Plan

Inputs	Evidence	Responsibility	Timeline
Revision of curriculum maps for integration of Common Core literacy frameworks into content area maps	Revised curriculum maps and documentation for communication	Assistant Superintendent for Instruction, Curriculum Cabinets, Building Principals, Instructional Administrators	Ongoing
Incremental planning and implementation of Response-to-Intervention frameworks for secondary literacy and reading instruction and interventions	Completed RtI for secondary reading Communication Artifacts (meeting agendas, minutes, materials, guidance documents, etc.) Rates of referrals for Interventions at all tires Documentation of intervention plans Student progress monitoring data	Assistant Superintendent for Instruction, Language Arts Cabinet, FMS and GHS Building Principals, Instructional Administrators for ELA and reading at FMS and GHS	2015-16 School Year

Further develop Performance Plus database for analysis of NYS and local assessment data	Inclusion of 2015 NYS Testing data for all GCSD students Inclusion and use of local assessment data Performance Plus reporting tools for usage, analyses and planning	Assistant Superintendent for Instruction, Coordinator for Elementary Programs, Language Arts Cabinet, Building Principals, Coordinator of Data and Information	Ongoing
Respond to new NYS and federal Accountability Measures and Student Achievement Data	Meeting Minutes	Assistant Superintendent for Instruction, , PD Committee(s), Building Principals, Instructional Administrators, School and District Data Teams, Coordinator of Data and Information, BOCES Network Team Consultants	Ongoing
NSDC Standards Alignment		GCSD Professional Growth and Evaluation Domain	
Context <ul style="list-style-type: none"> • Learning Communities • Resources Process <ul style="list-style-type: none"> • Research-Based • Design • Learning • Collaboration Content <ul style="list-style-type: none"> • Quality Teaching 		<ul style="list-style-type: none"> • Instruction • Learning Environment • Assessment 	

Objective 3.2: Content Area Development: Provide opportunities for staff to enhance their content knowledge and learn appropriate teaching strategies based upon Common Core learning standards and best practices in respective disciplines.

Essential Question: How can professional development strengthen content knowledge and pedagogy of all content area teachers?

Strategies/Activities

- **Content Area Development** – Learning research-based instructional techniques to improve student achievement in content areas
 - Reading, Writing, and Language Arts approaches – Readers and Writers Workshop, Guided Reading and Writing, Fountas and Pinnell, Book Clubs, etc.
 - Math, Science and Social Studies
 - Special Education including Speech and Language, OT, PT
 - Foreign Language
 - Counseling, Social Work, Guidance
 - Fine Arts including Music, Art, Drama
 - Physical Education and Health
 - Library, Media, and Instructional Technology
 - Business Education, Technology Education, and Family and Consumer Science
- Through orientation and mentoring, provide knowledge of Guilderland programs and their relationship to NYS and Common Core learning standards
- Provide mentoring to new teachers in using appropriate teaching strategies; help new teachers to become familiar with expected instructional practices
- Provide PD to help staff design, use, evaluate, and revise instructional practices related to identified gap groups and student need

Action Plan

Inputs	Evidence	Responsibility	Timeline
Provide responsive and targeted professional development opportunities in all content areas and specialties	<p>PD evaluation surveys to measure participation rates and collegial sharing related to content, student achievement and learning standards.</p> <p>My Learning Plan Surveys, reports and Evaluations</p> <p>Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.)</p>	Assistant Superintendent for Instruction, Building Principals, Instructional Administrators, Coordinator for Elementary Programs and Staff dev., GEMS	<p>Summer 2015 (mandated orientation for all new teachers if applicable)</p> <p>Ongoing support and mentoring</p>
Assess alignment of PD offerings with identified needs (departments and school)	MyLearningPlan Purpose reports	Assistant Superintendent for Instruction, Building Principals, Instructional Administrators, Coordinator for Elementary Programs and Staff dev., Data Coordinator	Ongoing
Develop and implement protocols and procedures for data informed planning for professional development.	Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.)	Assistant Superintendent for Instruction, Building Principals, Instructional Administrators, Data Coordinator	Ongoing

	<p>Observation/feedback notes from Building and Assistant/House Principals and Instructional Administrators</p> <p>Documented evidence of concurrent planning by School-Based Inquiry Teams for needs-based professional development</p>		
<p style="text-align: center;">NSDC Standards Alignment</p> <p>Context</p> <ul style="list-style-type: none"> • Learning Communities • Resources <p>Process</p> <ul style="list-style-type: none"> • Research Based • Design • Learning • Collaboration <p>Content</p> <ul style="list-style-type: none"> • Equity • Quality Teaching 		<p style="text-align: center;">GCSD Professional Growth and Evaluation Domain</p> <ul style="list-style-type: none"> • Instruction • Assessment • Learning Environment • Professionalism 	

Goal #4: Establish a community focused on the prevention of harassment and discriminatory behaviors through the promotion of education measures meant to positively impact school culture and climate.

