

**Fort Edward Union Free School District
Professional Development Plan**



2021 – 2026

**Professional Development Plan
2021 – 2026**

District Advisory Committee

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7-12 Classroom Teachers

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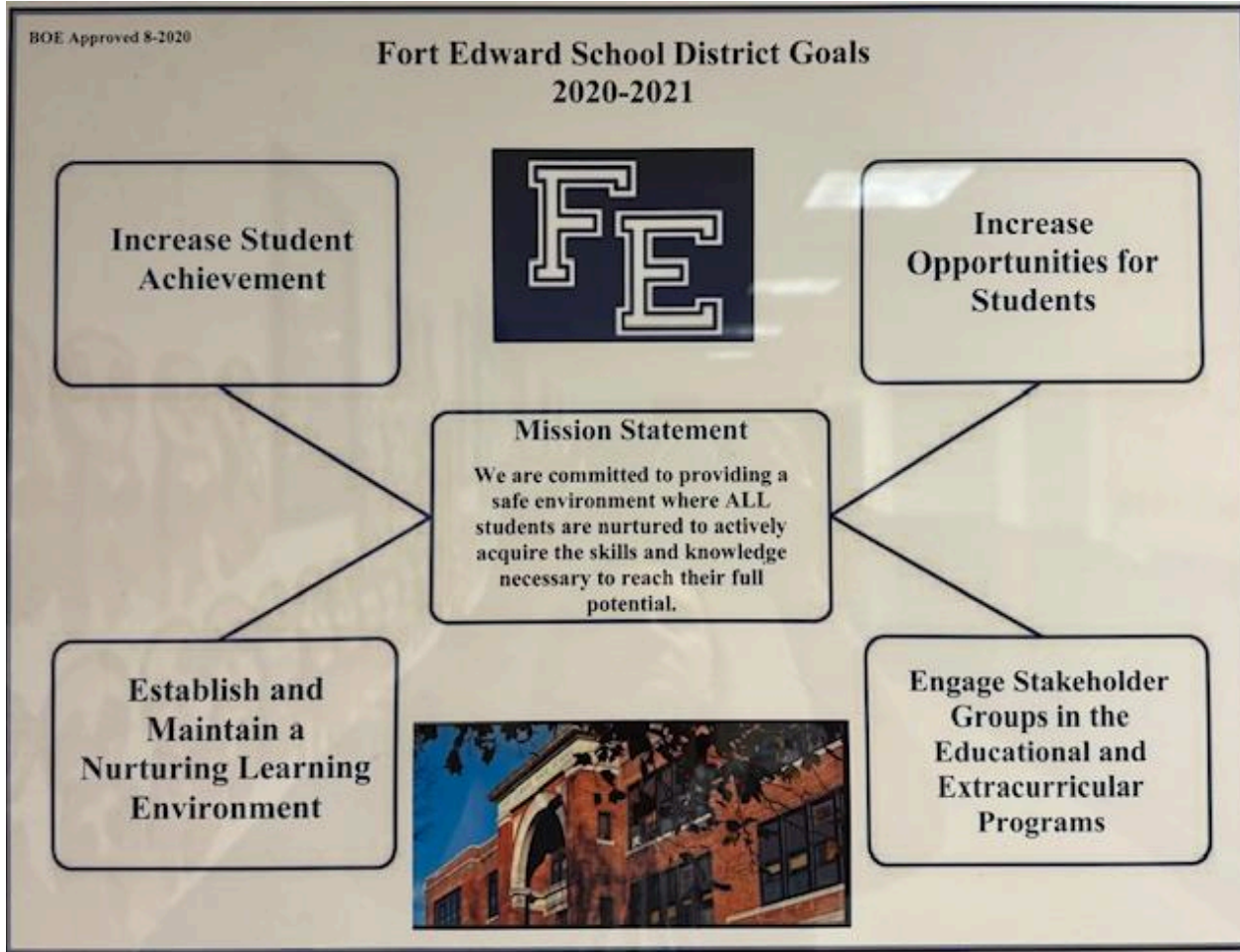
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Fort Edward Union Free School District Professional Development Plan

