

Greater Johnstown School District
PROFESSIONAL DEVELOPMENT PLAN
2019-2021

BEDS Code 17-06-00-01-000
Superintendent: Dr. Patricia Kilburn

VISION STATEMENT

The Greater Johnstown School District will provide the opportunity for ongoing professional growth for the purpose of improving student achievement.

GOAL OF THE PROFESSIONAL DEVELOPMENT PROGRAM

The goal of the Professional Development Program is to enhance the quality of teaching and student learning.

PROFESSIONAL DEVELOPMENT PLANNING TEAM

The Professional Development Team includes teacher or parent representatives from the six school buildings within the district. The Greater Johnstown School District currently has fifteen members that consist of volunteers and designees. Most of the team members are teachers. There is also representation from administration and parents of the educational community.

2019-21 PDP Team

<u>Team Member</u>	<u>Discipline</u>	<u>Role</u>
Anne Bagot	Social Studies	Teacher/JTA
Katrina Bevington	Special Education	Teacher
Beth Brower	English	Teacher/Mentor Coordinator
Dom Mylott	Elementary	Teacher
Nicole Panton	Director of Curr. and PD	Superintendent's Designee
Cory Cotter	Administrator	JAA/Parent
Kim Preston	Elementary	Teacher/Parent
Rachel Heroth	Director of Technology	Superintendent's Designee
Nicole Davis	Elementary	Teacher/Parent
Kristin Meashaw	Elementary	Teacher
Jessica Stock	Special Education	Teacher/Parent
Amanda Bernaski	Mathematics	Teacher
Cyndi Cromer	Physical Education	Teacher
Andy LaCoppala	Music/Band	Teacher

Meredith Fagan	English	Teacher/Parent
Heidi Bolebruch	Science	Teacher
Nancy Lisicki	Elementary	Teacher/JTA

Regularly scheduled meetings are held the first Tuesday of every other month, commencing in October. The meetings are held in the Johnstown High School Cafeteria at 3:30 p.m. New members are always welcome.

LINKED TO THE DISTRICT GOALS

1. To improve student achievement by providing integration, instruction, and assessment and by providing academic intervention services.
2. To support higher expectations of staff by providing professionals the training required to perform duties as defined in the Professional Development Plan.
3. To continue open communication with staff and community, including extending parent involvement in the schools.
4. To provide for the coordination of technology and academic problem-solving skills through integrating technology into curriculum and instruction.
5. To promote the development of respectful and well-rounded young adults by encouraging the participation of all students in extra-curricular activities, co-curricular activities, and through the incorporation of character education programming.
6. To develop a fiscally responsible budget that is reflective of proven educational practices that serves the needs of the students and the staff.

PROFESSIONAL DEVELOPMENT DEFINITION

Professional development can be thought of as a complex process that results in long term, positive change in schools. Such efforts include sharing of current research, enhancing instructional strategies, modification of classroom assessments, strengthening the leadership characteristics of individuals, and promoting individual growth and development. Professional development experiences that encourage collegiality, collaboration, discovery, and problem solving enhance the individual strengths of the staff as well as the organization as a whole. The focus of the Professional Development Program is the individual educator, working with other educators and stakeholders, to provide the best learning opportunities/environment for students. The process includes planning, risk taking, trial and error, reflection, modification, and a continuous commitment to excellence. An ongoing professional Development Program is results-driven and directly linked to student performance.

GUIDELINES USED TO CREATE THE PROFESSIONAL DEVELOPMENT PLAN

The program is/has/provides:

- Integrated with district goals
- Driven by data on student outcomes
- Designed according to teacher-identified needs
- Primarily school-based
- Focused primarily on methods of instruction and assessment
- Informed by research and teaching and learning
- Developed collaboratively
- Enables teachers to work together
- Continuous and ongoing
- Based on the premise that teachers, like students, learn by doing
- Evaluated according to the impact on teacher effectiveness and the impact on student learning

THE PROFESSIONAL DEVELOPMENT TEAM RESPONSIBILITIES

RESPONSIBILITY	TIMELINE
Plan Design	January – June 2020
Facilitating the Needs Assessment Survey district wide	School year 2020-21
Review/critique/revision of the PDP draft	November 2020-Spring 2021
Revision of the PDP draft	November 2020-Spring 2021
2-4 Annual Meetings <ul style="list-style-type: none"> ● Discussion and documentation of implementation concerns ● Recommendations for immediate modifications if needed ● Design of year end survey ● Set PD Goals and Objectives for the upcoming year ● Organize PD sessions over the course of the year that align with PD Goals and Objectives 	Every ten-twenty weeks - after school
Evaluation Meeting <ul style="list-style-type: none"> ● Plan evaluation ● District Report ● Recommendations for the plan 	December 2020 - after school

NEEDS ASSESSMENT

As a result of the review of the existing professional development plan (hereafter referred to as PDP), the committee members drafted the attached professional development planning survey for the elementary and for the secondary level. Based on the results of the survey, and new state education requirements, priority topics for professional development are as follows:

DETERMINING DISTRICT NEEDS

- State mandates require that the professional development plan articulate professional growth experiences for all teachers across all grade levels and subject areas.
- State mandates indicate the need for:
 - Updated APPR training (The Danielson 2011 rubric, the APPR process: TIPs, Appeals, etc..., SLO's (Student Learning Objectives), and student performance measures.
 - Implementing the Dignity for All Students Act
- Next Generation Learning Standards and New Standards in Science, Social Studies, Art and Mental Health indicate the need for:
 - Integration of reading strategies in all content areas
 - Integration of the mathematical practices into daily curriculum (particularly perseverance and problem solving)
 - Integration of inquiry based instructional strategies to support implementation of Social Studies Frameworks and Art Standards
- APPR and the NYS Teaching Standards indicate the need for the following among others:
 - Knowledge of students and student learning
 - Knowledge of child development and trauma impacts on student development
 - Instructional strategies that support the needs of each student, modifying instruction to meet diverse learning needs and instructional interventions.
 - Knowledge of Content and instructional planning
 - Content as it unfolds horizontally and vertically
 - Content as it relates to other disciplines
 - Instructional practice
 - Research based instructional practices in the classroom
 - Teachers to facilitate student-student and student-teacher interaction
 - Instruction in multiple modalities (oral, written, graphic, kinesthetic, tactile).
 - Teachers to motivate students to initiate their own learning
 - Learning Environment
 - Respectful safe environment
 - Classroom management
 - Behavioral interventions and supports
 - Instructional groupings

- Effective use of teaching assistants
- Assessment for Student Learning
 - Teachers to design, select and use a range of assessments such as;
 - Formative, summative, diagnostic
 - Multiple formats
 - Multiple Measures
 - Teachers to analyze and use data appropriately
 - Teachers to provide students timely feedback based upon such analysis
 - Students set personal learning goals
- Professional Responsibilities and Collaboration
 - Collaborate with colleagues and the community
 - Communicate & collaborate with families
- Professional Growth
 - Set goals to address strengths and weaknesses
 - Communicate and collaborate with students, colleagues, other professionals and the community to improve practice
 - Remain current in content & pedagogy
- Consultant services identified the following areas for improvement:
 - The continued implementation of Positive Behavior Intervention and Supports (PBIS) in all buildings as appropriate
 - Differentiation of instruction to meet the diverse needs of all students in the classroom
- All State Assessments & Accountability Reports indicate the need for:
 - Increase in the Graduation rate
 - Increase in the performance of students in Math and ELA/literacy; with a specific focus on Students With Disabilities and Economically Disadvantaged students.
 - Decrease chronic absenteeism rate
- District wide student surveys indicate a need for real-world curriculum application, instructional approaches and learning opportunities.
- Professional Development in the areas of school and student awareness and safety
 - As appropriate
- School Emergency Team
 - As needed

- The JTA Professional Development Survey for teachers indicated the need for:
 - Content-specific professional development
 - Technology professional development as needed
 - Differentiating instruction to meet the needs of All Learners (academically and behaviorally)
 - Behavior/Classroom management
 - Professional development for small groups: speech, counselors, psychologists
 - Teaching via centers/workstations
 - Curriculum/assessment development and alignment
 - Increased professional development opportunities for Teaching Assistants.

The survey identified the following potential obstacles: Time was indicated as the biggest need, and biggest obstacle (not enough of it) to professional development. Understanding of the meaning for PD, or how PD ties in with district goals and day-to-day instruction is important, along with access to technology for effective PD.

Based upon an open commentary survey responding to the question, *“If you had two hours per month to collaborate with colleagues on any topic to impact student learning what topic would you choose? When/how would you collaborate with colleagues?”*, and open enrollment of professional learning communities throughout the district, the following areas of professional development were identified by teachers:

Curriculum & Assessment Development and Revision

Incorporation of and alignment to NYS/ Next Generation Learning Standards

Creation/Adaptation/Revision of classroom curricular materials

Creation/Adaptation/Revision of assessments

Creation of new courses or cross disciplinary opportunities

Integrating related technologies

Culture & Climate

Developing building/school wide character building initiatives to promote student success, a sense of school-community and to enhance relationships with the community at large

Implementing restorative practices to build community and relationships with students, staff and families
 Developing the capacity of the school community to understand the impact of environment and home experiences on student learning, socialization and success
 Using data to determine progress and next steps
 Integrating related technologies

Differentiating Instruction, Intervention and Progress Monitoring

Modification & development of curriculum and assessment to meet student needs
 Implementation of interventions for individual and groups of students
 Implementation of effective progress monitoring tools and techniques
 Flexibly grouping students to better meet individual and subgroup needs
 Integrating related technologies

Technology Integration

Implementing software and devices in the classroom
 Implementing best practices in technology
 Supporting student use of technology
 Developing digital citizens
 Implementing home-school technology services/programs etc..
 Implementing collaborative technology

Supporting students' literacy

Implementing researched-based practices in literacy instruction and development for individual, groups, classes and schools' of students.

Best practices in grading

Implementing best practices in students' grading and related reporting.
 Integrating related technologies

Implementing Professional Learning Communities

A committed, collaboration of professionals who are informed by data, reaching a greater understanding and implementation of best practices in education and instruction toward the outcome of increased student achievement.

Other

Professional development aligned to specific content/job/title areas.

Priority areas of Professional Development

The needs analysis findings described above are included in the comprehensive priority areas of professional development described below.

GOAL 1: Assist in, lead, and/or facilitate the alignment of program practices to the requirements of current New York State academic initiatives including but not limited to: Next Generation Learning Standards, NYS Learning Standards, CTE Standards, Teacher-Leader Effectiveness and Data-Driven Instruction.

GOAL 2: Assist in, lead, and/or facilitate the development of technological literacy and facilitate the effective use of all appropriate educational technology and industry-standard technology.

GOAL 3: Provide support for the health, safety, social, and emotional well-being of our students and staff in order to optimize the effectiveness of the learning environment.

GOAL 4: Continue to support the integration of instructional strategies, skills and learning to promote and enhance a student-centered learning culture.

MENTORING COMPONENT

With the mentoring regulations, effective September 2004, the Johnstown School District administration and staff recognized the importance of providing a mentoring experience for new teachers, which will partially fulfill their professional certificate. Mentoring Policy 6180 was adopted by the Greater Johnstown School District Board of Education (attached).

In compliance with State Education Department's Memorandum of 2004, this Professional Development Plan includes language addressing the mentoring program. The mentoring program will be effective in September 2004. The first teacher hired with an initial certificate and under the new guidelines will begin teaching in the district in September 2004. The mentor program stated herein will then begin.

MENTORING PROGRAM

The purpose of the mentoring program is to increase the retention of new teachers and improve their ability to assist students to make academic gains consistent with the New York State Learning Standards.