Objective 4.1: Code of Conduct and Dignity For All Students Act – Continue to provide professional development to help staff understand and follow all revisions to the District’s Code of Conduct and Board policies regarding the Dignity for All Students Act.

Essential Question: How can a safe and respectful school community foster learning and student achievement?

Strategies/Activities

- Plan and implement PD programs designed to prepare staff to fully implement practices and expectations articulated in the Code-of-Conduct and Board policies
- Build capacity and skill amongst staff via study groups, building teams, and district-wide committee for safe and Respectful Schools
- Facilitate and support action research in the areas of bullying and school climate

Action Plan

Inputs	Evidence	Responsibility	Timeline
Plan and implement opportunities for presentation of codes-of-conduct developed for district and all levels	Inclusion of instructional practices in common curriculum and school-wide presentations Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.)	Superintendent, Assistant Superintendent for Instruction, Building and Assistant/House Principals, Professional Development Committee, Curriculum Cabinets	Summer-Fall 2015
Prepare and distribute to all stakeholders developmentally appropriate versions of codes-of conduct	Inclusion of revised codes-of-conduct in all parent and student handbooks Posting of all codes and policies on district web site Promotion of behavioral expectations in all schools and classrooms	Assistant Superintendent for Instruction, Building and assistant/House Principals,	Summer-Fall 2015
Develop curricular links which promote civility, citizenship, and character education on a consistent and ongoing basis	Inclusion of instructional practices in common curriculum documents/maps Direct observation of instructional practices by evaluators	Assistant Superintendent for Instruction, Building Principals, Coordinator for Elementary Programs and Staff Dev Instructional Administrators, Curriculum Cabinets, Classroom teachers	Summer-Fall, 2015

NSDC Standards Alignment

Context

- Learning Communities
- Leadership
- Resources

Process

- Research Based
- Design
- Learning
- Collaboration

Content

- Equity
- Quality Teaching

GCSD Professional Growth and Evaluation Domain

- Instruction
- Learning Environment
- Communication

Objective 4.2: – Provide professional development to help staff understand student mental health issues and to develop skill sets for effectively instructing and supporting such students.

Essential Question: How can faculty and staff effectively, safely and constructively support students experiencing mental health challenges?

Strategies/Activities

- Plan and implement PD programs designed to inform faculty and staff of types and severity of mental health issues in youth
- Build capacity and skill amongst administrators to recognize and support faculty, staff and students experiencing mental health issues
- Consult with experts in the field to develop capacity for successful interventions with students struggling with mental health issues

Action Plan

<i>Inputs</i>	<i>Evidence</i>	<i>Responsibility</i>	<i>Timeline</i>
Plan and implement opportunities for professional development on student mental health issues and needs	Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.)	Superintendent, Assistant Superintendent for Instruction, Building and Assistant/House Principals, GCSD Related professionals (Psychologists, Social Workers, Counselors), PPS Director	Summer 2015-Spring 2016
Prepare and distribute to all stakeholders supporting resources and documents	Promotion of behavioral expectations in all schools and classrooms	Assistant Superintendent for Instruction, Building and assistant/House Principals, Communications Specialist, Related Professionals, PPS Director	2015-16 School Year
Establish professional relationships with clinical experts and organizations	Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.)	Superintendent, Assistant Superintendent for Instruction, Building and Assistant/House Principals, GCSD Related professionals (Psychologists, Social Workers, Counselors), PPS Director	2015-16 School Year
Provide administrator training to ensure constructive and supportive intervention when dealing with personnel matters related to mental health issues	Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.)	District Office Team	Summer 2015

NSDC Standards Alignment

- Context**
- Leadership
 - Resources
- Process**
- Research-Based
 - Design
- Content**
- Equity
 - Family Involvement

GCSD Professional Growth and Evaluation Domain

- Learning Environment
- Communication

Goal #5: Provide meaningful and ongoing professional development for effective implementations of best practices for support of Students with Disabilities and English Language Learners

Objective 5.1: Part 154 of the Commissioner’s Regulations – Comply with adopted amendments to Part 154 of the Commissioner’s Regulations regarding English as a New Language (ENL) and students with disabilities.