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Effective Years of Plan	2024-2026

Fort Edward Union Free School District Mission Statement and Goals



Introduction

Section 100.2 of the Regulations of the Commissioner of Education, requires that by September 1, 2000, and annually by September 1st of each school year, every school district in New York State develop and adopt a Professional Development Plan (PDP). The ultimate goal of this plan is to provide meaningful professional development to all professional staff with the goal of improving teaching and student learning. The multiyear plan is based on the foundations and principles inherent in the Professional Development Standards adopted by the State Board of Regents.

New York State Professional Development Standards

In a commitment to raising the knowledge, skills, and opportunity of its citizens, New York State seeks to enhance students' cognitive, social, emotional and academic achievement throughout its schools. Given that research indicates that teacher quality is the single most powerful influence on student achievement, it is essential to ensure that teachers are provided with ongoing, high quality professional development to sustain and enhance their practice. Indeed, teacher professional development is an essential element of comprehensive school improvement. The professional development needs of other members of school community, including administrators and support personnel, must also be addressed to ensure a focus on continuous learning and to create the conditions necessary for closing the achievement gap and improving the achievement of all students. These standards provide guidance for achieving high quality professional development planning, design, delivery and assessment, and should serve as a foundation for all professional development in our schools.

New York State's Commitment to Professional Development

The efforts of the New York State Board of Regents, the State Education Department, and the State Professional Standards and Practices Board for Teaching have resulted in formal processes that promote and support professional development for all educators and other school personnel. Listed below are existing State requirements and systems that build a strong foundation for professional development in New York:

- Commissioner's Regulation 803.6 (b)(1) requires that Professional certificate holders and Teaching Assistant III certificate holders complete professional development every five years (100 hours) in order to maintain their certification;
- Commissioner's Regulation 100.2(dd) Professional Development requires each district and BOCES to collaboratively develop a plan for professional development that is annually revised and approved by its board of education;
- Commissioner's Regulation 100.2(o) Annual Professional Performance Review (APPR) focuses on the process of teacher evaluation and improving professional practice in the context of local needs and resources. This regulation requires that those with unsatisfactory performance receive a teacher improvement plan with appropriate professional development.

The State Education Department also administers a number of State and federal programs that support ongoing and sustained professional development to schools and BOCES, such as the State's Teacher Center Program, the Mentor Teacher Internship Program, and NCLB Title IIA Teacher Quality grants. In addition, various State supported professional development networks share the goal of improving student achievement by supporting educator growth and change in practice, for example, Boards of Cooperative Educational Services (BOCES), Special Education Training Resource Centers (SETRC), and Bilingual/ESL Technical Assistance Centers (BETAC). The New York State Professional Development Standards and the related indicators will guide high quality professional development offered by these and other providers. Use of the standards will increase coordination of effort and consistency in providing professional development to all school personnel throughout the State.

Standards Ensure Consistent High Quality Professional Development Leading to Increased Student Achievement

New York State's Professional Development Standards provide a blueprint for high-quality professional development for all educators to improve instruction and student achievement. These standards promote and sustain continuous development, growth, and examination of practice. They also provide clearly defined expectations and commitment to change. They are aligned with New York State Learning Standards and are based on an 8 analysis and adaptation of the National Staff Development Council's Standards for Staff Development as well as other national, state, and professional standards. The New York State Professional Development Standards are based on fundamental knowledge about contextual factors from converging research about effective professional development and its ultimate impact on student learning. Attributes of effective professional development include the following:

- Effective professional development fosters a culture of continuous improvement for all engaged in the learning endeavor. Practices address the needs of professionals throughout their careers and embrace other stakeholders as participants in learning. Activities are evaluated both for effectiveness and impact on student learning;
- Effective professional development is that which improves the learning of all students, including those with different educational needs, learning styles, and incremental abilities, and those from diverse cultural and linguistic backgrounds;
- Professional development is most effective when there are clear research based expectations for what teachers should know and be able to do to support student learning. These expectations are reflected in the New York State Code of Ethics for Educators, District Professional Development Plans, Annual Professional Performance Reviews, and Commissioner's Regulations related to teacher preparation and certification. They are also enumerated and reflected in collective bargaining agreements, job descriptions and assignments, performance appraisal systems, systems of rewards and incentives for teachers, and in the design and content of teacher professional development;
- Professional development is most effective when it takes place in professional learning communities. These learning communities might take various forms, but they are all characterized by ongoing learning. They encourage individual and collaborative exploration, practice, and reflection. They foster collegiality and problem solving, and they emphasize continuous improvement in classrooms and schools;
- Professional development is most effective when there is collaborative leadership and shared responsibility for improving teaching and learning. Collaborative leadership for professional development recognizes that the pursuit of excellence is never ending and embraces the individual and collective goals and talents of teachers, paraprofessionals, parents, school administrators, school boards, district and state staff, institutions of higher education, unions, and other stakeholders;
- Professional development is most effective when it is job embedded, directly relevant to classroom practice, provided over time, and when it provides opportunity for practice of new strategies, time to reflect on changes, and time to integrate new learning into the teaching practice;

- Professional development is most effective when adequate resources are provided. Resources include money, people, and time. Resources necessarily come from a variety of sources, and must be sufficiently sustained over time to insure the full impact of professional development. Resources are adequate when they ensure that all educators can study, practice, reflect, receive feedback on practice, and implement knowledge and skills necessary to be effective with their students and others.

The Ten Standards for High Quality Professional Development

1. **Designing Professional Development:** Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job embedded learning; and incorporates knowledge of how adults learn;
2. **Content Knowledge and Quality Teaching:** Professional development expands educator's' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
3. **Research-based Professional Learning:** Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research.
4. **Collaboration:** Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment;
5. **Diverse Learning:** Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students;
6. **Student Learning Environments:** Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students;
7. **Parent, Family and Community Engagement:** Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education;
8. **Data-Driven Professional Practice:** Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth;
9. **Technology:** Professional development promotes technological literacy and facilitates the effective use of all appropriate technology; and
10. **Evaluation:** Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

New York State Professional Development Standards and Indicators

Standard 1: Designing Professional Development

Standard:

Professional development design is based on data, is derived from the experience, expertise and needs of the recipients, reflects best practices in sustained job embedded learning, and incorporates knowledge of how adults learn.

Indicators:

- 1a. Professional development design begins with a needs assessment that is grounded in the analysis of multiple sources of disaggregated teaching and learning data.
- 1b. Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity.
- 1c. Professional development design is grounded in the NYS Learning Standards and student learning goals.
- 1d. The intended beneficiaries of professional development are substantially involved in all aspects of professional development design.
- 1e. Professional development design addresses the continuum of an educator's experience and level of expertise, and is based on an analysis of individual educator needs; current knowledge and skills; and district, building and educator learning goals.
- 1f. Professional development formats include, but are not limited to, lesson study, demonstrations, observations, analysis of student work and assessment data, collegial circles, feedback, action research, reflection, and opportunities for collaboration and problem solving.
- 1g. The format of professional development incorporates technologies to provide more extensive and diverse content, expand access and participation, and create virtual professional learning communities.
- 1h. Professional development is sustained over time and provides continued support such as follow-up, demonstrations, feedback on mastery of new knowledge and skills, peer coaching and mentoring, and continued opportunities for additional study.

Standard 2: Content Knowledge and Quality Teaching

Standard:

Professional development expands all educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

Indicators:

- 2a. Professional development includes learning experiences and resources to ensure that educators understand how the subjects they teach address the New York State Learning Standards and the relationships between the subjects they teach and the other subjects in the curriculum;
- 2b. Professional development provides opportunities for educators to examine, observe, practice, and receive feedback on their use of research-based instructional strategies to improve their students' learning by utilizing methods such as peer review, coaching, mentoring, and modeling;
- 2c. Professional development provides ongoing opportunities for educators to examine a variety of classroom assessments, practice using them in their classrooms, and analyze the results 1) understand and report on student achievement based on Common Core Learning Standards, 2) identify gaps in student learning, and 3) adjust instruction;
- 2d. Professional development provides differentiated instructional strategies to meet the needs of diverse learners;
- 2e. Professional development ensures that educators have the knowledge and skills needed to develop and foster the critical thinking, problem solving, literacy, and technological skills that students need to be successful in the 21st century;
- 2f. Professional development provides the knowledge, skill, and opportunity for educators to make relevant connections between the subjects they teach and the applications of those subjects.