The mentor's role is to provide guidance and support to a new teacher. However, additional mentor responsibilities may be negotiated and reflected in collective bargaining agreement (specifically, the Curriculum and Instructional Leaders' responsibility to serve as an academic mentor according to the Johnstown Teachers' Association contract). Refer to Appendix VII for the Greater Johnstown School District Mentor Program.

Professional Development Components and Implementation: 2018-2021
See rubric listed under professional development log

THE ADMINISTRATIVE COMMITMENT

<u>SUPPORT/INVOLVEMENT</u>	<u>WHAT DOES IT LOOK LIKE?</u>
Communicates the need for professional development to the stakeholder groups	Forums, newsletters, meetings, community visits, etc.
Establishes standards and priorities for professional development	Use of the National Staff Development Council Staff Development Criteria, the NYS Teacher Standards, NYS assessment timeline, ESEA, IDEA 2004, the Professional Development Team's needs assessment, etc.
Reviews and/or modifies District and/or building policies needed to support higher standards, improved student achievement, and successful implementation of the professional development plan	Modification of attendance, grading, parent notification policies, District-mandated course for promotion or graduation, use of teachers' time, etc.
Modifies or creates incentives needed to support a successful professional development plan	Time, money, rewards, etc.
Allots time for teacher interaction, ongoing collaboration, and training	During the school day (coverage of supervisory duties), after school, early release days (4 per year), conference days (4 per year), summer sessions, master scheduling, etc.
Supports teacher exploration and experimentation with promising instruction, assessment and intervention practices that are research-based	Discusses innovations at collaborative meetings, observes classroom activities, participates in individual interviews, advocates with parents, the community, the media, and the Board of Education, etc.

THE ADMINISTRATIVE COMMITMENT (continued)

<u>SUPPORT/INVOLVEMENT</u>	<u>WHAT DOES IT LOOK LIKE?</u>
Invests resources in a variety of professional growth activities	Staff training, collaboration, planning, action research, research lessons, visitations, curriculum development, design of assessments, etc.
Determines resource allocation with careful attention to quality	Measurement of the impact of professional development on student work habits, progress, achievement, etc., assessment of staff needs, attention to strategies for the most effective approaches for resource allocation
Encourages use of teacher expertise	Recruitment of committee facilitators, workshop facilitators, public spokespeople, etc.
Recognizes and communicates the “big picture” regarding school reform, professional growth, etc.	<p>Makes decisions, creates policy, and sends the message that:</p> <ul style="list-style-type: none"> ● The focus is overall student improvement and helping students reach their greatest potential, not just successful performance on state assessment ● Professional growth, like student progress, is a process, not an event

DISTRICT RESOURCES

PROFESSIONAL DEVELOPMENT, HUMAN RESOURCES	APPR & NYS Teaching Standards	Improving Literacy & Math outcomes for students	Engaging and Personalized Learning	Safety & Climate	Curriculum/ Assessment	Content/ Certification Specific:
Outside Trainers/Organizations	X	X	X	X	X	X
Community				X		X
Personnel with Expertise	X	X	X	X	X	X
Administrator or Teacher Facilitators (meetings/collaboration)	X	X	X	X	X	X
Outside Consultants	X	X	X	X	X	X

FUNDING SOURCES

The following fiscal sources will be used to support the professional development program:

Professional Development Budget

Building Level Conference Budget

Federal & Grant funds, as available, such as but not limited to, Title & SIG grants.

PROCEDURE FOR OUTSIDE CONFERENCES

Teachers interested in attending outside conferences must submit their requests to their building principals for approval via My Learning Plan.

If possible, estimated costs for conference requests should be submitted during the fall of each school year.

It is recommended that the conferences/workshops listed below be given priority:

- Professional Organizational Conferences
- State Conferences
- Capital Area Staff Development Association Conferences
- Teacher Center Conferences

Professional Development Goals and Programming

The goal of the Professional Development Program of the Greater Johnstown School District is to enhance the quality of teaching and student learning.

- GJSD staff are encouraged to complete a minimum of 25 hrs. of Professional Development per year.
- Certified staff are required to maintain hours using My Learning Plan.
- Teachers, Level III Teaching Assistants, and administrators who hold a Professional Certificate are required to complete 100 hours of State endorsed activities that lead to Continuing Teacher Leader Effectiveness (CTLE) hours every five years in order to maintain the validity of their certification.

GOAL 1: Assist in, lead, and/or facilitate the alignment of program practices to the requirements of current New York State academic initiatives including but not limited to: Next Generation Learning Standards, NYS Learning Standards, CTE Standards, Teacher-Leader Effectiveness and Data-Driven Instruction.

Objective 1.1: Train instructional leaders and instructional staff on content-specific learning standards and instructional practices.

Strategies/Activities

- Adapt curricula and programs for alignment to learning standards.
- Provide training and support for awareness, capacity building and implementation of newly adopted learning standards.
- Provide opportunities for staff to enhance their content knowledge and learn appropriate teaching strategies based on researched-based instructional practices in respective disciplines.

Action Plan

Inputs	Evidence	Potential Providers	Timeline
Support instructional staff in developing awareness, capacity building and implementation of standards-aligned curricula, instructional models and modules/units.	GJSD PD Catalog	HFM BOCES	July 2019 - June 2021
	Professional Development day agendas	District Administration/Teacher Leaders	
	Attendance Rosters	Brenda McGuire, LLC	
	Curriculum Maps	Greater Capital Region Teacher Center	
	Units/modules for implementation	School Library System of NYS	
	Communication Artifacts- (meeting agendas, minutes, materials, online collaborations, guidance documents, etc.)	Content-Specific NYS and national Professional Organizations	
	Presentation materials	Professional Learning Communities (See PLC List)	

<p>Provide ongoing support developing/revising curriculum maps.</p>	<p>GJSD PD Catalog Professional Development day agendas Attendance Rosters Curriculum Maps Units/modules for implementation Communication Artifacts- (meeting agendas, minutes, materials, online collaborations, guidance documents, etc.) Presentation materials</p>	<p>HFM BOCES District Administration/Teacher Leader Greater Capital Region Teacher Center School Library System of NYS Content-Specific NYS and national Professional Organizations Professional Learning Communities (See PLC List)</p>	<p>July 2019 - June 2021</p>
<p>Provide opportunities for staff to enhance their content knowledge and learn appropriate teaching strategies based on researched-based instructional practices in respective disciplines.</p>	<p>GJSD PD Catalog Professional Development day agendas Attendance Rosters Curriculum Maps Units/modules for implementation Communication Artifacts- (meeting agendas, minutes, materials, online collaborations, guidance documents, etc.) Presentation materials</p>	<p>HFM BOCES District Administration/Teacher Leaders Greater Capital Region Teacher Center School Library System of NYS Content-Specific NYS and national Professional Organizations Professional Learning Communities (See PLC List) Curriculum Associates</p>	<p>July 2019 - June 2021</p>

Continue to train and support all instructional staff in the implementation of best-practices in literacy and mathematics instruction	<p>GJSD PD Catalog</p> <p>Professional Development day agendas</p> <p>Attendance Rosters</p> <p>Curriculum Maps</p> <p>Units/modules for implementation</p> <p>Communication Artifacts- (meeting agendas, minutes, materials, online collaborations, guidance documents, etc.)</p> <p>Presentation materials</p>	<p>HFM BOCES</p> <p>District Administration/Teacher Leaders</p> <p>Greater Capital Region Teacher Center</p> <p>School Library System of NYS</p> <p>Content-Specific NYS Professional Organizations</p> <p>Professional Learning Communities (See PLC List)</p>	July 2019 - June 2021
NYS PD Standards Addressed:			
<input checked="" type="checkbox"/> Standard 1: Designing Professional Development <input checked="" type="checkbox"/> Standard 2: Content Knowledge and Quality Teaching <input checked="" type="checkbox"/> Standard 3: Research-based Professional Learning <input checked="" type="checkbox"/> Standard 4: Collaboration <input checked="" type="checkbox"/> Standard 5: Diverse Learning	<input checked="" type="checkbox"/> Standard 6: Student Learning Environments <input type="checkbox"/> Standard 7: Parent, Family and Community Engagement <input checked="" type="checkbox"/> Standard 8: Data-driven Professional Practice <input checked="" type="checkbox"/> Standard 9: Technology <input type="checkbox"/> Standard 10: Evaluation		

GOAL 1: Assist in, lead, and/or facilitate the alignment of program practices to the requirements of current New York State academic initiatives including but not limited to: Next Generation Learning Standards, NYS Learning Standards, CTE Standards, CDOS, APPR 3012-d, Teacher-Leader Effectiveness and Data-Driven Instruction.

Objective 1.2: Train instructional leaders and instructional staff on effective teacher/leader practices and evaluation.

Strategies/Activities

- Provide training and support for implementation of effective evaluation and feedback.
- Provide opportunities for staff to enhance their pedagogical knowledge and enhance teaching practices
- Provide opportunities for staff to enhance their leadership skills

Action Plan

Inputs	Evidence	Potential Providers	Timeline
Continue to provide training and support on staff and administrator observations, student performance measures, and the process of evaluation including APPR 3012-d regulations.	<p>GJSD PD Catalog</p> <p>Professional Development day agendas</p> <p>Attendance Rosters</p> <p>Staff and Administrator Evaluations</p> <p>APPR 3012-d documentation</p> <p>Communication Artifacts- (meeting agendas, minutes, materials, online collaborations, guidance documents, etc.)</p> <p>Presentation materials</p>	<p>BOCES (HFM, WSHWE, Capital Region, Questar/NERIC)</p> <p>District Administrators/Teacher Leaders</p> <p>Statewide Professional Development Group</p> <p>GJSD Mentors</p> <p>Professional Learning Communities (See PLC List)</p> <p>Vendors (See Vendor list in appendix)</p>	Yearly 2019-2021 and as requested or as changes are made at the State level

Provide ongoing support and feedback surrounding the NYS teaching standards.	<p>GJSD PD Catalog</p> <p>Professional Development day agendas</p> <p>Attendance Rosters</p> <p>GJSD Mentoring Program</p> <p>Communication Artifacts- (meeting agendas, minutes, materials, online collaborations, guidance documents, etc.)</p> <p>Presentation materials</p>	<p>BOCES (HFM, WSHWE, Capital Region, Questar/NERIC)</p> <p>District Administrators/Teacher Leaders</p> <p>Statewide Professional Development Group</p> <p>GJSD Mentors</p> <p>Professional Learning Communities (See PLC List)</p> <p>Vendors (See Vendor list in appendix)</p>	September 2019 - June 2018
Provide opportunities for staff to enhance their leadership skills	<p>GJSD PD Catalog</p> <p>Professional Development day agendas</p> <p>Administrator Evaluations</p> <p>APPR 3012-d documentation</p> <p>Communication Artifacts- (meeting agendas, minutes, materials, online collaborations, guidance documents, etc.)</p> <p>Presentation materials</p>	<p>BOCES (HFM, WSHWE, Capital Region, Questar/NERIC)</p> <p>District Administrators/Teacher Leaders</p> <p>Statewide Professional Development Group</p> <p>GJSD Mentors</p> <p>Professional Learning Communities (See PLC List)</p> <p>Vendors (See Vendor list in appendix)</p>	July 2019 - June 2018

Provide training for administrators, teachers, and teaching assistants on strategies to meet students' diverse needs and monitor their progress	GJSD PD Catalog	HFM BOCES	July 2019 - June 2021
	Professional Development day agendas	District Administration/Teacher Leaders	
	Attendance Rosters	Greater Capital Region Teacher Center	
	Curriculum Maps	School Library System of NYS	
	Units/modules for implementation	Content-Specific NYS Professional Organizations	
	Communication Artifacts- (meeting agendas, minutes, materials, online collaborations, guidance documents, etc.)	District Teacher Leaders (Department Chairs, Grade Level Leaders, etc.)	
Presentation materials	Professional Learning Communities (See PLC List)		

NYS PD Standards Addressed:

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

GOAL 2: Assist in, lead, and/or facilitate the development of technological literacy and facilitate the effective use of all appropriate technology.

