

Taconic Hills Central School District

Professional Development Plan

2018-2023

PROFESSIONAL DEVELOPMENT PLAN

2016-2021

This document is submitted in response to the NYS Education Commissioner's Regulations, Section 100.2 (dd), Professional Development Plan (PDP). The purpose of this multi-year plan is to support a variety of professional development opportunities to promote student achievement. A review of this working document includes evaluation, and if necessary, revision of the plan on an annual basis. Members of our Professional Development Planning Team agree that we are satisfying the requirements of the regulations. A summary of our work includes the following components:

Needs Analysis, Goals and Objectives

Staff development activities for the coming years are being planned and informed by multiple sources:

- Common Core
- Assessment
- Classroom Management
- Standard Based Instructional Practices
- Technology
- State Initiatives
- Classroom Accommodations
- Behavior Management
- Building a Learning Community
- Data Analysis

The PDP committee will determine the top three priorities annually to focus professional development efforts.

In addition, our concentration on improving **ELA and Literacy** instruction by targeting recognized best-teaching and instructional practices will continue to be a focus area.

Finally, the school District will continue to evaluate the use of student-data information, and dynamic curriculum maps as it relates to our continued development of an aligned and coordinated PRE K-12 common core curriculum.

Teachers' Expected Participation in Professional Development

Regulations of the Commission of Education require that, after February 2, 2004, all Districts must provide new teacher's professional development opportunities to maintain certificates in good standing based upon successfully completing 175 hours of professional development every five years. Level III teaching assistants must complete 75 hours over a five-year period. Per Diem substitutes (over 25 days in one assignment) are to have professional development opportunities offered to them.

Taconic Hills recognizes that all teachers have an obligation to participate in professional development in order to remain current in their profession and meet the needs of students. Therefore, the guidelines that are required of new teachers shall serve as general guidelines for all teachers. The District will provide professional development opportunities for

all teachers averaging 35 hours per school year, or 175 hours over five years. There are many activities that qualify as acceptable professional development. The list that follows is not inclusive.

- Superintendent's Conference Days
- Professional Development agenda items at faculty meetings
- Department and grade-level meetings
- Individually-guided staff development (i.e. Webinars, Twitter)
- Facilitating or participating in District-sponsored in-service workshops
- Workshops provided by Teacher Centers, through QUESTAR, and by local Districts
- Interschool visitations
- District curriculum development
- Original research projects
- Mentoring
- Professional development for mentors and interns
- Graduate coursework
- Working with a District consultant
- Publishing original work
- Self-paced tutorial programs
- Grant writing
- Training in the use of educational technology
- Professional development delivered through distance learning programs (interactive AV /web based)
- Cooperative efforts with faculty from higher education
- Applying for and obtaining National Board Certification
- Attendance at, presentation at conferences
- Group/individual research projects or research
- Supervising interns, student teachers, etc.
- Leadership in local, state or national professional organizations
- Study group
- Reading professional journals, books blogs and other professional sources.
- Consultant for SED
- Preparing for and teaching a college level course or teacher center course
- Participation in teacher orientations
- Preview/field test/pilot new District/S.E.D. programs
- Data analysis training
- Participating in regional scoring of State assessments, assessing student portfolios as determined by unit plans, instructional activities, etc.
- Preparing for and participating in educational consortiums or projects
- Preparing and participating in cross-curricular/cross grade-level learning activities
- Participating in formal program of peer coaching or participation in peer review
- Collaborative planning/meetings
- Other by mutual consent as approved by administrator
- State developed resources (i.e. engage NY, NYLearns)

It is highly recommended that teachers have a method of tracking their individual PD. Refer to the APPR plan for reporting process.

Alignment of Professional Development with the New York State Common Core Standards and Assessments, Student Needs and Teacher Capacities, and Articulation of Professional Development Across Grade Levels

In addition to the Professional Development Planning Team, ad hoc committees serve to enhance the alignment and articulation of professional development within the District. For grades Pre K-12, groups meet regularly to address curriculum, instruction and assessment issues.

Recommendations that impact Pre K-12 instruction are implemented in conjunction with teachers, principals and the Director of Instruction and Staff Development. **Progress is reported to the Professional Development Planning Team and initiatives are tracked and reported on frequently.**

Monitoring and Sustaining the Professional Development Process

The Professional Development Planning Team meets at least monthly during the school year and additionally as needed to support and ensure appropriate implementation and monitoring of progress towards goals, procedures and staff development activities. The committee also meets to discuss and examine matters including the quality of in-service work, the consistency of grade-level and workshop topics, staff evaluation responses to coursework and workshops, necessary materials, and performance of instructors.