Standard 3: Research-based Professional Learning

Standard:

Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.

Indicators:

- 3a. Professional development is based on current research in teaching, learning, and leadership;
- 3b. Effective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making;
- 3c. Professional development includes ongoing opportunities for educators to read and reflect on current research on topics that are of interest to them and that are consistent with state and local school improvement priorities;
- 3d. Professional development involves discussion of research design, data collection, and analysis to assist teachers in understanding how to interpret research findings, particularly in areas where there may be competing perspectives and conclusions;
- 3e. Professional development provides opportunities for educators to collaborate with higher education and other partners in action research to test their own hypotheses and to report the results about the impact of professional development programs or the effectiveness of particular instructional strategies and programs for educators and students.

Standard 4: Collaboration

Standard:

Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment.

Indicators:

- 4a. Professional development provides skills that educators need to communicate effectively, to listen to the ideas of others, to exchange and discuss ideas, to work in diverse teams, and to share responsibility for work toward a common goal;
- 4b. Professional development provides ongoing opportunities for educators to work with colleagues including teachers, principals, teaching assistants, LTSs, librarians, counselors, social workers, psychologists, higher education faculty, and others critical to student success;
- 4c. Professional development maximizes the use of technology to broaden the scope of collaboration.

Standard 5: Diverse Learning

Standard:

Professional development ensures that educators have the knowledge and skill to meet the diverse needs of all students.

Indicators:

- 5a. Professional development focuses on developing educators' knowledge of the learning styles, needs, and abilities of their students, as well as the diverse cultural, linguistic, and experiential resources that their students bring to the classroom;
- 5b. Professional development provides opportunities for educators to develop the knowledge and skills necessary to design and implement differentiated instructional and assessment strategies that utilize diverse student, family and community resources, and that meet diverse student learning needs;
- 5c. Professional development provides opportunities for educators to examine their practice in setting and maintaining high expectations for all students to enable them to attain high levels of achievement.

Standard 6: Student Learning Environments

Standard:

Professional development ensures that educators have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students.

Indicators:

- 6a. Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement;
- 6b. Professional development provides opportunities for educators to collaborate with school psychologists and social workers to develop effective strategies for student behavior and classroom management, and to seek creative solutions to conflicts;
- 6c. Professional development provides opportunities for educators to analyze and use data about student behavior (such as discipline referrals, suspension information, school climate surveys, and social emotional data) to refine educational practices and promote optimal learning environments.

Standard 7: Parent, Family and Community Engagement

Standard:

Professional development ensures that educators have the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.

Indicators:

- 7a. Professional development provides opportunities for educators to develop communication and collaboration skills that enable them to build partnerships with parents, guardians, and the community;
- 7b. Professional development enhances educators' knowledge of varying cultural backgrounds of students, families, and the community, and of how the diversity of these cultural backgrounds can serve as foundations and resources for student learning and success;
- 7c. Professional development includes opportunities for educators to develop skills and strategies that use technology to strengthen partnerships with parents, families, and the community.

Standard 8: Data Driven Professional Practice

Standard:

Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.