Objective 2.1: Train instructional leaders and instructional staff on appropriate use of technological tools for professional purposes.

Strategies/Activities

- Provide ongoing training for currently used technological software programs and platforms including but not limited to SchoolTool, DataMate, Google applications, substitute service software, Stafftrac, and ServiceNow, Industry standard technology, Clever.

Action Plan			
Inputs	Evidence	Potential Providers	Timeline
Provide training for administrators, teachers and teaching assistants on use of software applications and other technologies	GJSD PD Catalog	HFM BOCES	July 2019 - June 2021
	Professional Development Day agendas	NERIC	
	Synergize use reports	District Administration/Teacher Leaders	
	Help desk tickets	District Technology Department members	
Support administrators, teachers and teaching assistants on use of software applications and other technologies	Technology department schedules	Technology vendors (see list of providers in appendices)	July 2019 - June 2021
	GJSD PD Catalog	HFM BOCES	
	Professional Development Day agendas	NERIC	
	Synergize use reports	District Administration/Teacher Leaders	
	Help desk tickets	District Technology Department members	
	Technology department schedules	Technology vendors (see list of providers in appendices)	

NYS PD Standards Addressed:

- Standard 1: Designing Professional Development
 - Standard 2: Content Knowledge and Quality Teaching
 - Standard 3: Research-based Professional Learning
 - Standard 4: Collaboration
 - Standard 5: Diverse Learning
 - Standard 6: Student Learning Environments
 - Standard 7: Parent, Family and Community Engagement
 - Standard 8: Data-driven Professional Practice
 - Standard 9: Technology
 - Standard 10: Evaluation
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GOAL 3: Provide support for the health, safety, social, and emotional well-being of our students and staff in order to optimize the effectiveness of the learning environment.

Objective 3.1: Train staff in approaches which promote student success, enhance a sense of school community, and maximize school-community relationships.

Strategies/Activities

- Assist with and/or facilitate training on specific school-community involvement techniques and strategies, such as Restorative Justice
- Support faculty and staff in the implementation of such approaches (see above)

Action Plan

Inputs	Evidence	Responsibility	Timeline
Establish professional learning communities focused on research-based approaches to support parent and student engagement in the school community	Communication Artifacts- (meeting agendas, minutes, materials, online collaborations, guidance documents, etc.) Professional Development day agendas and evaluations	District Administrators/Teacher Leaders HFM BOCES NERIC School Support staff (school psychologists, guidance counselors, Professional Learning Communities (see PLC list)	July 2019 - June 2021

Provide trainings on restorative practices that can be used by faculty and staff to improve student and community relationships	GJSD PD Catalog Professional Development day agendas Attendance Rosters Communication Artifacts- (meeting agendas, minutes, materials, online collaborations, guidance documents, etc.)	District Administrators/Teacher Leaders HFM BOCES NERIC School Support staff (school psychologists, guidance counselors, Professional Learning Communities (see PLC list)	July 2019 - June 2021
Support professional learning communities to increase faculty and staff understanding of the impact of trauma on academic success	GJSD PD Catalog Professional Development day agendas Attendance Rosters Communication Artifacts- (meeting agendas, minutes, materials, online collaborations, guidance documents, etc.)	District Administrators/Teacher Leaders HFM BOCES NERIC School Support staff (school psychologists, guidance counselors, Professional Learning Communities (see PLC list)	July 2019 - June 2021

NYS PD Standards Addressed:

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

GOAL 3: Provide support for the health, safety, social, and emotional well-being of our students and staff in order to optimize the effectiveness of the learning environment.

Objective 3.2: Train staff in social cognizance and inter-relational techniques to enhance positive relationships with students and others

Strategies/Activities

- Assist with and/or facilitate training on targeted interventions (such as TCI)
- Develop data-based decision-making using the skills of school-based intervention teams to solve problems
- Provide trainings regarding mental health, social-cognizance, and inter-relational techniques to enhance positive relationships with students and others

Action Plan

Inputs	Evidence	Responsibility	Timeline
Provide training on targeted interventions (Handle with Care)	GJSD PD Catalog Attendance Rosters Presentation materials and resources	District Administrators/Teacher Leaders Vendor: Handle with Care	July 2019 - June 2021

Analyze behavior data to better understand student needs and develop specific interventions	SBIT/CST Communication Artifacts- (meeting agendas, minutes, materials, online collaborations, guidance documents, etc.) BAT (Behavior Assessment Teams) Professional Development day agendas and evaluations Suspension Rates Behavioral referrals Attendance Intervention progress monitoring reports	District Administrators/Teacher Leaders HFM BOCES NERIC School Support staff (school psychologists, guidance counselors, Professional Learning Communities (see PLC list)	July 2019 - June 2021
Provide trainings regarding mental health, social-cognizance, student safety, and inter-relational techniques to enhance positive relationships with students and others	GJSD PD Catalog Attendance Rosters Presentation Materials and Resources	District Administrators/Teacher Leaders Regional BOCES (HFM, Questar/NERIC, WSHWE, Capital Region) Brenda McGuire, LLC School Support staff (school psychologists, guidance counselors) Family Counseling Center Catholic Charities Mental Health Association of NYS Fulton County Public Health	July 2019 - June 2021

NYS PD Standards Addressed:

- Standard 1: Designing Professional Development
 - Standard 2: Content Knowledge and Quality Teaching
 - Standard 3: Research-based Professional Learning
 - Standard 4: Collaboration
 - Standard 5: Diverse Learning
 - Standard 6: Student Learning Environments
 - Standard 7: Parent, Family and Community Engagement
 - Standard 8: Data-driven Professional Practice
 - Standard 9: Technology
 - Standard 10: Evaluation
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GOAL 4: Continue to support the integration of instructional strategies, skills and learning to promote and enhance a student-centered learning culture.

Objective 4.1: Train instructional staff in the implementation of the use of data as a conversational tool with students to enhance their growth and personal achievement

Strategies/Activities

- Provide continuing training on unpacking standards and developing student learning targets
- Provide training and support for implementation of learning-based assessment design
- Provide training and support on standards-based grading and reporting
- Provide training and support on the use of data as a conversational tool with students to enhance their growth and personal achievement

Action Plan

Inputs	Evidence	Potential Providers	Timeline
Provide training and support for implementation of quality learning-based assessment design.	GJSD PD Catalog Communication Artifacts- (meeting agendas, minutes, materials, online collaborations, guidance documents, etc.)	District Administrators/Teacher Leaders HFM BOCES Karen Bailey, Educational Consulting Professional Learning Communities (see PLC list) Content-specific NYS and National Professional Organizations	Summer 2019 – June 2021

Provide training and support on standards-based grading and reporting.	GJSD PD Catalog Communication Artifacts- (meeting agendas, minutes, materials, online collaborations, guidance documents, etc.)	District Administrators/Teacher Leaders HFM BOCES Professional Learning Communities (see PLC list) Content-specific NYS and National Professional Organizations	Summer 2019 – June 2021
Provide training and support on the use of data as conversations with students to enhance growth and achievement.	GJSD PD Catalog Communication Artifacts- (meeting agendas, minutes, materials, online collaborations, guidance documents, etc.)	District Administrators/Teacher Leaders HFM BOCES Karen Bailey, Educational Consulting Professional Learning Communities (see PLC list) Content-specific NYS and National Professional Organizations	Summer 2019 – June 2021

NYS PD Standards Addressed:

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

GOAL 4: Continue to support the integration of instructional strategies, skills and learning to promote and enhance a student-centered learning culture.

Objective 4.2: Train instructional staff in appropriate methodologies and approaches to promote student-centered classrooms.

Strategies/Activities

- Provide opportunities and training to develop skills for instructional design, communication, and classroom learning that enables student-led learning and digital citizenry
- Provide embedded support through peers such as instructional coaching, mentoring, and peer observation (Such as Critical Friends PLC)
- Provide opportunities and training to integrate technology and related applications to promote and enhance a student-centered learning culture
- Provide training and support on instructional strategies such as PBL or inquiry based learning

Action Plan

Inputs	Evidence	Potential Providers	Timeline
Provide opportunities and training to develop skills for instructional design, communication, and classroom learning that enables student-led learning and digital citizenry	GJSD PD Catalog Professional Development day agendas Communication Artifacts- (meeting agendas, minutes, materials, online collaborations, guidance documents, etc.) Presentation materials	District Administrators/Teacher Leaders HFM BOCES GJSD Mentors Professional Learning Communities (see PLC list) Content-specific NYS and National Professional Organizations Brenda McGuire, LLC	Summer 2019 – June 2021

Provide embedded support through peers such as instructional coaching, mentoring, and peer observation	<p>GJSD PD Catalog</p> <p>Professional Development day agendas</p> <p>Communication Artifacts- (meeting agendas, minutes, materials, online collaborations, guidance documents, etc.)</p> <p>Presentation materials</p>	<p>District Administrators/Teacher Leaders</p> <p>HFM BOCES</p> <p>GJSD Mentors</p> <p>Professional Learning Communities (see PLC list)</p> <p>Content-specific NYS and National Professional Organizations</p> <p>Brenda McGuire, LLC</p>	Summer 2019 – June 2021
Provide opportunities and training to integrate technology and related applications to promote and enhance a student-centered learning culture	<p>GJSD PD Catalog</p> <p>Professional Development day agendas</p> <p>Communication Artifacts- (meeting agendas, minutes, materials, online collaborations, guidance documents, etc.)</p> <p>Presentation materials</p>	<p>District Administrators/Teacher Leaders</p> <p>HFM BOCES</p> <p>NERIC</p> <p>Vendors (see Vendor list in appendix)</p> <p>Professional Learning Communities (see PLC list)</p> <p>Content-specific NYS and National Professional Organizations</p> <p>District Technology Department members</p> <p>Content-specific NYS and National Professional Organizations</p>	Summer 2019 – June 2021

NYS PD Standards Addressed:

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

APPENDIX

- I. Rubric (to be used for plan evaluation and for log).

- II. GJSD Board of Education Policies for Support of the Professional Development of Staff (#4410 and #6160)

- III. New York State Teacher Standards

- IV. NSDC Standards for Staff Development (revised 2001)

- V. GJSD Mentor Program and Mentor Log (revised December 2015)

- VI. GJSD Mentor Policy #6180

Appendix III: NEW YORK STATE TEACHER STANDARDS

Standard I: Knowledge of Students and Student Learning

Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.

Element I.1:

Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.

Performance Indicators:

- a. Teachers describe orally or in writing an understanding of the developmental characteristics of their students.
- b. Teachers create developmentally appropriate lessons that address students' learning differences and needs.
- c. Teachers implement lessons and modify instruction based upon students' developmental needs.

Element I.2:

Teachers demonstrate knowledge of current research in learning and language acquisition theories and processes.

Performance Indicators:

- a. Teachers design lesson plans and adjust instruction to include a variety of strategies that support the learning needs of each student.
- b. Teachers design lesson plans and adjust instruction to include a ^[1]_[SEP] variety of strategies that support the language acquisition needs of ^[1]_[SEP] each student.

- c. Teachers explain their instructional decisions citing current research.

Element I.3:

Teachers demonstrate knowledge of and are responsive to diverse learning needs, strengths, interests, and experiences of all students.

Performance Indicators:

- a. Teachers vary and modify instruction to meet the diverse learning needs of each student.
- b. Teachers create, deliver, and adapt instruction to address each student's strengths, interests, and experiences.