Professional Development activities are continuously reviewed in a timely manner to help prepare and plan immediate and future Professional Development needs. Staff feedback on development workshops and in-service activities is reviewed by the Director of Instruction and Staff Development and communicated to the Professional Development Planning Team. Additionally, professional development efforts will center around time sensitive educational reform efforts that allow the district to meet current needs that arise, for example RTTT mandates and Regents Reform Agenda.

Assessing the Impact of Professional Development on Student Achievement and Teacher Practice

Evaluating the positive impact of our staff development initiatives comes in part from the increased acquisition of college and career readiness skills. Additionally, success of professional development may be measured using the following achievement objectives:

- Increased collaboration centered on best practices
- Increased use of instructional technology
- Increased use of student data to drive PD decisions
- Implementation and refinement of Common Core
- Improved school-wide student attendance
- Reduction in discipline referrals

School Climate Training

The training may consist of but is not limited to:

- diversity and sensitivity training as mandated by the Dignity for All Students Act
- the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children.
- the statutes, regulations, and policies relating to safe nonviolent school climate
- effective classroom management techniques
- other academic supports that promote a nonviolent school climate and enhance learning
- the integration of social and problem solving skill development for students within the regular curriculum
- intervention techniques designed to address a school violence situation
- how to participate in an effective school/community process for students exhibiting violent behavior

Teacher Mentor Program

The Mentor Teacher Program at Taconic Hills, as part of the Professional Development Plan, is a structured forum in which a master teacher guides and supports a first year teacher in his/her transition to become a skilled member of our educational community. The goal is to develop teacher competency such that teachers are able to guide students in their achievement according to the New York State learning standards. This program is designed to provide support and guidance in the mentoring experience necessary for probationary level teachers to receive their professional certificate and to build efficacy in this goal. The District's Teacher Mentor Program is implemented by the coordinator(s) at the elementary and secondary levels.

The goal of the mentor program is to create a professional learning and support environment by veteran educators (mentors) for the guidance, reflection, awareness, encouragement and professionalism of teachers that are new to the school district. The target of this goal is mastery teaching by all educators.

Please refer to the attached document *Teacher Mentor Program at Taconic Hills Central School District* for complete information about the program.

Teacher Mentor Program at Taconic Hills

Board of Education Approved 9/21/2011
updated 11/18/2015
updated 8/10/2016



Mentor Teacher Program

Taconic Hills Central School

Rationale

The Mentor Teacher Program at Taconic Hills, as part of the professional development plan, is a structured forum in which a teacher with mastery guides and supports a first year teacher in his/her transition to become a skilled member of our educational community. The goal is to develop teacher competency such that educators are able to guide students in their achievement according to the New York State Common Core Learning Standards. This program is designed to provide support and guidance in the mentoring experience necessary for probationary level educators to receive their professional certificate and to build efficacy in this goal.

This mentoring plan has been developed in conjunction with members of the Taconic Hills' Faculty Association. By contract, a mentor stipend is paid to mentors upon completion of all requirements – including, but not limited to initial training, meetings and submission of logs and summaries.

Goal(s):

The goal of the mentor program is to create a professional learning and support environment by veteran educators (mentors) for the guidance, reflection, awareness, encouragement and professionalism of educators, teaching assistants, nurses, counselors, librarians and speech therapists that are new to the school district, and to help acclimate the new teacher into the THCS D culture. The target of this goal is mastery teaching by all educators.

Program Components

Mentee Eligibility

Every new hire, including full time and board approved term-appointments not dependent on certification or experience, shall be entitled to mentoring support up to one (1) year from date of hire. Additionally, per diem substitutes who have acquired in excess of 25 consecutive school days will be entitled to mentoring support up to one (1) year from the first day he or she may have substituted in that position. After a year of mentoring support, educators that continue to require mentoring support to meet certification requirements and/or to reach professional aspirations may request additional support in writing to the mentor coordinator.

Mentor Selection

The need for Mentor educators will be posted by the Superintendent. A letter of interest must be submitted to the Principal. The interested mentor candidate may include the following information:

- Evidence of participation in professional development
- Mastery of pedagogical skills and curriculum knowledge
- In the event that a tenured teacher is not available, the building principal will need to review applications and select mentors based on the needs of the District, with previously tenured educators given first priority.

