



PROFESSIONAL LEARNING PLAN

2026-2027

Superintendent: Alicia D. Koster

BEDS Code: 17-06-00-01-0000

District: Greater Johnstown School District
Address: 1 Sir Bills Circle, Johnstown, NY 12095
Phone: 518-762-4611 Fax: 518-762-6379
E-mail contact: shale@johnstownschoools.org

Composite of Professional Learning Teams

Number of school buildings in district: four schools with four areas of grade designation (PK-1, 2-4, 5-7, 8-12)

Indicate how school team(s), if any, will be represented on district team:

The district professional learning team comprises at least one teacher representative from each grade configuration (PK-1, 2-4, 5-7, 8-12) and administrative representatives from each school, the Assistant Superintendent, the director of special education, director of technology, and a parent representative.

Professional Learning Planning Team

1. Scope of Professional Learning Team Responsibility:

The professional learning team is involved in the following aspects of developing the professional learning plan:

- ✓ *Goal Setting*
- ✓ *Need Analysis*
- ✓ *Planning/ Developing Activities*
- ✓ *Plan Implementation*
- ✓ *Evaluation/ Modifying Plan*
- ✓ *Resource Allocation*
- ✓ *Objective Setting*

2. On average, please identify the number of hours a teacher will be involved with professional learning on an annual basis. This may include planning, delivery, application and/or evaluation of professional learning activities.

A minimum of 20 hours

Need/and Data Analysis for Professional Learning Plan

1. Describe how the professional learning plan is aligned with Next Generation/current learning standards by content area and assessment, student needs and is articulated within and across grade levels.

Each goal is designed to improve student achievement of the state standards and increase student performance on state assessments. All goals are directly related to our District Comprehensive Improvement Plan which not only supports student achievement on state standards but also chronic absenteeism, student social emotional welfare and family engagement.

The Greater Johnstown School District has four buildings comprising the following levels: PK-1, 2-4, 5-7 and 8-12. Staff development work will occur at grade or building levels and through vertical grade discussions under the overarching district-wide professional learning goals. In addition, preK-12 professional learning will be offered for all staff across all buildings through district Grade Level Leaders, Department Leaders, TCI trainers and District administrators.

The district will use a universal meeting protocol under the MTSS-I plan, whereby all teachers (grade or department) will analyze data in specified intervals using an approved set of reflective questions at both the individual teacher level and as a cohort (grade/department).

2. Describe how the professional learning plan is continuous, reflecting a multi-year approach to improve student performance.

This plan is primarily focused on the implementation of the District Comprehensive Improvement plan to support the implementation of New York Learning Standards, chronic absenteeism, data collection and analysis of data, and social emotional learning. In addition we will focus on supporting families through family engagement practices and digital learning.

The plan is based on a continuous process of data review and analysis to ensure student achievement. Monitoring of this process will be led by district grade level leaders, department leaders, building and district administration.

These teams are charged with developing school improvement plans that will address state standards and performance on state assessments. The development of the professional learning plan grows out of the data analysis and school improvement process. Part of the process is planning professional learning that will lead to improved student performance.

Needs Assessment Sources Used

Indicate the sources you used and include any additional detail needed to identify the basis of your needs analysis:

- ✓ School Report Card
- ✓ NYSED School Accountability Reports
- ✓ Student Attendance Rates
- ✓ Graduation and Dropout Rates
- ✓ Student performance results disaggregated by ethnicity, gender, SES, and other special needs
- ✓ State benchmarks for student performance
- ✓ Other student surveys
- ✓ Longitudinal data
- ✓ Teacher surveys
- ✓ Teacher self-assessment
- ✓ Technology Surveys
- ✓ Data from at-home learning

District Resources

Fiscal: ESSA Title I
ESSA Title IIA
IDEA 611/619
District allocated PD Funding

Human: Several staff members and other providers who periodically share expertise on specific subjects are routinely involved in staff development. Among these people are:

Superintendent of Schools
Assistant Superintendent of Schools
Building Principals
Grade Level Leaders/Department Leaders
Mentors
Director of Elementary Instruction & Family Engagement
Director of Technology
Director of Pupil Services

Other Providers:

Capital Region BOCES
WSWHE BOCES
HFM BOCES
Curriculum Associates
Questar
CASDA
Greater Capital Region Teacher Center
Local Law Enforcement
Catholic Charities
Mental Health Association
Fulton County Prevention Council
Conscious Discipline
NYSUT ELT
Amplify
Lexia Learning-LETRS
Branching Minds