Element I.4:

Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.

Performance Indicators:

- a. Teachers utilize strategies that enable two-way communication with each student's parents, guardians, and/or caregivers.
- b. Teachers use a variety of techniques to accommodate the communication needs of each student's parents, guardians, and/or caregivers.

Element I.5:

Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students' learning.

Performance Indicators:

- a. Teachers incorporate a knowledge and understanding of the school community when planning and implementing instruction.

- b. Teachers incorporate an understanding of their students' strengths and limitations, and the environmental factors that influence their students' learning.
- c. Teachers attend to an individual student's personal and family experiences by incorporating multiple perspectives.

Element I.6:

Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning.

Performance Indicators:

- a. Teachers use technological tools and a variety of communication strategies to engage each student.
- b. Teachers assist students to become knowledgeable and critical consumers and users of quality information.

Standard II: Knowledge of Content and Instructional Planning

Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.

Element II.1:

Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s).

Performance Indicators:

- a. Teachers incorporate key concepts during instruction through the use of multiple representations and explanations.

- b. Teachers engage students to use key disciplinary language with comprehension through instruction.
- c. Teachers demonstrate the effective use of current developments in pedagogy and content.
- d. Teachers design learning experiences that foster student understanding of key disciplinary themes.
- e. Teachers demonstrate knowledge of the learning standards and their application throughout their instruction and practice.

Element II.2:

Teachers understand how to connect concepts across disciplines, and engage learners in critical and innovative thinking and collaborative problem-solving related to real world contexts.

Performance Indicators:

- a. Teachers facilitate students' ability to develop diverse social and cultural perspectives.
- b. Teachers incorporate perspectives from varied disciplines and interdisciplinary skills in their instruction.
- c. Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.
- d. Teachers model and encourage effective use of interpersonal communication skills to build student capacity for collaboration.
- e. Teachers create opportunities for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems.

Element II.3:

Teachers use a broad range of instructional strategies to make subject matter accessible.

Performance Indicators:

- a. Teachers design instruction that reflects the multiple experiences, strengths, and learning needs of students.
- b. Teachers adapt instruction in response to various levels of student understanding.
- c. Teachers make meaningful connections between content and students' life experiences.
- d. Teachers create opportunities for students to engage in self-directed learning.

Element II.4:

Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement.

Performance Indicators:

- a. Teachers design learning experiences that are aligned with learning standards.
- b. Teachers articulate clear learning objectives that align with learning standards.
- c. Teachers include opportunities for students' to achieve learning goals in a variety of ways.

Element II.5:

Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.

Performance Indicators:

- a. Teachers determine current levels of students' understanding and knowledge of content through questioning techniques, discussion, and other methods.
- b. Teachers address common misconceptions in the content area through instructional methods.
- c. Teachers design learning experiences that connect students' prior knowledge and instruction to new content.

Element II.6:

Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.

Performance Indicators:

- a. Teachers organize physical space to reflect an awareness of learner needs and curricular goals.
- b. Teachers incorporate a knowledge and understanding of technology in their lessons to enhance student learning.
- c. Teachers organize and effectively use time to achieve learning goals.
- d. Teachers select and adapt curricular materials to align with state ^{[[L]]}_{SEP} standards and meet diverse learning needs.
- e. Teachers access appropriate resources to meet specific learning ^{[[L]]}_{SEP} differences or needs.

Standard III: Instructional Practice

Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.

Element III.1:

Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning.

Performance indicators:

- a. Teachers align instruction to standards.
- b. Teachers implement instruction proven to be effective in prior ^[L]_[SEP]research.
- c. Students are actively and cognitively engaged through teacher ^[L]_[SEP]facilitation of student-to-student and student-to-teacher interactions.

Element III.2:

Teachers communicate clearly and accurately with students to maximize their understanding and learning.

Performance indicators:

- a. Students understand directions and procedures.
- b. Teachers use a variety of questioning techniques to advance student ^[L]_[SEP]learning and reflection.
- c. Students' comments and questions are acknowledged and utilized to ^[L]_[SEP]advance learning.
- d. Students understand lesson content through a teacher's use of ^[L]_[SEP]multiple modalities, such as oral, written, graphic, kinesthetic,

and/or ^[11]_[SEP]tactile methods.

- e. Teachers adjust communication in response to student needs.

Element III.3:

Teachers set high expectations and create challenging learning experiences for students.

Performance indicators:

- a. Teachers articulate high expectations for all students.
- b. Students have a clear understanding of measures of success.
- c. Teachers challenge and support all students by incorporating various ^[11]_[SEP]instructional strategies, experiences, and resources. 6

Element III.4:

Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students, and promote achievement.

Performance indicators:

- a. Teachers use an understanding of students' diverse backgrounds to individualize interactions and differentiate instruction.
- b. Teachers incorporate instructional approaches and technologies to provide students with opportunities to demonstrate mastery of learning outcomes.
- c. Teachers incorporate motivating and meaningful opportunities in instruction to engage students in learning experiences.

Element III.5:

Teachers engage students in the development of multidisciplinary skills, such as communication, collaboration, critical thinking, and use of technology.

Performance Indicators:

- a. Students synthesize and express ideas both in written and oral formats.
- b. Students work effectively with others, including those from diverse groups and with opposing points of view.
- c. Students make decisions, solve problems, and take actions as appropriate.
- d. Students solve problems and/or acquire new knowledge through creative and innovative approaches to learning.
- e. Students utilize technologies and resources to solve real world problems.

Element III.6:

Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.

Performance Indicators:

- a. Teachers utilize various types of formative assessment during instruction to monitor and check for student understanding and assess progress.
- b. Teachers seek and provide feedback during and after instruction.
- c. Teachers adjust the pace of instruction, focus of instruction, and ^[1]_[SEP]method of delivery based on students' progress.

Standard IV: Learning Environment

Teachers work with all students to create a dynamic learning environment that supports achievement and growth.

Element IV.1:

Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.

Performance Indicators:

- a. Teachers are caring and respectful in their interactions with students.
- b. Teachers embrace student diversity as an asset in the classroom.
- c. Teachers recognize and reinforce positive interactions among ^{[[]]}_[SEP]students.
- d. Teachers create a climate of acceptance and respect.
- e. Teachers create an environment where students show responsibility to ^{[[]]}_[SEP]and for one another.

Element IV.2:

Teachers create an intellectually challenging and stimulating learning environment.

Performance Indicators:

- a. Teachers encourage students to set high standards and expectations for their own performance.
- b. Teachers motivate students to initiate their own learning and strive to achieve challenging learning goals.

- c. Teachers promote students' curiosity and enthusiasm for learning.
- d. Students are actively engaged in learning.
- e. Students openly express their ideas.
- f. Students show pride in their work and accomplishments.

Element IV.3:

Teachers manage the learning environment for the effective operation of the classroom.

Performance Indicators:

- a. Teachers establish, communicate, and maintain clear standards and expectations for student behavior.
- b. Teachers develop, implement, and adapt routines and procedures to manage activities and transitions.
- c. Teachers facilitate instructional groupings to maximize student participation, cooperation, and learning.
- d. Students exhibit respectful classroom interactions.

Element IV.4:

Teachers organize and utilize available resources (e.g., physical space, time, people, technology) to create a safe and productive learning environment.

Performance Indicators:

- a. Teachers arrange and adapt the physical environment to accommodate individual and group learning needs and to celebrate

student accomplishments.

- b. Teachers ensure that all students have equitable access to available resources and technologies.
- c. Teachers effectively use the services and skills of available volunteers and paraprofessionals.
- d. Teachers know and implement policies and procedures to ensure student safety.

Standard V: Assessment for Student Learning

Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

Element V.1:

Teachers design, select, and use a range of assessment tools and processes to measure and document student learning and growth.

Performance Indicators:

- a. Teachers use appropriate diagnostic and ongoing assessment to establish learning goals and inform instruction.
- b. Teachers use formative assessment to inform teaching and learning.
- c. Teachers use summative assessment to measure and record student ^{{}L}_{{}SEP} achievement.
- d. Teachers design assessments that are aligned with curricular and ^{{}L}_{{}SEP} instructional goals.
- e. Teachers design and select assessments that accurately determine ^{{}L}_{{}SEP} mastery of student skills and knowledge.
- f. Teachers use multiple measures and multiple formats, including ^{{}L}_{{}SEP} available technology, to assess and document student

performance.

- g. Teachers implement required testing accommodations.

Element V.2:

Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.

Performance Indicators:

- a. Teachers analyze data accurately.
- b. Teachers provide timely feedback to engage students in self-reflection ^[L]_[SEP]and self-improvement.
- c. Teachers use assessment data to set goals and design and ^[L]_[SEP]differentiate instruction.
- d. Teachers engage students in self-assessment of their learning goals, ^[L]_[SEP]strategies, and outcomes.

Element V.3:

Teachers communicate information about various components of the assessment system.

Performance Indicators:

- a. Teachers provide access to information on student assessments.
- b. Teachers provide appropriate information and interpretation of various ^[L]_[SEP]assessment data.

Element V.4:

Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to make adjustments to it and plan instruction accordingly.

Performance Indicators:

- a. Teachers demonstrate an understanding of assessment measures, grading, and procedures.
- b. Teachers develop a plan for their overall assessment system.
- c. Teachers use their plans and assessment data to adjust teaching and ^{[[]]}_[SEP]assessment practices.

Element V.5:

Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated.

Performance Indicators:

- a. Teachers communicate the purposes of the assessments they use.
- b. Teachers prepare all students for the demands of particular assessment formats, and provide appropriate accommodations, including accommodations in testing conditions, for students with ^{[[]]}_[SEP]exceptional learning needs.
- c. Teachers articulate assessment criteria to students and provide ^{[[]]}_[SEP]parameters for success.
- d. Teachers equip students with assessment skills and strategies.

- e. Students practice various formats of assessments using authentic ^[L]_[SEP] curriculum.

Standard VI: Professional Responsibilities and Collaboration

Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

Element VI.1:

Teachers uphold professional standards of practice and policy as related to students' rights and teachers' responsibilities.

Performance Indicators:

- a. Teachers demonstrate a high standard of honesty, integrity, ethical conduct, and confidentiality when interacting with students, families, colleagues, and the public.
- b. Teachers are proactive and advocate to meet the needs of students.
- c. Teachers use self-reflection and stakeholders' feedback to inform and ^[L]_[SEP]adjust professional behavior.
- d. Teachers advocate, model, and manage safe, legal, and ethical use of ^[L]_[SEP]information and technology, including respect for intellectual property ^[L]_[SEP]and the appropriate documentation of sources.
- e. Teachers complete training in response to state and local requirements ^[L]_[SEP]and jurisdictions.

Element VI.2:

Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.

Performance Indicators:

- a. Teachers support and promote the shared school and district vision and mission to support school improvement.
- b. Teachers participate actively as part of an instructional team.
- c. Teachers share information and best practices with colleagues to ^{{}{L}}}_{SEP}improve practice.
- d. Teachers demonstrate an understanding of the school as an ^{{}{L}}}_{SEP}organization within a historical, cultural, political, and social context.
- e. Teachers collaborate with others both within and outside the school to ^{{}{L}}}_{SEP}support student growth, development, and learning.
- f. Teachers collaborate with the larger community to access and share ^{{}{L}}}_{SEP}learning resources.

Element VI.3:

Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success.

Performance Indicators:

- a. Teachers invite families, guardians, and caregivers to share information to enhance and increase student development and achievement.
- b. Teachers communicate in various ways student performance, progress, and expectations for student growth, and provide opportunities for discussion.
- c. Teachers suggest strategies and ways in which families can participate in and contribute to their students' education.

Element VI.4:

Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations.