Role of Mentors

Specific responsibilities of the mentors include but are not limited to:

- Frequently mentors will meet with their mentees during the orientation prior to the start of the school year. The ongoing training for mentors/mentees will be provided on a monthly basis following student dismissal. Individual mentors will meet with their assigned new teacher during common planning times, before or after the school day or on Superintendent's Conference Days as time is allocated.
- Participation in district sponsored mentor-training programs.
- Assisting new educators with understanding district policies and procedures (report cards, parent conferences, classroom management, BOE policies, etc.).
- Support and guidance in the implementation of New York State Common Core Learning Standards.
- Assisting with lesson plan design, including designing activities for individualized instruction.
- Planning and scheduling opportunities for reciprocal visitations between mentor teacher and new teacher. Emphasis will be placed on the alignment of Mentor educators with new educators in the same grade or content area.
- Reflection and discussion (i.e. Cognitive Coaching techniques, etc.)
- Providing guidance and access to resources.
- Providing a trusting, supportive and confidential relationship, helping to provide opportunities for mentee to become a team player.
- Communicating with building principals regarding requests for scheduling classroom visitations, coordinating substitute educators, and acquisition of needed resources.
- Orientation of the new teacher to the school culture, district practices and procedures, and the school facility.
- Collaboration in lesson plan design.
- Opportunities for discussion, reflection and documentation of visitation time and date.
- Motivation and support.
- Access to resources to enhance professional development.
- Monitoring of student assessment and record keeping.

Types of Mentoring Activities

In addition to initial training, mentors will be expected to participate in a new teacher orientation program that is held prior to the beginning of the school year and regular monthly or bi-monthly meetings. The yearly stipend assumes attendance at the initial training and regular attendance meetings. Once school begins, the mentor will provide:

- Orientation of the new teacher to the school culture, district policies, the school facility.
- Collaboration in lesson plan design.
- Opportunities for discussion and reflection.
- Motivation and support.
- Access to resources to enhance professional development.
- Monitoring of student assessment and record keeping.

Time Allocation

Mentors and their assigned new educators will be provided with the equivalent of 1.0 day of release time each semester for the purpose of conducting reciprocal visitations. Review of those visitations will be conducted during regularly scheduled collaboration. Each mentor teacher will coordinate visitations with other mentor educators to share substitute educators. Mentor educators will maintain a minimum of 20 hours of contact time with their assigned mentee each year.

Mentor Coordinator

The Director of Instruction and Staff Development will act as the Mentor Coordinator. Specific responsibilities of the mentors include but are not limited to:

- Schedule / Conduct mentor training (initial and on-going) with administrative collaboration and approval; and alignment to the district PDP and budget.
- Schedule / Conduct new teacher training (initial and on-going) with administrative collaboration and approval; and alignment to the district PDP and budget.
- Maintain and records attendance and training to the Mentor Coordinator for the appropriate grade level.
- Collaborate with Building Principals to monitor and adjust program as needed.

Role of the Building Administrator(s)

The Taconic Hills Central School mentor program identifies the role of the building principal to be that of a supporter of the new teacher and the program. Building Administrator(s) are expected to respect the role of confidentiality in the mentoring relationship. The building administrator(s) will provide input regarding suggestions for professional development and activities.

Administrators may refer non-tenured teacher s who are having difficulty in subsequent years to the mentor coordinator for assistance and TIP (Teacher Improvement Plan) if necessary.

Program Evaluation

Evaluation of the mentor program will enable the coordinator(s) and principal to ensure that the goals of the program are being met. Informal evaluation will occur on an ongoing basis in the form of discussions at monthly training sessions. The rationale of the informal evaluations is to provide feedback from the mentors regarding current issues, allowing the coordinator to immediately address those issues or concerns.

Formal evaluation will occur twice per year in the form of a questionnaire and narrative report of activities. Mentors and new educators will be given an opportunity to reflect on the extent to which the program met their needs, assisted in teacher effectiveness and increased student achievement. These will be completed anonymously and reviewed by the Coordinator and principals and will be submitted in a written report to the Superintendent or designee. See Professional Development Log form attached.