Provide professional development to help staff understand and follow all revisions to the Part 154 Regulations.

Essential Question: How can GCSD assure students with limited English proficiency are provided opportunities to achieve the same educational goals and standards established for all students.

Strategies/Activities

- Plan and implement PD programs designed to prepare staff to fully implement practices and expectations regarding ENL students
- Build capacity and skill amongst staff via study groups, building teams, and district-wide committee for effective instruction and support of ENL students and families
- Provide all teachers and administrators professional development to meet the needs of ENL students.
- Utilize additional criteria to inform planning of professional development activities, including a combination of a student’s NYSESLAT score and 3-8 ELA assessment score or ELA Regents scores

Action Plan

Inputs	Evidence	Responsibility	Timeline
Plan and implement opportunities for presentation of Part 154 regulations for district and all levels	Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.)	Instructional Administrator for WLC/ESL, Superintendent, Assistant Superintendent for Instruction, Building Principals, Professional Development Committee, Curriculum Cabinets	Summer-Fall 2015
Prepare and distribute to all stakeholders documents and resources to inform them of Part 154 changes and implications	Inclusion of documents in handbooks and web-based resources Promotion new requirements in all schools and classrooms	Instructional Administrator for WLC/ESL, Superintendent, Assistant Superintendent for Instruction, Building Principals, Professional Development Committee, Curriculum Cabinets	Summer-Fall 2015
Develop and communicate protocols and supporting resources pertaining to the following Part 154 Subparts: <ul style="list-style-type: none"> • Identification Process • Parent Notification and Information • Retention of Identification and Review of Records • Placement 	Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.)	Instructional Administrator for WLC/ESL, Superintendent, Assistant Superintendent for Instruction, Building Principals, Professional Development Committee, Curriculum Cabinets	Summer-Fall, 2015

<ul style="list-style-type: none"> • Program Requirements and Provision of Programs • Grade Span and Program Continuity • Exit Criteria • Support Services • Professional Development • School District Planning and Reporting Requirements • Assessment of ENL Students with Disabilities 			
---	--	--	--

NSDC Standards Alignment	GCSD Professional Growth and Evaluation Domain
<p>Context</p> <ul style="list-style-type: none"> • Learning Communities • Leadership • Resources <p>Process</p> <ul style="list-style-type: none"> • Data-Driven • Research-Based • Design • Learning • Collaboration • Evaluation <p>Content</p> <ul style="list-style-type: none"> • Equity • Quality Teaching • Family Involvement 	<ul style="list-style-type: none"> • Instruction • Learning Environment • Communication

Objective 5.2: – Provide professional development to help teachers and administrators develop their understanding of inclusive instructional practices.

Essential Question: How can faculty, administration and staff effectively include and support all students in a sound and basic educational model regardless of disability or challenge?

Strategies/Activities

- Plan and implement PD programs designed to inform faculty and administrators of models in which students with and without disabilities are based are based in a regular structures
- Build capacity and skill amongst administrators and teachers to recognize and support inclusive practices whereby student-centered and strength-based models are employed
- Consult with experts in the field (e.g., Dr. Julie Causton) to develop capacity for successful interventions with students struggling to achieve success in regular classroom settings
- Provide professional development to ensure that all students regardless of individual needs experience classroom climates that embrace diversity, foster sense of social responsibility, and support positive peer relationships.

Action Plan

Inputs	Evidence	Responsibility	Timeline
Plan and implement opportunities for professional development on inclusive educational models	Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.) Program descriptors, course development, curriculum maps, personnel shifts	Director of Pupil Personnel Services, Special Education Administrators, Instructional Administrator for WLC/ESL, Superintendent, Assistant Superintendent for Instruction, Building and Assistant/House Principals, GCSD Related professionals (Psychologists, Social Workers, Counselors),	Summer 2015-Spring 2016
Prepare and distribute to all stakeholders supporting resources and documents	Promotion of school and classroom norms and expectations via written documents and materials, handbooks, web page, etc.	Director of Pupil Personnel Services, Special Education Administrators, Instructional Administrator for WLC/ESL, Superintendent, Assistant Superintendent for Instruction, Building and Assistant/House Principals, GCSD Related professionals (Psychologists, Social Workers, Counselors),	2015-16 School Year
Establish professional relationships with clinical experts and organizations	Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.)	Superintendent, Assistant Superintendent for Instruction, Building and Assistant/House Principals, GCSD Related professionals (Psychologists, Social Workers, Counselors), PPS Director	2015-16 School Year