Performance Indicators:

- a. Teachers collect required data and maintain timely and accurate records (e.g., plan books, lunch counts, attendance records, student records, etc.)
- b. Teachers manage time and attendance in accordance with established guidelines.
- c. Teachers maintain classroom and school resources and materials.
- d. Teachers participate in school and district events.

Element VI.5:

Teachers understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities.

Performance Indicators:

- a. Teachers communicate relevant regulations and policies to stakeholders.
- b. Teachers maintain confidentiality regarding student records and information.
- c. Teachers report instances of child abuse, safety violations, bullying, and other concerns in accordance with regulations and policies.
- d. Teachers adhere to board policies, district procedures, and contractual obligations.
- e. Teachers access resources to gain information on standards of practice, relevant law, and policy that relate to students' rights

and ^[L]_[SEP]teachers' responsibilities.^[L]_[SEP]13

Standard VII: Professional Growth^[L]_[SEP]Teachers set informed goals and strive for continuous professional growth.

Element VII.1:

Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.

Performance Indicators:

- a. Teachers examine and analyze formal and informal evidence of student learning.
- b. Teachers recognize the effect of their prior experiences and possible biases on their practice.
- c. Teachers use acquired information to identify personal strengths and weaknesses and to plan professional growth.

Element VII.2:

Teachers set goals for, and engage in, ongoing professional development needed to continuously improve teaching competencies.

Performance Indicators:

- a. Teachers set goals to enhance personal strengths and address personal weaknesses in teaching practice.
- b. Teachers engage in opportunities for professional growth and development.

Element VII.3:

Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice.

Performance Indicators:

- a. Teachers demonstrate a willingness to give and receive constructive feedback to improve professional practice.
- b. Teachers participate actively as part of an instructional team to improve professional practice.
- c. Teachers receive, reflect, and act on constructive feedback from others in an effort to improve their own professional practice.

Element VII.4:

Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.

Performance Indicators:

- a. Teachers benefit from, contribute to, or become members of appropriate professional organizations.
- b. Teachers access and use professional literature and other professional development opportunities to increase their understanding of teaching and learning.
- c. Teachers expand their knowledge of current research as it applies to curriculum, instruction, and assessment methods.

Appendix IV: NSDC STANDARDS FOR STAFF DEVELOPMENT

Revised 2001

Context Standards

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 (Learning Communities)
- Requires skillful school and district leaders who guide continuous instructional improvement (Leadership)

- Requires resources to support adult learning and collaboration (Resources)

Process Standards

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 (Data Driven)
- Uses multiple sources of information to guide improvement and demonstrate its impact (Evaluation)
- Uses learning strategies appropriate to the intended goal (Design)
- Applies knowledge about human learning and change (Learning)
- Provides educators with the knowledge and skills to collaborate (Collaboration)

Content Standards

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 to their academic achievement (Equity)
- 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 (Quality Teaching)
- Provides educators with knowledge and skills to involve families and other stakeholders appropriately (Family Involvement)

Appendix VI: GJSD Mentor Program

Greater Johnstown School District

Mentor Program

Rationale

The mentoring program will enable the GJSD to attract and retain “highly qualified” teachers. The program will enhance the quality of instruction by providing beginning teachers (Beginning Teacher's) with collegial support and integration into the school culture.

Mission Statement

The purpose of the mentoring program is to support and assist Beginning Teacher's in their professional development through interaction and dialogue that enriches, invigorates and encourages continued academic growth.

Mentoring is successful when the educational community works together to assure that the goals of the program are met. The outcomes will focus on retaining quality teachers and improved student performance in accordance with the state mandates.

Beliefs

We believe...that teaching and learning is a lifelong process, therefore it is necessary to support and assist Beginning Teacher's with perfecting the skills to be flexible, adaptable, and able to meet new challenges.

We believe...that effective instruction can be accomplished through collaboration of Beginning Teacher's “seasoned” colleagues, and the entire school community-with ideas, energy and experiences.

We believe...that the monitoring relationship fosters a variety of instructional methods and ideas that will ultimately impact student achievement and performance.

1. Purpose and Intended Outcomes:

The purpose of the JTA district’s mentoring program for a first year teacher is to improve student achievement, retain good teachers, and improve teaching skills.

Outcomes

- Help new teachers transition from preparation to practice

- Provide guidance and support
- Develop and improve instructional skills in order to improve student achievement
- Help transmit the culture of the school community
- Increase the retention rate for good beginning teachers
- Create a professional learning culture where information is shared to improve teaching and learning

2. The Role of the Mentor

The role of the mentor will be to guide and support first year teachers as advisors.

Mentors will be required to complete the district mentor training. Effective mentor training relates directly to achievement of program outcomes. Training will focus on the development of coaching skills, how to engage beginning teachers in critical reflection on their teaching practice, and collecting and interpreting evidence of effective teaching. The district mentoring program will require appropriate professional development such as: teacher development, knowledge of beginning teacher needs, including classroom management techniques, conferencing skills, coaching techniques, communication and facilitation skills, time management skills, etc.

3. Mentor Coordinator must meet the following qualifications:

- Tenured teacher in the district
- Demonstrated thorough knowledge of pedagogical practices, professional skills, and subject matter
- Demonstrated commitment to their own professional growth
- Demonstrated commitment to their own colleagues' professional growth
- Demonstrated exceptional planning, organizational, time management, and communication skills
- Ability to work collaboratively and cooperatively with program participants and administration
- Completion of District sponsored and/or approved mentor training program

The responsibilities of the mentor program coordinator

If it is determined by the Superintendent that a mentor coordinator is appropriate the responsibilities will include but not be limited to:

- Organizing year round activities including: Mentor training and professional development opportunities
- Addressing concerns between mentors and new teachers
- Acting as a liaison between the professional development committee, the mentor selection committee, and parties that make up the GJSD
- Conducting annual review of participants to determine the mentors who should be recommended for continuing mentor appointment with input from building coordinators and administrators.
- Maintaining documentation organized by NYS regulations
- Assisting in the new teacher orientation

4. Mentor Selection

The mentor program committee will accept applications from current and recently retired teachers seeking to mentor. Mentors will be chosen by a selection committee represented by JTA, the mentor coordinator, and District Administration. The final decision will be made by the district administrator.

Mentor Selection Committee

The mentor selection committee will consist of:

- Mentor Coordinator/ Teacher from the PDP Committee
- Superintendent or his/her designee
- JTA Representative

Responsibilities of the Mentor Selection Committee Members

The committee members responsibilities include, but are not limited to:

- Reviewing applications and, through consensus of the committee, selecting mentor candidates
- Matching mentors with mentees
- Providing guidance and support
- Encouraged to attend the new teacher orientation

Who can mentor?

The mentor position is open to all teachers, active or retired, who demonstrate the criteria identified below and who complete the application process. Extenuating circumstances will be at the discretion of the committee.

- Tenured teacher in the district or recently retired from the district
- Demonstrated thorough knowledge of pedagogical practices, professional skills, and subject matter
- Demonstrated commitment to their own professional growth
- Demonstrated commitment to their own colleagues' professional growth
- Collegial Attitude
- Willingness to allow first year teachers to develop their own effective teaching style
- Completion of approved mentor training (up to 2 mentor training days over the summer (August) - to be paid by the district)
- Interested candidates need to submit a letter of interest by June 1st to the District Office
- Mentors will be chosen and notified ASAP
- Mentors will be required to attend new teacher orientation before school starts
- Building principals may be asked for input regarding mentor applicants

Mentor Application Process

- Mentor application completed
- Mentor training
- 2 letters of reference: 1 by administrator, 1 by a co-teacher

- Interview for the selection committee

JTA will inform teachers of mentorship availability. Completed applications are due to the Superintendent and the Selection Committee with two letters of recommendation by June 1st of each year. The Mentor Selection Committee will interview mentors by June 25 and forward names to the Superintendent by June 30th. Through the selection process, Selection Committee members will select mentors. The selected mentors will be placed in a mentor pool and will be utilized as needed. It is the committee's responsibility to make matches between new teachers and mentors in consultation with the building principals. Selected candidates must be available to participate in a minimum of two days of summer training and additional training support sessions that are scheduled throughout the year with no compensation. If there are no selected mentor candidates, the Superintendent will appoint a mentor that may not currently be a retired or active teacher, but will have had teaching experience.

5. Types of mentoring activities

All mentoring activities will be centered around the Danielson Framework. Joint lesson planning, observing, modeling instruction, peer coaching, team teaching, scheduling effective interaction between mentor and first year teacher to meet anticipated outcomes, orienting the first year teacher to the school culture, engaging in professional development activities, developing curriculum, book study, etc.

6. Time allotted for mentoring

In order to achieve the program's outcomes, sufficient time must be allocated for mentoring to occur. Mentors and mentees shall meet at mutually agreed upon times. The District will make every effort to provide a common planning time.

7. Mentor/Mentee matches

A designated committee designed by JTA and administration will be responsible for

matching mentors with new teachers, based on needs and certification areas. In the eventuality that a mentor relationship is troubled beyond repair, an adjustment will be made.

New teacher and mentor assignments

If possible, new teacher made matches will be made by August 15. Newly hired teachers will receive a letter informing them about the mentor program from the PDP Committee. This letter will include their mentor's name and phone number. It will also include the date of the new teacher orientation. Information about subsequent professional development may also be included. All effort will be made to pair teachers hired after August 15 with mentors within 45 days of their hiring date. Mentors and new teachers are encouraged to contact each other upon notification. All mentors will have a teaching assignment in the same building as the new teacher when possible. All mentors must be approved by the Board of Education.

Resolving Problems

When there is a problem between the mentor and the mentee, they should first try to resolve it between themselves. If that does not work, one or both are to take the problem to either the mentor coordinator or the JTA selection committee representative as is appropriate for resolution. In the event that the problem cannot be resolved, the selection committee will assign a new mentor to the mentee for the remainder of the school year.

8. First Year Mentor Program

The Following is a combined list of things that will need to be addressed throughout the year. The monthly mentor checklists must be turned into the mentor coordinator with dates of completion in January and June. In most instances each mentor will be assigned one mentee; however, certain situations may occur whereby more than one mentee will be assigned to a mentor.

9. New to District Teachers

Use same monthly checklists as First Year Teachers, but modify as necessary. New to District teachers and level III teaching assistants will be mentored in a group with a ratio of one mentor per three new teachers in each building.

10. Teacher Placed on a TIP

The NYS Commissioner's Regulation (30-2.10) requires that any teacher with an annual professional performance review rated as Developing or Ineffective shall receive a Teacher Improvement Plan ("TIP"). A TIP is not a disciplinary action. A TIP shall be developed by the supervising administrator, and any other administrators who conducted an observation in consultation with the teacher and union representative. At the end of the timeline set forth in the TIP, the teacher, supervising administrator, and any other administrators who conducted an observation and union representative shall meet to assess the teacher's performance and ability to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP may be deemed satisfied, modified and continued, or deemed as having been unsuccessfully completed.

11. Non-Tenured Teachers (2nd - 4th Year of Teaching)

Teachers will work in groups per building with ratio maximum of one mentor per five mentees.

Teachers will meet to focus on the monthly topics. There will be professional development workshops provided by the mentor coordinator, as well as, other teachers within the district.