Professional Development Committee Membership

Sandra Gardner, THCS D Director of Instruction and Staff Development

Dr. Neil L. Howard, Jr., Superintendent of Schools

James Buhrmaster, Jr/Sr High School Principal

John Gulisane, Jr., Elementary Principal

Mary D'Amico, Jr/Sr High School Assistant Principal

Jane Case, Elementary Assistant Principal

Matthew Fuller, Science Teacher

Kevin Reis, School Psychologist

Beth Flores, ELA Coach

Lisa Reis, Elementary Teacher

Anne Graney, Elementary SPED Teacher/Coach

Ryan Proper, Math Coach

Carrie Duncan, Teaching Assistant

Virginia DiPalma, FACS Teacher

Denise DellaRocco, Elementary Reading Teacher

Colleen Romero, Physical Education Teacher

Grant Prime, Elementary Teacher

Jack Costello III, CSE Chairperson

Neal Westendorf, AIS Teacher

Lynda Akerman, Administrative Intern/Elementary Teacher

Taconic Hills Central School District

73 County Route 11A, Craryville, New York 12521 518-325-2800

VACANCY NOTICE

- POSITION:** Mentor Teacher(s) for _____
- POST DATE:**
- TIME OF WORKDAY:** Mentor teachers will maintain a minimum of 20 hours of contact time with their assigned mentee each year.
- START DATE:**
- SALARY:** \$500 stipend per fiscal year (prorated based upon mentee start date)
- QUALIFICATION:** Preference to mentor candidates that are currently tenured with the same certification area at THCS.
- RESPONSIBILITIES:** As per the Mentor/Mentee Program Plan approved November 18, 2015 mentor teachers will be recommended by the Building Principal.

A letter of interest must be submitted to the Superintendent. The interested mentor candidate may also include the following information:

- Evidence of participation in professional development
 - Mastery of pedagogical skills and curriculum knowledge
- Specific responsibilities of the mentors include but are not limited to:
- participation in a district sponsored mentor-training program to incorporate coaching techniques, reflection upon the mentor plan and discussion of district materials
 - meeting with their mentees during the orientation prior to the start of the school year
 - attending ongoing district training provided 4-6 times per year at a mutually agreeable time
 - individual mentors may meet with their assigned mentee during common planning times, before or after the school day, or on Superintendent's Conference Days
 - assisting mentees with understanding district policies and procedures (report cards, parent conferences, classroom management, BOE policies, etc.)
 - orientation of the mentee to the school culture, district practices and procedures, and the school facility

- support and guidance in the implementation of New York State Common Core Learning Standards
- assisting with lesson plan design, including designing activities for individualized instruction, student assessment and record keeping
- planning and scheduling opportunities for reciprocal visitations between mentor teacher and mentee
- reflection and discussion, providing guidance and access to resources to enhance professional development
- providing a trusting, supportive and confidential relationship, offering opportunities for mentee to become a team player
- communicating with building principals regarding requests for scheduling classroom visitations, and supporting acquisition of needed resources to enhance professional development

Applications and email notes of interest are to be directed to: _____, Human Resources Coordinator at _____@taconichills.k12.ny.us

1. Due Date: on or before _____ at 12:00 p.m. or until filled.

2. Questions regarding this position are to be directed to the Director of Instruction & Staff Development.

NOTE: All employees hired must have electronic fingerprint clearance through the NYS Education Department prior to employment. A required fee of \$91.50 must be paid by debit or credit card to the New York State Education Department.

MENTOR ACTIVITY LOG

Mentor: _____ **New Teacher:** _____

Activities: modeling instruction, observing instruction, instructional planning, peer coaching, team teaching, orienting (the new teacher to school culture), or other

Date	Time You Met (i.e. 2:00 PM – 3:40 PM)	Total Hours You Met for Each Activity	Activity
TOTAL			

Mentor Signature: _____

New Teacher Signature: _____

Mentors and their assigned new teachers will be provided with the equivalent of 1.0 day of release time each semester for the purpose of conducting reciprocal visitations.

Review of those visitations will be conducted during regularly scheduled collaboration. Each mentor teacher will coordinate visitations with other mentor teachers to share substitute teachers. Mentor teachers will maintain a minimum of 20 hours of contact time with their assigned mentee each year.

APPENDIX



Professional Development Providers

Professional Development Providers
Acellus
ACTEA – Association of Career and Technical Educators Administrators
Albany Medical Center
Alexia Rodriguez Thompson, Associate In Bilingual
American Red Cross
American Water Works Association (AWWA)
AMTNYS – Association of Math Teachers of NYS
Andrea Honigsfeld
Andrew Solomon
Andrew Zaffarano, Technology teacher at New Hartford
Angela Di Michele Lalor
Anne Dalton, Esq.
Apple
Art Omni
ASBO
ASCD
Astor Services
Autism Speaks
Bard College
Berkshire Taconic Community Foundation
BlueShield of Northeastern New York
Boston Children’s Hospital
Breakthrough Coach
Bureau of Education & Research