NSDC Standards Alignment

Context

- Learning Communities
- Leadership
- Resources

Process

- Research Based
- Data-Driven
- Design
- Learning

Content

- Equity
- Quality Teaching
- Family Involvement

GCSD Professional Growth and Evaluation Domain

- Learning Environment
- Instruction
- Communication

Objective 5.3: – Provide professional development to ensure full compliance with IDEA, including drafting of legally defensible Individualized Education Plans (IEPs).

Essential Question: How can faculty, administration and staff effectively draft legally defensible goals and IEPs for students with disabilities?

Strategies/Activities

- Implement PD programs designed to inform faculty and administrators of best practices under IDEA
- Build capacity and skill amongst administrators and teachers to draft legally defensible academic goals and IEPs for students with disabilities
- Consult with experts in the field to develop capacity for successful drafting and compliance of IEPs
- Maximize the use of IEP direct for record keeping, documentation and reporting

Action Plan

<i>Inputs</i>	<i>Evidence</i>	<i>Responsibility</i>	<i>Timeline</i>
Plan and implement opportunities for professional development on legal requirements under IDEA	Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.)	Director of Pupil Personnel Services, Special Education Administrators, Assistant Superintendent for Instruction, GCSD Related professionals (Psychologists, Social Workers, Counselors),	Summer 2015-Spring 2016
Prepare and distribute to all stakeholders supporting resources and documents	Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.)	Director of Pupil Personnel Services, Special Education Administrators, Assistant Superintendent for Instruction, GCSD Related professionals (Psychologists, Social Workers, Counselors),	2015-16 School Year

NSDC Standards Alignment

Context

- Leadership
- Resources

Process

- Research Based
- Data-Driven
- Design
- Learning

Content

- Equity
- Quality Teaching
- Family Involvement

GCSD Professional Growth and Evaluation Domain

- Instruction
- Communication

VI. MENTOR PLAN (G.E.M.S.)

**GUILDERLAND CENTRAL SCHOOL DISTRICT
&
GUILDERLAND TEACHERS ASSOCIATION**

Mentor Program 2015-16

“GEMS”

**Guilderland
Educators
Mentoring for
Success**

*“Empowering All Students to
Succeed in the 21st Century”*

OPERATING PRINCIPLES

We will arrive on time, prepared, and participate fully.

We will listen with respect and with intent to understand.

We will support and take responsibility for group decisions.

We will be open and honest.

We will operate with a clear purpose that aligns with our mission and vision.

We will celebrate the positive.

We will nurture and develop leadership in others.

Mission Statement

The purpose of mentoring is to provide support and reflective guidance to new teachers using a team approach. An effective mentor program needs trust, confidentiality, non-judgmental interactions, and mutual respect. The results of mentoring are more effective teaching, a collegial atmosphere that encourages professional growth, celebration of success and providing a comfortable transition of new teachers into the culture of the Guilderland District.

Belief Statement

The Guilderland Teachers Association, in an effort to provide support and reflective guidance to its new teachers, has developed a mentoring program. The mentoring program employs a team approach which affords new teachers the benefit of interacting with many colleagues of varied experiences, grade levels and subject areas.

An effective mentor program needs trusting relationships in order to address questions, needs, and concerns of new teachers. Through confidential, nonjudgmental interaction, veteran professionals meet regularly with new teachers to support their growth and development. This teacher generated mentor program is conducted with the support of the administrative network.