Knowledge Based Information:

- Review calendar and schedule weekly meetings
- Orient the new teacher to their room, supplies, building, class roster/schedule, daily record keeping procedures, school procedures, first day procedures
- Assist in filling out paperwork for new employees
- Introduce to all staff and faculty

- Discuss the need for a safe and positive school environment
- Assist in setting up the classroom
- Discuss the special needs of students, pedagogical issues
- Share teaching experiences and offer suggestions when asked
- Discuss short and long term planning/curriculum maps
- Review monthly calendar and discuss how the school celebrates holidays
- Discuss altered schedules (½ days, parent conferences, etc.)
- Set up observations of the new teacher and by the new teacher
- Discuss snow days, field trips, 5-week reports, grading, standards and assessments, workshops
- Discuss formal teacher evaluation and professionalism
- Videotape a lesson so they can observe their lesson, discuss outcome, self-reflection, setting goals
- Discuss state exams, assessments
- Discuss requisitions and procedures on ordering supplies
- Develop awareness of teaching methods to make sure they are meeting the needs of the students
- Allow the new teacher to be proactive in acknowledging challenges and solutions, self-evaluation, growth, strengths/weaknesses
- Discuss school wide plans and procedures for next year

Building a Relationship

- Plan to attend school meetings and school social functions with Mentee
- Exchange phone numbers/email
- Share own experiences and offer advice when asked
- Keep daily or weekly contact with Mentee
- Self-evaluate
- Be supportive and build a trust
- Confidentiality
- Ask other new Mentees/Mentors to join in on a group discussion

- Foster independence by building self-confidence and resources

JTA Mentor Handbook

Mentor Teacher Application Form

I am interested in being considered for the position of mentor. I understand that the role of the mentor is a critical factor in the success of new and novice teachers.

Directions: Answer the following questions and submit the form to the Business Office % Ann Stefka by

_____.

Name _____

School _____

Subject/Grade Level/ _____

Number of years in the district _____

Tenured Yes or No

- Why do you want to become a mentor?

- What abilities and experiences do you bring to the process of mentoring new and novice teachers?

- What professional development activities you have participated in within the last year?

- What extracurricular/teams/initiatives/PLC's/committees are you currently participating in?

Teacher's Signature _____ Date _____

Mentor/Mentee Agreement of Ground Rules

Open Door Policy - both of us will make ourselves available to each other. We realize that at times, we may have quick questions, need some advice, or simply want to vent. We agree to make time (planned and spontaneous) for each other to do this.

Humor - we will use humor to make our jobs and time spent together more enjoyable. We are aware that teaching can be stressful and are prepared to do what we can for each other to alleviate some of this stress.

Confidentiality - we will not discuss any information from our meetings with colleagues or friends. We agree that our relationship is based on TRUST and HONESTY and do not want to violate this. We believe that this will create an environment in which we can self-reflect regularly.

Promptness - both of us believe that our time, as well as each other's is valuable. We agree to be on time to scheduled meetings and observations. If something comes up unexpectedly, we agree to let each other know as soon as possible.

Comfortable Environment - we will provide a physically and emotionally comfortable environment for each other to meet in. We realize it is important to feel safe and be respectful of and to each other.

Signed by _____ (mentor) & _____ (mentee)

Date _____

Mentor Reference Form

Dear Building Administrator:

_____ is applying for a position as a district mentor. The mentor selection committee is asking that you complete this recommendation for the teacher applying. Please return this recommendation by _____ to the business office % Ann Stefka.

Please rate the teacher's skills according to 1 = basic, 2 = proficient, 3 = distinguished

Domain 1 - Planning and Preparation

- _____ Demonstrating knowledge of content and lesson planning
- _____ Selecting instructional goals and assessing student learning
- _____ Planning instructional units
- _____ Planning for students with special needs, including "at risk" and "gifted"
- _____ Understanding of cultural/ethnic differences

Domain 2 - Classroom Environment

- _____ Managing student behavior
- _____ Establishing appropriate levels of expectations for students
- _____ Managing classroom procedures

Domain 3 - Instruction

- _____ Developing, administering, and utilizing formal/informal assessments
- _____ Utilizing various strategies to engage students (large group instruction, small group

instruction, one-to-one instruction)

_____ Providing feedback to students

Domain 4 - Professional Responsibilities

_____ Conferencing and communicating with parents

_____ Understanding of teaching/learning styles

_____ Establishing rapport with faculty and staff

_____ Reflecting on teaching

Statement of Recommendation from Building Principal

I believe that _____ possesses the above requisite skills, knowledge, and attitude to effectively serve as a mentor for novice teachers. I recommend him/her for the position (additional comments are appreciated).

Name (Print) _____ School _____

Name (Signature) _____ Date _____

I DO NOT recommend _____ to serve as as mentor (additional comments are appreciated).

Name (Print) _____ School _____

Name (Signature) _____ Date _____

Yearly Overview - areas of focus can be changed, if necessary.

- August - Mentor Training and New Teacher Orientation
- September - Needs Assessment, Goal Setting, Classroom Visitation, Classroom Management
- October - Classroom Visitation, Planning, SLO Development
- November - Assessment -New Teacher Retreat, Evidence Collection
- December - Effective use of Technology in the Classroom
- January - Update needs and goals, checksheet to district
- February - Differentiation
- March - Advocating for resources, SBIT
- April - Classroom Visitation
- May - TBD
- June - Update needs assessment, turn in checksheet to District to be filed

August - First Year Teacher

Date

- _____ Review Mentor Planning Calendar
- _____ Schedule weekly meetings convenient to both
- _____ Orient the new teacher to his/her room and help locate supplies
- _____ Orient the new teacher to the building, including copy machines, mailboxes, restrooms, workroom, and other essentials
- _____ Assist in filling out new employee paperwork
- _____ Orient the new teacher to daily record keeping procedures for attendance, lunch, etc.
- _____ Orient the new teacher to class roster/schedule
- _____ Introduce to all staff and faculty
- _____ Help review first day of school plans, including discipline, room arrangement, and orientation materials
- _____ School Tool
- _____ Access Technology Needs
- _____ Discuss the need to create a positive and safe environment
- _____ Discuss safety procedures, fire drills, etc.
- _____ Assist the new teacher in setting up classroom rules and procedures. Emphasize the need to reinforce these throughout the year
- _____ Explain school procedures (BEDS, Substitute information, Conferences, Requisition forms, Paid Leave forms, etc.) traditions, and the unwritten rules for the school
- _____ Take the new teacher on a community tour (ATM, lunch spots, banks, housing, places of interest, etc)

Building A Relationship

- Make plans to sit with the new teacher at meetings

- Exchange phone numbers and schedules
- Make it a point to be helpful without controlling
- Share professional and personal experiences to develop trust and confidence

Your own ideas/notes/reflections:

Mentor

Mentee

September - First Year Teacher

Date

- _____ Discuss emergency, health, safety, discipline, and weather procedures
- _____ Discuss Open House procedures
- _____ Discuss IEPs
- _____ Lesson plans
- _____ Discuss professionalism (Dress, Language, Student Relationships, Cell phone, Social Media, etc.)
- _____ Classroom management tips
- _____ Discuss grading procedures
- _____ Discuss parental communication
- _____ Review and discuss short/long term planning/curriculum maps
- _____ Discuss absences, substitute plans, AESOP
- _____ Set up observation for mentee to observe mentor - follow up with discussion
- _____ Set up observation for mentee to observe other tenured teachers (at least 2 more) - follow up with discussion
- _____ Review monthly calendar
- _____ Discuss alternate schedules, shortened periods, half day sessions, parent conference days, Superintendent conference days, etc.

Building A Relationship:

- Schedule meeting times for the month, reaffirm your accessibility
- Find opportunities to offer positive reinforcement
- Offer advice when asked
- Treat the new teacher as a fellow professional
- Revisit new teacher needs assessment and discuss monthly mentoring plans
- Continue to keep daily or weekly contact, depending on the needs of the new teacher

Your own ideas/notes/reflections:

Mentor

Mentee

October - New Teacher

Date

- _____ Set up an opportunity to observe the new teacher teaching - follow up with discussion
- _____ Review 5 week progress report and grading procedures
- _____ SLO Creation
- _____ Submitting final exams to Anne Stefka
- _____ Discuss snow days, early dismissal procedures
- _____ Discuss holiday celebrations for the month
- _____ Begin discussing and preparing for parent teacher conferences
- _____ Discuss and assess progress toward curriculum goals (maps)
- _____ Review monthly calendar
- _____ Discuss standards and assessments
- _____ Discuss coping strategies for stress
- _____ Discuss specific problems the new teacher is experiencing
- _____ Assist the new teacher in finding training workshops in areas of identified need
- _____ Discuss alternate schedules, shortened periods, half day sessions, parent conference days

Building a relationship:

- Do self-evaluation of your mentoring and list your goals for the second quarter
- Help the new teacher begin to become a part of the teaching community by including them in faculty social activities
- Have the new teacher reevaluate their needs based on their first two months of teaching and make plans to cover any concerns
- Remember to be supportive of your new teacher at all times, praising them openly to others and discussing areas of concern during one on one conversations with them

Your own ideas/notes/reflections:

 Mentor

 Mentee

November - New Teacher

New Teacher Retreat - Date TBA

Date

- _____ Discuss holiday celebrations, gift giving, school programs, etc.
- _____ Discuss cultural differences of students and their individual needs
- _____ Discuss formal teacher evaluation procedures and concerns
- _____ SLO resubmission
- _____ Review monthly calendar
- _____ Discuss professionalism in the workplace
- _____ Discuss end of semester grade reporting
- _____ Discuss 20 week exam procedures

Building a relationships:

- Invite the new teacher to observe you in both planned and unplanned situations
- Recognize that the new teacher, as a recent student, has knowledge from which you could benefit
- Show a personal interest in the new teacher
- Invite the new teacher to attend an extracurricular school event such as a game, play, or concert with you

Your own ideas/notes/reflections:

Mentor

Mentee

December - New Teacher

Date

- _____ Offer to videotape the new teacher so they can observe their own teaching
- _____ Revisit pedagogical issues such as multiple intelligences, technology in the classroom, etc.
- _____ Discuss any change in classes at the semester's end
- _____ Assist the new teacher in self-reflection and setting of goals for the second semester

Building a Relationship:

- Schedule meeting times for the month, reaffirming your accessibility
- Discuss school holiday customs, including secret pal, student sing-along, parties, and gift exchange

Your own ideas/notes/reflections:

Mentor

Mentee

January - New Teacher

Date

- _____ Discuss state exams including the dates, assessments and procedures
- _____ Evaluate progress towards curriculum goals during first semester and discuss necessary modifications
- _____ Discuss assessment procedures for both formal and informal assessments
- _____ Revisit the teacher evaluation procedure and address concerns
- _____ Help the new teacher get a jumpstart on requisitions by sharing catalogs, ordering procedures, etc.