Indicators:

- 8a. Professional development ensures ongoing opportunities for all educators to learn how to analyze and collect multiple sources of student data throughout the year, to monitor student progress and adjust instructional practice;
- 8b. Professional development provides educators with the opportunity to examine all relevant student data, including Individual Education Plans (IEPs), at the beginning and throughout the academic school year, in order to design effective instruction;
- 8c. Professional development provides educators with current, high quality data analysis presented in a clear, understandable format, to promote optimal student learning;
- 8d. Professional development provides opportunities for educators to use results from local, state and national assessments; student work samples and portfolios; school climate, parent, and teacher surveys; and student behavior data to guide their instruction;
- 8e. Professional development provides ongoing opportunities for educators to use disaggregated student data by race, gender, English language learning, special needs, eligibility for free or reduced price meals, and other factors in order to improve student learning.

Standard 9: Technology

Standard:

Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.

Indicators:

- 9a. Professional development ensures ongoing educator and student technological literacy;
- 9b. Professional development provides ongoing opportunities for educators to learn about new and emerging technologies useful in professional teaching practice;
- 9c. Professional development facilitates the ability of educators to apply technologies to create optimal and equitable learning environments;
- 9d. Professional development promotes technology as a tool to design learning opportunities, to evaluate the effectiveness of instruction, and to monitor student learning;
- 9e. Professional development encourages educators to engage with students in using available technology as it relates to curricular activities, and to assist students in using technology in innovative ways;
- 9f. Professional development provides educators with opportunities to learn and use technology for communication and collaboration;
- 9g. Professional development addresses the legal and ethical uses of technology.

Standard 10: Evaluation

Standard:

Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Indicators:

- 10a. Resources are provided to plan and conduct ongoing evaluation of professional development;
- 10b. Professional development evaluation uses multiple measures to assess effectiveness of the knowledge and skill acquired in improving professional practice and student learning (such as the use of new learning in instructional planning, the use of student data for the development and adaptation of teaching strategies, or the enhanced student performance following the application of a different teaching strategy);
- 10c. Professional development evaluation includes the use of multiple methods and techniques that provide information to ensure ongoing improvements in the quality of the professional development experience (such as participant reactions, surveys, focus groups, interviews, reflective journals, portfolios, or information about student behavior or performance);
- 10d. Professional development evaluation results are reported to key stakeholder groups in a manner that promotes effective use of the evaluation data for improving both individual educator practice and building and district-wide professional development plans.

Fort Edward Union Free School District Professional Development Design

The process utilized in designing effective professional development practice in the Fort Edward Union Free School District is as follows:

1. Identify Professional Development Goals
 - Analyze student achievement data: past, present, projected trends.
 - Diagnose professional development needs using needs assessment tools such as a survey.
 - Establish measurable goals expressed in terms of student outcomes.
 - Determine assessment tools for monitoring and evaluating professional development goals and strategies.
2. Plan for Implementation
 - Outline flexible and integrated professional development strategies that address the needs and goals and build capacity for effective implementation.
 - Identify resources.
3. Implement Professional Development Initiatives
4. Monitor Progress
 - Collect data required to accurately monitor effectiveness of implementation.
5. Evaluate Impact.
 - Analyze data to determine subsequent professional development efforts.

Professional Development Goal Assumptions

The professional development practices engender a commitment to building a collective capacity that requires the school environment where the professional learning of educators is:

- Ongoing and sustained;
- Job embedded rather than separate from work and external to the school;
- Specifically aligned with New York State's school and district goals rather than the pursuit of trendy topics;
- Viewed as a collective and collaborative endeavor rather than an individual activity;
- And most importantly, the professional development should be specifically designed to result in the improvement of school wide learning outcomes, not just the improvement of individuals who work in them.

Fort Edward Union Free School District Needs Assessment/Data Analysis for Professional Development

The Fort Edward Union Free School District looks at multiple factors in determining professional development needs. An analysis of these needs assists in planning activities for the year. Goals and needs are aligned with the New York State Professional Development Standards, and District and Building Goals. The Professional Development Advisory Committee comprised of Pre K-12 teacher representatives, Administrators, and the Superintendent of Schools will meet and make recommendations regarding the focus of professional development opportunities that should be considered and reflected in this plan. As part of the committee deliberations the following data sources will serve as a foundation when considering future professional development opportunities:

Data from Student Assessment:

- School Report Cards
- BEDS data
- Student attendance rates
- Student standardized assessment results
- Ongoing formative and summative student performance results
- Graduation statistics
- Colleges attended by graduates or employment statistics
- Follow up on non-completers
- Students receiving Academic Intervention Services (AIS)
- RTI

Sources May Include:

- Technology Building Teams
- Mentoring Program
- Consultants
- Teachers
- Students
- Administrators
- Support Staff
- Board of Education
- Parents and Community members

Annual Professional Performance Review

The Danielson Framework for Teaching Rubric will be used to assist teachers in their continuous professional improvement. Teachers and administrators will participate in ongoing training, analysis, and reflection of Danielson practices in an effort to improve instruction and student learning.

This information will be used to assist in the design of professional development and support for educators to develop and improve their instructional practices.

Professional Development Participation Expectations for Educators

The District 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 20 hours per school year, or 100 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 BOCES, 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/SED 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
- State developed resources (i.e. engage NY, NY Learns)
- State developed resources (i.e. engage NY, NY Learns)
- School Climate and Violence Prevention
- Other by mutual consent as approved by administrator

Continuing Teacher and Leader Education (CTLE) Activities

It is important to acknowledge that not all professional development and or training opportunities meet the standards for CTLE credit. The CTLE Sponsor will determine if all, or part, of the scheduled time for professional development activities meet this standard and assign CTLE credit hours appropriately. In order for the activities to be eligible for CTLE designation they must be:

- Designed to improve the teacher or leader's pedagogical and/or leadership skills, targeted at improving student performance, including but not limited to formal CTLE activities. Such activities shall promote the professionalization of teaching and be closely aligned to district goals for student performance which meet the standards prescribed by the Regulations of the Commissioner.
- Rigorous
- Attributed to Content, Pedagogy, or Language Acquisition.
- Completed through a NYSED Approved CTLE Sponsor

Mentoring

The Fort Edward UFSD is committed to providing a quality mentoring program for all new teachers. The district recognizes that a well-designed induction program can reduce teacher turnover rates and increase teacher effectiveness during the critical first year of teaching.

The program will provide an array of assistance to new teachers, ranging from help with policies and procedures, to guidance on classroom management, to feedback on instructional strategies and other aspects of professional practice.

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 with through the coordination between the District's mentor and Administration.

The program will also connect new teachers to a network of caring professional staff members to foster collegiality and support.

Finally, new teachers will be apprised of the resources available to them that can support a positive start to the school year. (see Appendix I for complete Fort Edward Mentor Plan)
TEACH (NYSED.org)

Suggested Guidelines

These guidelines are intended to assist school districts, teachers and teaching assistants in identifying professional development activities as they prepare to comply with teacher certification requirements requiring continuing professional development.

Holders of the Professional certificate, Level III Teaching Assistants and LTSs must complete 100 hours of professional development every 5 years in order to maintain certification. These are guidelines only; authority for decision-making regarding appropriateness of activities as to fulfillment of this requirement resides solely with the local public school district.

The ultimate goal of all efforts in these areas is to increase the capacity of teachers and teaching assistants to enable and assist all students to higher academic achievement.

Teachers of English Language Learner

The District will provide opportunities, in District and beyond, for ELL teachers to obtain the required 50% of the job specific hours and for all teachers to obtain the required 15% of ELL-specific hours. In the case that there are no ELL students enrolled in the District the appropriate SED report will be submitted on an annual basis.

School Violence Prevention Training

The District will provide annual opportunities, in District and beyond, for all teachers and professional staff to receive training in school violence prevention.

District Resources

Internal and external resources will be utilized by the Fort Edward Union Free School District to meet goals outlined in our Professional Development Plan.

Program Record Keeping

All faculty, and staff will be encouraged to maintain documentation of all professional development completed each year. A log of all professional development held in the District as well as a list of attendees will be maintained in the District office as required by NYSED. All holders of a Professional Teaching Certificate, Level III Teaching Assistants and LTSs will be required to maintain for their own records a log of all professional development completed to maintain certification.

Appendix I.