Goals

The Mentors and Mentees at each school are encouraged to meet as a group at least once a month. The goals of the Guilderland Educators Mentoring for Success are as follows:

- Easing the transition of new teachers
- Creating a collegial atmosphere that encourages professional growth
- Celebrating successes
- Developing more effective teaching
- Establishing a trusting relationship to assimilate new teachers into the cultural context of the Guilderland School District

Program Roles and Responsibilities

DISTRICT-WIDE COORDINATOR:

- Veteran mentor teacher with a minimum of three years mentoring experience
- An active member of the GTA
- Recommended by a building president or member of the GTA Executive Board
- Recommended by another mentor
- Appointed by the Representative Council

Expectations:

- Advocate for the mentor program at all levels
- Attend mentor meetings periodically in various buildings
- Coordinate training for mentors
- Provide a professional role model
- Facilitate ongoing reflection and discussion to revise or further develop the mentor program
- Provide opportunities for the mentees to reflect on their mentee experience and to share with other mentees
- Act as liaison among the mentor program and the district administrators, building administrators, and/or Instructional Administrators
- Submit a yearly budget for the Mentor Program to Guilderland Teachers' Association (GTA) Representative Council for approval

MENTOR:

- Tenured teacher
- Two Recommendations obtained from colleagues
- One recommendation from an administrator or supervisor

Characteristics of a Mentor:

- Effective communication and interpersonal skills
- Leadership qualities
- Organizational skills
- Positive attitude toward professional growth
- Enthusiasm
- Ability to see many different ways to accomplish a purpose or goal

Expectations:

- Confidentiality:
 - Establish a trusting relationship
- Availability to:
 - Provide support in a non-judgmental way
 - Attend meetings on a regular basis
 - Be accessible and approachable
 - Participate in training

- Guidance
 - Acquaint each mentee with the district and specific school's culture
 - Model professional expectations and practices
 - Provide curriculum support
 - Foster collegial relationships and social dynamics
- Help with strategies to meet challenges
- Model Professionalism
 - Encourage classroom visitations of colleagues' classrooms as stated in contract
- Celebrate successes

BUILDING MENTOR LIAISON ROLE:

- Schedule a meeting with the building principal by October 1st to:
 - Clarify membership of the program
 - Share meeting schedule
 - Share tentative agenda topics
- Schedule a meeting with the building principal and one building mentor by June 1st to discuss overall program evaluation
- Act as liaison to principal, mentors, mentees, and Advisory Team; meetings scheduled at the discretion of the Mentor Liaison
- Explain, distribute and compile monthly and bi-annual program evaluations
- Serve on Advisory Team

ADMINISTRATORS:

- District Assistant Superintendent for Instruction
- Building Administrator/s
- Supervisor/s

Expectations:

- Value and trust the mentor program
- Encourage
- Veteran staff to participate as mentors
- Mentees to participate in mentor program
- Help mentees maintain balance among their classroom responsibilities and extracurricular activities and other professional expectations
- Support professional development activities and support classroom visitations
- Write recommendations for potential mentors
- Meet at beginning and end of year with Mentor Liaison (or District-wide Coordinator, as appropriate)
- Mentoring and evaluation are mutually exclusive (mentors do not evaluate)
- Respect confidentiality of mentoring program and discussions among mentors and mentees

MENTOR ADVISORY TEAM:

The team will consist of:

- 1 Elementary Mentor Liaison per building
- 2 Middle School Mentor Liaisons
- 2 High School Mentor Liaisons
- Assistant Superintendent for Instruction
- District-wide Mentor Coordinator
- 1 Supervisor

The Mentor Advisory Team will meet at the following times:

February and May	To review program assessment forms
June	Discuss training and forthcoming year planning

Other Mentor Advisory Team meetings will be added each school year as needed.

MENTEE:

Level I mentee (new to teaching)

- First year, newly hired probationary teacher
- Part-time, new to district
- Full-time temporary teachers for teachers on Leave of Absence (LOA)

Level II mentee (previous experience, full or part-time)

- New to district, previously tenured
- New to district, experienced but not tenured

Level III mentee (experienced GCSD teacher)

- New to grade level/subject area
- Second and third year probationary teacher
- New to building
- Returning from extended LOA

Expectations:

- Regularly attend mentor meetings
- Openly share successes and concerns
- Arrive on time, prepared, and ready to participate
- To listen with respect and with intent to understand
- To be open and honest
- Celebrate the positive
- Nurture and develop leadership in self and others
- Honor confidentiality
- Understand the need to balance classroom responsibility and school wide activities
- A visitation is strongly recommended the first year
- Have at least 2 visitations the second year
- Have at least 3 visitations the third year



Appendix of Forms

1. Monthly Meeting Planning Worksheet for Mentors
2. Topics/Agenda Items for Staff Development & Mentor Training
3. Monthly Meeting Feedback Form for Mentors
4. Mentee Self-Assessment Form (**yellow**)
 - Completed at January Mid-Year Evaluation
 - Completed at May End-of-Year Evaluation
5. Mentor Self-Assessment Form (**green**)
 - Completed at January Mid-Year Evaluation
 - Completed at May End-of-Year Evaluation
6. Program Evaluation Form
 - Completed at January Mid-Year Evaluation
 - Completed at May End-of-Year Evaluation
 - Results shared with District Mentor Advisory Team twice a year
7. Mentor Teacher Application Form