Buck Institute
Cambell House Psychology
Capital District Developmental Pediatrics
Capital Region BOCES
CASDA
CASSA – Capital Area Science Supervisors Association
Castle Learning
CDAMS – Capital Area Math Supervisors Association
Center for Applied Linguistics
Center for Autism and Related Disabilities
Center for Disability
Classbook
College of St. Rose
Columbia County Cornell Cooperative Extension
Columbia County Governmental Support Agencies
Columbia-Greene Community College
Columbia University
Cornell University
CTE Technical Assistance Center of NY
David Abrams, Education Consultant Rose & Greene Consulting
David Kay
David Nagal
David Peterson, Kensington Representative(s)
Dr. Callen Kostelnik
Dr. Deborah Kundert
Dr. Gay Ivey
Dr. Giselle Martin-Kniep
Dr. Harvey Silver
Dr. Karen Bailey
Dr. Karen Peper
Dr. John More
Dr. Jeffery Arp-Sandel
Dr. Liz Locatelli

Dr. Meir Be Hur of International Renewal Institute
Dr. Nancy Hoag
Dr. Phillip Wilder - Elemson University
Dr. Samuel Silverstein
Dr. Steve Birchak
Dr. Zvi Klopott
Dynamic Learning Labs
EA Morse Inc.
E-Doctrina
Edmodo
Edgenuity
Ed-Vistas
ESSDAK
Excelsior College
Farm Bureau
Farm On! Foundation
Four Winds
Frontier Technology
Frontline Technologies
Girvan and Ferlazzo Law Firm
Google Representative
Gray Castle Cyber Security
Greater Capital Region Teacher Center
Harry Chan
Harvard University
Heinemann
HFM BOCES
Hudson Valley Community College
Isabel Burke, Director of The Health Network
J'aime Pfeiffer
Jack Baldermann, PLC Associate
James Ball
John Yiegelski

LEAF Consortium of Excellence
Leah Mermelstein from Read-Write-Connect, Inc.
Learner- Centered Initiatives
Lee Bordick
Les Loomis
Leslie Preddy
Lexia Learning
Lorman
Liz Locatelli, LCI
Lyle Hamm
Kelly Gallagher
Maria Dove
Mary Ratzer & Judi Dzikowski
Matt Roe (Apple Mobility Engineer)
McGraw-Hill
McREL
Mentor Foundation USA
MetriTech, Inc.
Mike Dames of Aha! Process, Inc.
Mike Ford
Mindex
miSci
Mohawk Valley Community College
MyLearningPlan
NASP – National Archery in the Schools Program
NCTM – National Council of Teachers of Mathematics
Nellie J. Brown
Nellie J. Brown and Nona McQuay, Cornell University
New Technology Network
New York Metro Center
New York Rural Water Association (NYRWA)
New York State Mentoring Program/Empire State Development
New York State Department of Transportation

NERIC
NWEA
NSTA – National Science Teachers Association
NY LEARNS
NYCDOE
NYSASBO
NYSCATE – NYS Association of Computer and Technologies in Education
NYSCOSS
NYSIR
NYSSBA
NYSSILR
NYSTEEA – NYS Technology and Engineering Educators’ Association
NYSUT
NYSED
Olga Nesi
Operation Wallacea
Parent to Parent
Paula Sobol
Pearson
Perkins School for the Blind
Polly Farrington
Pool and Spa Rx
Proctors
Questar Assessment Inc.
Questar III BOCES
Questar III Component & Non Component Superintendents, School Business Officials, Curriculum and Instruction Coordinators, Pupil Personnel Directors/Chairs
RBERN
Regional Educational Laboratories
RSE-TASC 1
RSE-TASC 2
Rebecca Ekstrom
Renaissance Learning

Rensselaer County Public Health
Rensselaer Polytechnic Institute (RPI)
Right Reasons Rep
Rioutl Dance Company
Rubicon Atlas
Rural School Association
Russell Sage College
SANNYS
Schenectady County Community College
Shakespeare and Company
Shelley Fairbairn and Stephaney Jones-Vo
Siena College
Silver and Strong, Inc.
Southern Regional Education Board (SREB)
STANYS – Science Teachers Association of NYS
Stephen Barkley, Educational Consultant, Author, NYS Learns
SUNY Polytechnic Institute
Teachscape
The Library Girl
Thomas Many, Solution Tree
Thoughtful Classroom
Two of Us Productions
Union College
University at Albany
Wayne Callender - Partners for Learning, Inc.
Washington-Saratoga-Warren-Hamilton-Essex BOCES
Whiteman, Osterman and Hanna LLP
Wildwood
Wilson Language