Building a Relationship:

- Discuss what new teacher mentor activities have been most/least helpful and discuss possible changes
- Consider extending the new teacher's circle of support by including other beginning and experienced teachers for sharing and for professional relationships
- Schedule meeting times for the month reaffirming your responsibility

Your own ideas/notes/reflections:

Mentor

Mentee

February - New Teacher

Date

- _____ Help the new teacher begin an in-depth analysis of individual success in order to help them assist students who may be struggling
- _____ Talk with the new teacher about time management
- _____ Discuss holiday celebrations if appropriate
- _____ Help the new teacher to be proactive by asking...”What challenges do you anticipate this month?” and “How will you handle them?”
- _____ Help the new teacher set a monthly mentoring goal based on their needs and help them list possible resources for that goal
- _____ Review course offerings in high school (if applicable)
- _____ Follow up on procedures for filling out requisitions forms and how to submit them

Building a Relationship:

- Foster the growing independence of the new teacher by meeting informally on an as needed basis
- Point out resources for individual exploration, including workshops, school visitations, online training, etc.
- Build the new teacher’s self-confidence through the use of well earned praise

Your own ideas/notes/reflections:

 Mentor

 Mentee

March - New Teacher

Date

- _____ Discuss plan for spring parent/teacher conferences
- _____ Discuss field trip policies and plans for the following year
- _____ Discuss school-wide plans and policies
- _____ Discuss resources for enrichment of district curriculum and district policies for additions to or deviations from curriculum

Building a Relationship:

- Encourage the new teacher to observe other teachers' teaching styles
- Encourage the new teacher to keep a log of their successes and goals for improvement

Your own ideas/notes/reflections:

Mentor

Mentee

April - New Teacher

Date

_____ Discuss student motivation

_____ Discuss stress relievers

_____ Professional Goal Setting

Building a Relationship:

- Discuss what the new teacher would or would not repeat the following year and help them get a jump start on planning

Your own ideas/notes/reflections:

Mentor

Mentee

May - New Teacher
Date

- _____ Encourage the new teacher to self-evaluate
- _____ Discuss your perceptions of the new teacher's growth throughout the year, discussing areas of strengths and weaknesses
- _____ Assist the teacher in any remaining end of the year procedures

Building a Relationship:

- Recognize the end of the first year of teaching with celebration
- Plan on attending the Retirement Dinner Together
- Volunteer at WAW Scholarship Fundraiser

Your own ideas/notes/reflections:

Mentor

Mentee

June - New Teacher

Date

- _____ Review end of year procedures with new teacher
- _____ Discuss testing procedures
- _____ Review the procedure for permanent student folders
- _____ Review the end of year calendar
- _____ Discuss end of year activities: graduation, locker clean up, book check in, etc.
- _____ Sign up for summer professional development opportunities

Building a Relationship:

- Help the new teacher with pre-planning for fall
- Celebrate the end of the year

Your own ideas/notes/reflections:

Mentor

Mentee

Teacher placed on a TIP - Mentor Plan - Language from APPR

The NYS Commissioner's Regulation (30-2.10) requires that any teacher with an annual professional performance review rated as Developing or Ineffective shall receive a Teacher Improvement Plan ("TIP"). A TIP is not a disciplinary action. A TIP shall be developed by the supervising administrator, and any other administrators who conducted an observation in consultation with the teacher and union representative. At the end of the timeline set forth in the TIP, the teacher, supervising administrator, and any other administrators who conducted an observation and union representative shall meet to assess the teacher's performance and ability to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP may be deemed satisfied, modified and continued, or deemed as having been unsuccessfully completed.

2nd, 3rd and 4th Year Teacher Mentor Plan
(Teachers will remain in this group until they receive tenure)

Teachers will work in groups per building with ratio maximum of one mentor per five mentees. Teachers will meet to focus on the monthly topics. There will be professional development workshops provided by the mentor coordinator, as well as other teachers within the district.

All 2nd - 4th year teachers will be given the option to read: *What Great Teachers Do Differently - 17 Things That Matter Most* by Todd Whitaker. Groups choosing to use the optional book will meet for monthly book discussion groups.

January - 2nd - 4th year teachers will also have the option to read: *Good to Great Teaching* by Mary Howard. Groups choosing to use the optional book will meet for monthly book discussion groups.

Book Discussions

Teacher Videos

Focused Professional Development Sessions

New To District Teachers - Mentor Plan

Use same lists as New Teachers, but modify as necessary. New to District teachers will be mentored in a group with a ratio of one mentor per three new teachers in each building.

Appendix VII: GJSD PDP Providers

CTLE: Johnstown School District POTENTIAL PROVIDERS DETAILED INFORMATION

Last Name	First Name	Employer/Company	Title	Email	Phone Number	Address
Ziskin	David	Hamilton-Fulton-Montgomery BOCES	District Superintendent	dziskin@hfmboces.org	518-736-4300	2755 St. Highway 67 Johnstown, NY
Hohenforst	Lorraine	Hamilton-Fulton-Montgomery BOCES	Deputy Superintendent	lhohenforst@hfmboces.org	518-736-4305	2755 St. Highway 67 Johnstown, NY
DeTraglia	Jay	Hamilton-Fulton-Montgomery BOCES	Director of CTE	jdetraglia@hfmboces.org	518-736-4330	2755 St. Highway 67 Johnstown, NY
DiMezza	Michael	Hamilton-Fulton-Montgomery BOCES	Coordinator of CTE	mdimezza@hfmboces.org	518-736-4330	2755 St. Highway 67 Johnstown, NY
Tanner	Mark	Hamilton-Fulton-Montgomery BOCES	Curriculum Coordinator	mtanner@hfmboces.org	518-736-4330	2755 St. Highway 67 Johnstown, NY
Booth	Deb	Hamilton-Fulton-Montgomery BOCES	School Library System Coordinator	dbooth@hfmboces.org	518-736-4370	2755 St. Highway 67 Johnstown, NY
Caracco	Tara	Hamilton-Fulton-Montgomery BOCES	Coordinator of Instructional Services	tcaracco@hfmboces.org	518-736-4360	2755 St. Highway 67 Johnstown, NY
Carroll	Julie	Hamilton-Fulton-Montgomery BOCES	PD Specialist	jcarroll@hfmboces.org	518-736-4360	2755 St. Highway 67 Johnstown, NY

Bargstedt	Laurie	Hamilton-Fulton-Montgomery BOCES	Coordinator of Adult Literacy	lbargstedt@hfmboces.org	518-736-4340	2755 St. Highway 67 Johnstown, NY
Potter	Richard	Hamilton-Fulton-Montgomery BOCES	Alt. Education (ADK) Principal	rpotter@hfmboces.org	518-736-4321	2755 St. Highway 67 Johnstown, NY
Jacob	Michael	Hamilton-Fulton-Montgomery BOCES	Director of Special Education	mjacob@hfmboces.org	518-736-4321	2755 St. Highway 67 Johnstown, NY
Popp	Matthew	Hamilton-Fulton-Montgomery BOCES	Administrative Coordinator of SPED	mpopp@hfmboces.org	518-736-4321	2755 St. Highway 67 Johnstown, NY
Salvagni	Daniel	Hamilton-Fulton-Montgomery BOCES	Administrative Coordinator of SPED	dsalvagni@hfmboces.org	518-736-4321	2755 St. Highway 67 Johnstown, NY
Mangino	Patrick	Hamilton-Fulton-Montgomery BOCES	Digital Learning Specialist	pmangino@hfmboces.org	518-736-4321	2755 St. Highway 67 Johnstown, NY
Colucciello	Raymond	Greater Amsterdam SD	Superintendent	rcolucciello@gasd.org	518-843-3180	140 Saratoga Ave Amsterdam, NY
O'Meally	Tyrone	Greater Amsterdam SD	HS Principal	tomeally@gasd.org	518-843-4932	140 Saratoga Ave Amsterdam, NY
Davey	John	Greater Amsterdam SD	Asst. HS Principal	jdavey@gasd.org	518-843-4932	140 Saratoga Ave Amsterdam, NY
Pietro	Christine	Greater Amsterdam SD	Asst. HS Principal	cpietro@gasd.org	518-843-4932	140 Saratoga Ave Amsterdam, NY
Hanan	Elizabeth	Greater Amsterdam SD	Lynch Principal	ehanan@gasd.org	518-243-3716	55 Brandt Place Amsterdam, NY
Myers	Charles	Greater Amsterdam SD	Lynch Asst. Principal	cmyers@gasd.org	518-243-3716	55 Brandt Place Amsterdam, NY

Decker	Donna	Greater Amsterdam SD	Barkley Principal	ddecker@gasd.org	518-843-1850	66 DeStefano St. Amsterdam, NY
Penman	John	Greater Amsterdam SD	Marie Curie Principal	jpenman@gasd.org	518-843-2871	9 Brice Street Amsterdam, NY
Romano	Eric	Greater Amsterdam SD	McNulty Principal	eromano@gasd.org	518-843-4773	60 Brandt Place Amsterdam, NY
Miller	John	Greater Amsterdam SD	Tecler Principal	jmiller@gasd.org	518-843-4805	210 Norther Blvd. Amsterdam, NY
Tomlinson	Stephen	Broadalbin-Perth CSD	Superintendent	tomlinsons@bpcsd.org	518-954-2500	20 Pine Street Broadalbin, NY
Brooks	Mark	Broadalbin-Perth CSD	HS Principal	brooksm@bpcsd.org	518-954-2600	100 Bridge Street Broadalbin, NY
Barnhart	Adam	Broadalbin-Perth CSD	Ast. HS Principal	barnharta@bpcsd.org	518-954-2600	100 Bridge Street Broadalbin, NY
Bell	Wayne	Broadalbin-Perth CSD	MS Principal	bellw@bpcsd.org	518-954-2700	1870 Co. Hwy. 107 Amsterdam, NY
Casey	Dan	Broadalbin-Perth CSD	Intermediate Principal	caseyd@bpcsd.org	518-954-2750	1870 Co. Hwy. 107 Amsterdam, NY
Strait	Bradley	Broadalbin-Perth CSD	Learning Community Principal	strait@bpcsd.org	518-954-2650	100 Bridge Street Broadalbin, NY
LaFountain	Terry	Broadalbin-Perth CSD	Director of Curriculum and Instruction/Grants	lafountaint@bpcsd.org	518-954-2621	100 Bridge Street Broadalbin, NY
Foglia-Sands	Christine	Broadalbin-Perth CSD	Director of Special Programs	fogliac@bpcsd.org	518-954-2727	1870 Co. Hwy. 107 Amsterdam, NY

Fitzgerald	Nick	Canajoharie CSD	Superintendent	Nick.fitzgerald@canjo.org	518-673-6302	136 Scholastic Way Canajoharie, NY
TBD	TBD	Canajoharie CSD	HS Principal	Rebecca.gleason@canjo.org	518-673-6331	136 Scholastic Way Canajoharie, NY
DePaolo	Chris	Canajoharie CSD	MS Principal	christopher.depaolo@canjo.org	518-673-6321	25 School District Rd Canajoharie, NY
Ward	Stacy	Canajoharie CSD	Elementary Principal	Stacy.ward@canjo.org	518-673-6311	25 School District Rd Canajoharie, NY
Schwabrow	Jennifer	Canajoharie CSD	Director of Special Education	Jennifer.schwabrow@canjo.org	518-673-6317	136 Scholastic Way Canajoharie, NY
Ellis	Michelle	Edinburg Common SD	Superintendent	khromada@edinburgcs.org	518-863-8412	4 Johnson Rd Edinburg, NY
Ciaccio	Thomas	Fonda-Fultonville CSD	Superintendent	tciccio@ffcsd.org	518-853-3332	112 Old Johnstown Rd Fonda, NY
Grady	Aaron	Fonda-Fultonville CSD	HS Principal	agrady@ffcsd.org	518-853-3182	112 Old Johnstown Rd Fonda, NY
Zadoorian	David	Fonda-Fultonville CSD	MS Principal	dzadoorian@ffcsd.org	518-853-4747	112 Old Johnstown Rd Fonda, NY
Williams	Darcy	Fonda-Fultonville CSD	Elementary Principal	dwilliams@ffcsd.org	518-853-3332	112 Old Johnstown Rd Fonda, NY
Dickson	Kristine	Fonda-Fultonville CSD	CSE/CPSE Chari	kdickson@ffcsd.org	518-853-3332	112 Old Johnstown Rd