Guiderland Teachers Association/Guiderland Central School District
Monthly Meeting Planning Worksheet for Mentors

Guiderland
Educators
Mentoring for
Success

School Year: 20_____ to 20 _____

ALWAYS REVIEW *List of Proposed Topics/Agenda Items for Staff Development & Mentor Training*

<u>Monthly Meeting Planning Worksheet</u>	Month: _____
Planned Discussions items:	Review: Code of Conduct
☛ Always Plan Time for Open Discussion	Provide: Monthly Feedback Forms
1. _____	
2. _____	
3. _____	
4. _____	
5. _____	
Suggestions for future meetings based on Monthly Feedback Forms:	

<u>Monthly Meeting Planning Worksheet</u>	Month: _____
Planned Discussions items:	Review: Code of Conduct
Always Plan Time for Open Discussion	Provide: Monthly Feedback Forms
1. _____	
2. _____	
3. _____	
4. _____	
5. _____	
Suggestions for future meetings based on Monthly Feedback Forms:	

Guilderland Teachers Association/Guilderland Central School District
Proposed Topics/Agenda Items for Staff Development & Mentor Training

Guilderland
Educators
Mentoring for
Success

Month	District New Teacher Training Staff Development	Mentor Meetings RECOMMENDED Agenda Items	SUGGESTED Agenda Items Elementary Level	SUGGESTED Agenda Items Middle School Level	SUGGESTED Agenda Items High School Level
Jul/Aug	<p><i>Curriculum Training:</i> Language Arts, Math, Social Studies, Science, Health ...</p> <p><i>Staff Development NEW Staff:</i> Special Education, ESL, Sexual Harassment,</p> <p><i>Orientation:</i> District Evaluation Process, Employee Assistance Program, Bus Tour of District ...</p> <p><i>Other Staff Development:</i> Brain Research, Cooperative Learning ...</p> <p><i>Celebration! Welcome Lunch</i></p>	<p><i>Mentor Training:</i></p> <p><i>Mentor/Mentee Orientation:</i></p> <p><i>Welcome Celebration!</i></p>			
	<p><u>EVERY MEETING</u></p>	<p>Review: Code of Conduct Provide: Monthly Feedback Forms</p> <p>Discussions may include issues related to:</p> <ul style="list-style-type: none"> ▪ Managing classroom issues; ▪ Planning, organizing instruction & other professional responsibilities; ▪ Using effective teaching methods; Adjusting to the teaching environment; ▪ Providing emotional/moral/professional support. 	<p>Code of Conduct Feedback Forms</p>	<p>Code of Conduct Feedback Forms</p>	<p>Code of Conduct Feedback Forms</p>
Sept	<p>District Welcome Back Breakfast & Program</p>	<p><i>DISCUSS Feedback Issues</i></p> <p>Orientation to Building/Logistics Communicating w/ Colleagues Communicating w/ Parents Homework Policies</p> <p>Obtaining instructional materials & resources Managing the Classroom Open House</p>			

Oct		<i>DISCUSS Feedback Issues</i> Assessing students Dealing w/ Individual students' needs/			
Nov		<i>DISCUSS Feedback Issues</i> Review Evaluation Process Balancing Classroom/Personal Responsibilities			
Dec		<i>Celebration!</i>			
Jan		Discussion: Importance of critical feedback, suggestions Mentor Self-Evaluation Mentee Self-Evaluation Mid-Yr Program Evaluation <i>DISCUSS Feedback Issues</i>			
Feb		<i>DISCUSS Feedback Issues</i> Reminder: Ways to obtain professional training, i.e. workshops, afterschool groups, etc. Reminder: Visitation to GCSD colleagues Invitation to Curriculum Teacher Leaders to meet with Mentees Resources for ordering supplies, etc			
Mar		<i>DISCUSS Feedback Issues</i> Motivating Students Best Practices Time Management			
Apr		<i>DISCUSS Feedback Issues</i> Placement process End-of-Year Student Records/assessments/ Folders			
May		Discussion: Importance of critical feedback, suggestions Mentor Self-Evaluation Mentee Self-Evaluation End/Yr Program Evaluation <i>DISCUSS Feedback Issues</i>			
June		<i>Celebration!</i>			

Guilderland Teachers Association/Guilderland Central School District

Guilderland **E**ducators **M**entoring for **S**uccess

Monthly Meeting Feedback Form

Guilderland
Educators
Mentoring for
Success

School Year: 20_____ - 20_____

Month: _____

School: _____

Meeting Feedback...