Fort Edward Mentoring Plan

Rationale: The Mentor Teacher Program at Fort Edward School, 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 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. By Fort Edward Teachers' Association 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, counselors, librarians and speech therapists that are new to the school district, and to help acclimate the new teacher. The target of this goal is mastery teaching by all educators.

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. 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. The Mentor Coordinator will bring any such requests to the Building Principal and/or Superintendent for consideration.

Mentor Selection: The need for Mentor educators will be posted by the Superintendent. A letter of interest must be submitted to the Superintendent. 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 Superintendent will need to review applications and select mentors based on the needs of the District, with previously tenured educators given first priority. Selection of mentors will include a discussion of appropriate mentor pairings with the Mentor Coordinator. The Mentor Coordinator input is for advisement purposes only; the final assignment of mentors is at the discretion of the Administration.

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 Selection: The need for a Mentor Coordinator will be posted by the Superintendent. A letter of interest must be submitted to the Superintendent. The final assignment of the Mentor Coordinator is at the discretion of the Administration.

Role of 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 trainings
- Collaborate with Building Principals to monitor and adjust program as needed.

Role of the Building Administrator(s) The Fort Edward 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 teachers 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.

Program Record Keeping: The mentors and mentees will submit logs of meeting times including general topics of discussion to the mentor coordinator and building administrators in June of each year. Once approved by the building administrator/s have reviewed and signed the logs they will be filed in the personnel file of the mentees. The District office will complete the "Certification of Mentor Experience" in the TEACH system once the logs have been filed.

Appendix II.

Fort Edward Professional Development Providers List

(This list is not an all-inclusive list; new providers may be added as needed to meet professional development needs of the professional staff.)

- SUNY Oswego - Department of Technology
- Capital Region BOCES
- WSWHE BOCES
- IEP Direct
- Frontline
- CASDA
- NYSSMA/NAFME
- Washington County Music Teachers Association
- NYSUT- Greater Capital Region Teacher Center
- SUNY ADK. Power in Partnership Symposium
- Greater Capital Region Teacher Center
- Institute for Educational Development
- Questar III BOCES
- SAANYS
- SpecEd Solutions
- NYSSBA
- Handle with Care
- Council for Prevention
- Sweethearts & Heroes
- Sage Colleges
- College of St. Rose
- SUNY Plattsburgh @ Queensbury
- Girvin and Ferlazzo Law Firm
- SUNY Albany
- I-Ready Data Systems
- New York State Education Department



Ward, Daniel <dward@fortedward.org>

NYSED TEACH CTLE Approval

1 message

CTLEsponsor@nysed.gov <CTLEsponsor@nysed.gov>

Thu, Aug 30, 2018 at 9:57 AM

To: dward@fortedward.org, CTLEsponsor@nysed.gov

Sponsor Name: Daniel Ward

The New York State Education Department (NYSED) has received your application to be an approved Sponsor of Continuing Teacher and Leader Education (CTLE) pursuant to Section 80-6 of the Regulations of the Commissioner of Education.

As a result of the review of the submitted information, your application has been approved. The term of approval is five years, beginning July 1, 2016 and ending June 30, 2021. At least three months prior to the end date, you should reapply for approval should you wish to continue to be an approved Sponsor of CTLE.

Your identification number for purposes of issuing the Certification of Completion form and electronic reporting is 3741. This number is unique to the Sponsor and must be on every certification you issue. If using the Department's form, this number must be documented in Section III of the form.

If you are a School District and you make changes to your professional development plan, the revised plan must be uploaded into TEACH using the "District CTLE Sponsor Application" link.

When corresponding with the NYSED regarding your status as an approved Sponsor of CTLE, please include your unique Sponsor identification number and send correspondence to CTLEsponsor@nysed.gov or CTLE Sponsor, Office of Teaching Initiatives, New York State Education Department, [89 Washington Avenue, Albany, New York 12234](#). We wish you success as you implement this training to increase teacher knowledge.

Sincerely, Ann Jasinski

If you have any questions please visit the Office of [Teaching Website](#)