						Fonda, NY
Dougherty	Kathy	Fort Plain CSD	Superintendent	kathy.dougherty@fortplain.org	518-993-4000	25 High St. Fort Plain, NY
Larrabee	Deborah	Fort Plain CSD	HS/MS Principal	Deborah.larrabee@fortplain.org	518-993-4000	1 West Street Fort Plain, NY
Crisman	Lauren	Fort Plain CSD	Elementary Principal	Lauren.crisman@fortplain.org	518-993-4000	25 High St. Fort Plain, NY
Halloran	David	Gloversville Enlarged SD	Interim Superintendent	dhalloran@gesdk12.org	518-775-5791	234 Lincoln St. Gloversville, NY
DeMallie	Richard	Gloversville Enlarged SD	HS Principal	rdemallie@gesdk12.org	518-775-5710	199 Lincoln St. Gloversville, NY
Bye	Dennis	Gloversville Enlarged SD	HS Associate Principal	dbye@gesdk12.org	518-775-5710	199 Lincoln St. Gloversville, NY
Batty	Mark	Gloversville Enlarged SD	MS Principal	mbatty@gesdk12.org	518-775-5720	234 Lincoln St. Gloversville, NY
Jablonski	Andrew	Gloversville Enlarged SD	MS Asst. Principal	ajablonski@gesdk12.org	518-775-5720	234 Lincoln St. Gloversville, NY
DiPasquale	Brian	Gloversville Enlarged SD	Blvd Principal	bdipasquale@gesdk12.org	518-775-5740	56 E. Blvd Gloversville, NY
Bobowski	Trisha	Gloversville Enlarged SD	Kingsborough Principal	tbobowski@gesdk12.org	518-775-5730	24 W. 11 th Ave Gloversville, NY
Priolo	Lisa	Gloversville Enlarged SD	Park Terrace Principal	lpriolo@gesdk12.org	518-775-5750	50 Bloomingdale Ave Gloversville, NY
Kent	Laurie	Gloversville Enlarged SD	Director of Elementary Curriculum and Instruction	lkent@gesdk12.org	518-775-5792	234 Lincoln St. Gloversville, NY
Wager	James	Gloversville Enlarged SD	Director of Secondary	jwager@gesdk12.org	518-775-5792	234 Lincoln St. Gloversville, NY

			Curriculum and Instruction			
DeMagistris	Michael	Gloversville Enlarged SD	Director of Athletics	mdemagistris@gesdk12.org	518-775-5710	199 Lincoln St. Gloversville, NY
Collins	Ryan	Gloversville Enlarged SD	Director of Support Services/ CSE	rcollins@gesdk12.org	518-775-5796	234 Lincoln St. Gloversville, NY
TBD	TBD	Greater Johnstown SD	Superintendent		518-762-4611	1 Sir Bills Circle Johnstown, NY
Cook	Ruthie	Greater Johnstown SD	Asst. Superintendent	rcook@johnstownschoools.org	518-762-4611	1 Sir Bills Circle Johnstown, NY
Satterlee	Mike	Greater Johnstown SD	Director of Athletics	msatterlee@johnstownschoools.org	518-762-7636	1 Sir Bills Circle Johnstown, NY
Heroth	Rachel	Greater Johnstown SD	Instructional Technology Director	rheroth@johnstownschoools.org	518-762-4661	1 Sir Bills Circle Johnstown, NY
TBD	TBD	Greater Johnstown SD	Director of Special Education, Pupil Services and Special Programs		518-736-1708	1 Sir Bills Circle Johnstown, NY
Hale	Scott	Greater Johnstown SD	HS Principal	shale@johnstownschoools.org	518-762-4661	1 Sir Bills Circle Johnstown, NY
Lais	Christina	Greater Johnstown SD	Asst. HS Principal	clais@johnstownschoools.org	518-762-4661	1 Sir Bills Circle Johnstown, NY
Kraemer	Robert	Greater Johnstown SD	MS Principal	rkraemer@johnstownschoools.org	518-762-3711	400 S. Perry St. Johnstown, NY
Caputo	Joyce	Greater Johnstown SD	Glebe Principal	joyce.caputo@johnstownschoools.org	518-762-3714	502 Glebe St. Johnstown, NY
Cotter	Cory	Greater Johnstown SD	Pleasant Ave Principal	ccotter@johnstownschoools.org	518-762-8610	235 Pleasant Ave Johnstown, NY

Lent	Nicole	Greater Johnstown SD	Warren Street Principal	nlent@johnstownschoools.org	518-762-3715	110 Warren St Johnstown, NY
Philo	Heather	Lake Pleasant CSD	Superintendent	hphilo@lpschool.com	518-548-7571	120 Elm Lake Road Speculator, NY
Harper	Christopher	Mayfield CSD	Superintendent	Harper.christopher@mayfieldcsd.org	518-661-8207	27 School St Mayfield, NY
Wojeski	Christopher	Mayfield CSD	HS Principal	Wojeski.christopher@mayfieldcsd.org	518-661-8200	27 School St Mayfield, NY
Lewis	Matthew	Mayfield CSD	Asst. HS Principal	Lewis.matthew@mayfieldcsd.org	518-661-8200	27 School St Mayfield, NY
Hitrick	Katria	Mayfield CSD	Elementary Principal	hitrick.katria@mayfieldcsd.org	518-661-8251	80 North Main St Mayfield, NY
Sanford	Jennifer	Mayfield CSD	Director of Student Services	sanford.jennifer@mayfieldcsd.org	518-661-8222	27 School St Mayfield, NY
Ford	Leslie	Northville CSD	Superintendent	lford@northvillecsd.org	518-863-7000	131 S. 3 rd St. Northville, NY
McFarland	Kyle	Northville CSD	HS Principal	kmcfarland@northvillecsd.org	518-863-7000	131 S. 3 rd St. Northville, NY
Reidell	Tammy	Northville CSD	Elementary Principal	treidell@northvillecsd.org	518-863-7000	131 S. 3 rd St. Northville, NY
Natale	Joseph	Oppenheim-Ephratah-St Johnsville CSD	Superintendent	joseph.natale@oesj.org	518-568-2011	6486 St. Hwy. 29 St. Johnsville, NY
Heroth	Adam	Oppenheim-Ephratah-St Johnsville CSD	Jr/Sr. High Principal	adam.heroth@oesj.org	518-568-2011	44 Center St St. Johnsville, NY
Kawryga	Jeanine	Oppenheim-Ephratah-St Johnsville CSD	Elementary Principal	Jeanine.kawryga@oesj.org	518-568-2014	6486 St. Hwy. 29 St. Johnsville, NY
Sincavage	Thomas	Wells CSD	Superintendent	tsincavage@wellsd.org	518-924-6000	1571 St. RTE. 30 Wells, NY
Siddon	Jeremy	Wells CSD	Principal	jsiddon@wellsd.org	518-924-6000	1571 St. RTE. 30 Wells, NY

Ruberti	Richard	Wheelerville Union Free School District	Superintendent	rruberti@wufsk8.org	518-835-2171	2417 St. Hwy. 10 Caroga Lake, NY
Dettenrieder	Nicole	Wheelerville Union Free School District	Principal	ndettenrieder@wufsk8.org	518-835-2171	2417 St. Hwy. 10 Caroga Lake, NY
Bailey	Karen	Bailey Educational Consulting	Consultant	Karenbailey16@comcast.net	603-498-2371	PO Box 45 Greenland, NH
		Staff/Curriculum Development Network -SCDN	NYS Professional Organization	lhedges@herkimer-boces.org	315-867-2004	352 Gros Blvd Herkimer, NY
		Residential Child Care Project – TCI	Cornell University	Ab358@cornell.edu	607-255-4528	Cornell university Beebe Hall Ithaca, NY
		Statewide Professional Development Group	Professional Organization	lhedges@herkimer-boces.org	315-867-2004	352 Gros Blvd Herkimer, NY
		Fulton-Montgomery Community College - FMCC	College		518-736-3622	2805 NY-67 Johnstown, NY
Bennett	Ashley	Pro Start	Professional Organization	abennett@nraef.org	800-424-5156	2055 L St. NW Washington, DC
		Association of Career and Technical Education Administrators - ACTEA	Professional Organization	jmetz@acteainc.org	716-523-2367	PO Box 184 Johnstown, NY
		CTE Statewide Curriculum and Assessment Project	Professional Group	kjones@swhebooces.org	518-581-3741	WSWHE BOCES 27 Gick Rd Saratoga Springs, NY

LaGarde	Jennifer	Adventures of Library Girl	Consultant	jennifer@librarygirl.net		
Preddy	Leslie	American Association of School Librarians	Consultant	lpredy@ala.org		
Farrington	Polly	P.A. Farrington Associates	Consultant	polly@pafa.net		
		Rubicon Atlas	Vendor	hello@rubicon.com	503-223-7600	121 SW Salmon, Suite 1200 Portland, OR
		i-READY	Vendor	info@cainc.com	800-225-0248	153 Rangeway Rd North Billerica, MA
		Mental Health Association of NYS	Organization	info@mhanys.org	518-434-0439	194 Washington Ave, Suite 415 Albany, NY
		Fulton County Public Health	Organization	Website: www.fultoncountyny.gov	518-736-5720	2714 NY-29 Johnstown, NY
Daggett	Bill	International Center for Leadership in Education	Consultant	bill@leadered.com	518-399-2776	1587 Route 146 Rexford, NY 12148
Danna	Stephen	SUNY Plattsburgh at Queensbury	College	Dann1253@plattsburgh.edu	518-792-5425	101 Broad Street Plattsburgh, NY
Walter	Piszchala	Handle With Care Behavior Management System Inc.	Vendor	Jeanette@handlewithcare.com www.handlewithcare.com	845-225-4031	184 MCKINSTRY RD Gardiner NY 12525-5133

Tara	Moffett	Girvin & Ferlazzo	Organization	tlm@girvinlaw.com	518-462-0300	20 Corporate Woods Blvd. Albany NY 12211
Brenda	McGuire	Brenda McGuire	Consultant	brendamcgu@gmail.com	(518) 796-8272	18 Murray Hollow Shushan, NY 12873
June	Coleman	June Coleman	Consultant	jcoleman0617@gmail.com	518-424-3694	
		Greater Capital Region Teachers Center	Professional Organization	www.gcrtc.org	518-489-0568	412 Albany -Shaker Rd Albany Ny 12211
		OLWEUS Bullying Prevention Education & Program	Vendor			
		SAANYS	Organization	https://saanys.org	518-782-0600	8 Airport Park Blvd Latham NY 12110
		Campbell House	Organization	gcos@nycapp.rr.com	(518) 346-0762	101 State St Schenectady, NY 12305
		IEP Direct	Vendor	lthompson@centrisgroup.com		
		Read 180/System 44 (Houghton Mifflin Harcourt)	Vendor	Jessica.Rivkin@hnhco.com	914-281-3791	
		iRead (Houghton Mifflin Harcourt)	Vendor	Jessica.Rivkin@hnhco.com	914-281-3791	

CASTLE learning Castle Software Inc	Vendor	lholik@castlelearning.com	1-800-345 -7606 x 305	
Capital Region BOCES	Organization	anita.murphy@neric.org	(518) 862-4900	900 Watervliet-Shaker Rd., Albany, NY 12205
WSHWE BOCES	Organization	jwhite@wsweboces.org	(518) 581 - 3310	1153 Burgoyne Ave., Suite 2 Fort Edward, NY 12828
Center for Autism and Related Disorders at SUNY Albany	Organization	card@albany.edu	518) 442-2574	1535 Western Avenue Albany, NY 12203
Edgenuity	Vendor	CustomerSupport@edgenuity.com	877.202.0 338	352 7th Ave #12a New York, NY 10001
HFM Prevention Council	Organization	hfmasac@yahoo.com	18.736.81 88	86 Briggs St, Ste 5 Johnstown, New York
Northeast Parent/Child Center	Organization		(518) 736-1780	338 N Comrie Ave # 2, Johnstown, NY 12095
Catholic Charities	Organization	john.nasso@cc-fmc.org	518-762- 8313	55 East Main St Suite 100, Johnstown NY 12095

	Global Compliance Network, Inc.	Vendor	LISA@GCNTRAINING.COM	231-578-6 753	5859 W SAGINAW HWY #384
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