Topics for Future Meetings...

Thank you!

Mentee Self-Assessment Form

Guiderland
Educators
Mentoring for
Success

Building: AES GES LES PBE WES FMS GHS

(Check any in which you work)

School Year: 20____ - 20____

January Mid-Year Evaluation

May End-of-Year Evaluation

Position: Classroom Teacher Special Areas Teacher Other

I am a: Mentee

If you are a Mentee, check one:

- First Year, New Teacher
- Second or Third Year, Probationary Teacher
- Temporary - LOA
- New, Part Time
- Experienced Teacher, New to District
- Experienced GCSD Teacher, New to Building/Grade/Subject Area
- Experienced GCSD Teacher, Returning from Extended LOA

Twice a year we ask for your feedback on our Mentoring Program to improve our effectiveness. We also ask you to reflect upon your role and responsibilities as a Mentee. How are you doing? Your responses will be CONFIDENTIAL. In keeping with our Mentoring Program code of conduct, please respond honestly to the following self-assessment.

Self-Assessment of Your Role as a Mentee

Do I:

(Circle One)

	Never	Seldom	Sometimes	Usually	Always
Regularly attend Mentoring Program meetings	1	2	3	4	5
Openly share successes and concerns	1	2	3	4	5
Arrive on time, prepared, and ready to participate	1	2	3	4	5
Listen with respect and with intent to understand	1	2	3	4	5
Respond openly and honestly	1	2	3	4	5
Celebrate the positive	1	2	3	4	5
Nurture and develop leadership in self and others	1	2	3	4	5
Honor confidentiality	1	2	3	4	5
Understand the need to balance classroom responsibilities and school-wide activities	1	2	3	4	5

Please share any other reflections...

Thank you

(Mentee Form - Yellow)

Mentor Self-Assessment Form

Guiderland
Educators
Mentoring for
Success

Building: AES GES LES PBE WES FMS GHS

(Check any in which you work)

School Year: 20 ____ **- 20** ____

January Mid-Year Evaluation

May End-of-Year Evaluation

Position: Classroom Teacher Special Areas Teacher Other

Twice a year we ask for your feedback on our Mentoring Program to improve our effectiveness. We also ask you to reflect upon your role and responsibilities as a Mentee. How are you doing? Your responses will be CONFIDENTIAL. In keeping with our Mentoring Program code of conduct, please respond honestly to the following self-assessment.

Self-Assessment of Your Role as a Mentor

Do I:

(Circle One)

	Never	Seldom	Sometimes	Usually	Always
Regularly attend Mentoring Program meetings	1	2	3	4	5
Openly share successes and concerns	1	2	3	4	5
Arrive on time, prepared, and ready to participate	1	2	3	4	5
Listen with respect and with intent to understand	1	2	3	4	5
Respond openly and honestly	1	2	3	4	5
Celebrate the positive	1	2	3	4	5
Nurture and develop leadership in self and others	1	2	3	4	5
Honor confidentiality	1	2	3	4	5
Understand the need to balance classroom responsibilities and school-wide activities	1	2	3	4	5

Please share any other reflections...

Thank you

(Mentor Form - Green)

Guilderland Teachers Association/Guilderland Central School District

Program Evaluation Form

Guilderland
Educators
Mentoring for
Success

Building: AES GES LES PBE WES FMS GHS

(Check any in which you work)

School Year: 20____ - 20____

January Mid-Year Evaluation

May End-of-Year Evaluation

Position: Classroom Teacher Special Areas Teacher Other

I am a: **Mentee**

If you are a Mentee, check one:

First Year, New Teacher

Second or Third Year, Probationary Teacher

Temporary - LOA

New, Part Time

Experienced Teacher, New to District

Experienced GCSD Teacher, New to Building/Grade/Subject Area

Experienced GCSD Teacher, Returning from Extended LOA

I am a: **Mentor**

Twice a year we ask for your feedback on our Mentoring. We need your help. The Mentor and Mentee reflections are very important part of the on-going development of an effective program. Please complete this form, sharing your comments, concerns, compliments or any suggestions.

How well do you believe the Guilderland Educators Mentoring for Success Program met these goals?

(Circle One)

	Never	Seldom	Sometimes	Usually	Always
Eased the transition of new teachers	1	2	3	4	5
Created a collegial atmosphere that encouraged professional growth	1	2	3	4	5
Celebrated successes	1	2	3	4	5
Developed more effective teaching practices	1	2	3	4	5
Established a trusting relationship and assimilated new teachers into the cultural context of the Guilderland School District	1	2	3	4	5

Briefly respond to the following:

<i>Mentoring Program – Areas of Strength:</i>	<i>Mentoring Program – Areas for Growth/Change:</i>
--	--

Program Evaluation = Evolution = Change over Time Help us make our Program Evolve!

☛ Return to your Building Mentor Liaison within 3 days.

Thank you

Guilderland Teachers Association/Guilderland Central School District

Guilderland
Educators
Mentoring for
Success

Mentor Teacher Application

Name: _____ School Year: 20____ - 20____

Building: _____ Grade Level: _____ Subject: _____

Are you a tenured teacher? Yes No

I am interested in becoming a mentor teacher because

I would be a good mentor because

Each perspective Mentor candidate must submit:

- * a letter of recommendation from an Administrator or Supervisor
- * a letter of recommendation from 2 colleagues who are GTA members
- * Send to Mentor Coordinator, by June 1
- * Can attend summer training in August.

Characteristics of a Mentor:

Effective communication & interpersonal skills

Leadership qualities

Organizational skills

Positive attitude towards professional growth

Enthusiasm

Ability to see many different ways to accomplish a purpose or goal

**PROFESSIONAL DEVELOPMENT PLAN
2015-16 STATEMENT OF CERTIFICATION**

School District: **GUILDERLAND** BEDS Code: **010802060000**

The superintendent certifies to the Commissioner that:

- (1) The planning, implementation and evaluation of the plan were conducted by a professional development team that included a majority of teachers and one or more administrator(s), curriculum specialist(s), parent(s), higher education representative(s), and others identified in the plan.
- (2) The requirements of CR 100.2(dd) to have a professional development plan for the succeeding school year have been met.
- (3) The school district or BOCES has complied with the professional development plan applicable to the current school year.
- (4) The plan focuses on improving student performance and teacher practice as identified through data analysis;
- (5) The plan describes professional development that:
 - is aligned with state content and student performance standards;
 - is aligned with New York State Professional Development Standards at: <http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>
 - is articulated within and across grade levels;
 - is continuous and sustained;
 - indicates how classroom instruction and teacher practice will be improved and assessed;
 - indicates how each teacher in the district will participate; and
 - reflects congruence between student and teacher needs and district goals and objectives.
- (6) The plan describes how the effectiveness of the professional development will be evaluated, and indicates how activities will be adjusted in response to that evaluation.
- (7) The plan complies with CR 100.2(dd) to:
 - describe and implement a mentoring program for new teachers;
 - provide teachers holding a professional certificate with opportunities for completing 175 hours of professional development every five years;
 - ensure that level III teaching assistants and long-term substitute teachers participate in professional development activities,
 - state the average number of hours each teacher is expected to participate in professional in the school year(s) covered by the plan;
 - describe how all teachers will be provided professional development opportunities directly related to student learning needs as identified by multiple sources of data, including but not limited to school report cards;
 - provide staff with training in school violence prevention and intervention; and
 - provide professional development to all professional and supplementary school staff who work with students with disabilities.
- (8) The plan has been reviewed and/or revised in accordance with the most current version of 100.2 (dd).
(The latest version of CR 100.2(dd) can be found at: <http://www.p12.nysed.gov/part100/pages/1002.html>.)
- (9) The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

<p>_____ Marie Wiles _____ Print Name of Superintendent of Schools</p> <p>_____</p> <p>Original Signature of Superintendent of Schools</p> <p>_____</p> <p style="text-align: center;">Date</p>
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<p>Adopted by the Board of Education on Date:</p> <p>_____</p> <p>_____</p> <p>Original Signature of President, Board of Education</p>
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The signed Professional Development Plan Statement of Certification is due on/before September 1 of each year and should be sent in hard copy to:

New York State Education Department
Title I School & Community Services
Room 365 EBA
89 Washington Avenue
Albany, NY 12234