**GJSD
PROFESSIONAL LEARNING PLAN
2026-2027**

Description of Teams for 2026-2027 (current) school year:

Administrators

Alicia Koster	Cory Cotter
Kristin Michaels	Robert Kraemer
Nicole Panton	Andrea Polikoski
Austin Heroth	Nicholas Snow
Heather Bozek	Nicole Lent

**Teachers/Counselors/in-house
trained professionals**

Conscious Discipline
TCI trainers
Grade Level Leaders/Department Leaders
Ellen Roehl, Mentor Coordinator, AgriQuest

Pleasant Ave Teachers:

Katie Warner (Pre-K)
Nicole Davis (Grade 1 Teacher)
Olivia Barnett (Kindergarten Teacher)

District Wide Teachers:

Erin Kelly
Linda Rusnica
Jennifer Casey
Ellen Roehl

Warren Street Teachers:

Amy Hale (Grade 2 Teacher)
Kimberly Preston (Grade 3 Teacher)
Alison Casale (Grade 4 Teacher)

Knox Middle School Teachers:

Jennifer Caputo (MS ELA Teacher)
Quinn Swartout (MS Math Teacher)
Jason McCullough (MS Social Studies Teacher)
Tammy Ferrari (MS Science Teacher)
Karlene Peck (PK-7 Special Education Teacher)

Johnstown High School Teachers:

Amanda Bernaski (HS Math Teacher)
Meredith Fagan (HS English Teacher)
Brandon Hillier (HS Social Studies Teacher)
Hanz Litz (HS Science Teacher)
Laura Maina (8-12 Special Education Teacher)

Greater Johnstown School District Mission & Goals

District Mission:

“The Greater Johnstown School District will provide the essential educational resources that support a fully engaged culture of continuous improvement and diverse, high-quality academic opportunities that equip students with the knowledge, skills and abilities they need to be contributing citizens in a stronger society.”

District Goals:

1. STUDENT ACHIEVEMENT.

Improve measurable student achievement K-12 within a connected, supportive, and pervasive data-informed culture, using highly effective instructional systems designed and evaluated to create optimal learning in a safe and caring environment.

2. SOCIAL-EMOTIONAL LEARNING.

Make effective social and emotional learning a priority and actively support the rigorous pursuit of personal wellness within a culture of mutual respect and active appreciation of diversity in a caring and compassionate learning environment for all students and staff.

3. HIGHLY PRIZED PERSONNEL.

Hire, develop, supervise, and evaluate a community of highly effective and mutually collaborative faculty, administration and staff, prioritizing an overall culture of positive morale that encourages happiness and performance excellence in service to students.

4. RESOURCE PROVISION.

Develop, procure, maintain and ever-improve resources (*facilities, equipment, technology, materials and supplies*), coupled with decision-making that is intentional to the importance of relevance and sustainability.

5. FISCAL HEALTH of the DISTRICT.

Prepare a fiscally sound and responsible budget, inextricably tied to long-range planning, that strives to balance the equitable, ongoing, and changing needs of students with what the District can/must ask its citizens to sustain. The District will make every effort to seek out or create alternative funding sources.

6. COMMUNITY RELATIONSHIPS.

Prioritize full, equitable, and equal community relationships to address adaptive challenges faced by the District, and build external and internal transparency and communication with diverse stakeholders with full consideration for the knowledge, experience, and expectations and values they hold.

Key Focus Areas:

1. PROFESSIONAL GROWTH

Supporting the continuous development of staff knowledge, skills and practices to enhance student learning and foster a culture of excellence.

2. OPERATIONAL INTEGRITY

Sustaining systems that support student success and advancement of learning, and ensures the smooth, effective functioning of our schools.

3. COLLABORATIVE CULTURE

Fostering a culture of trust through meaningful partnerships with students, families, staff and the broader community.

4. STUDENT EXCELLENCE

Ensuring every student is empowered and equipped to reach their fullest potential and beyond.

GJSD Professional Learning Vision & Goals

PL Vision Statement:

The Greater Johnstown School District is committed to fostering a culture of excellence through comprehensive professional learning experiences that address the diverse needs of every staff member of our educational community. These initiatives are thoughtfully designed to promote continuous professional growth and elevate student achievement. Within a collaborative and collegial environment, all staff will be empowered to deepen their expertise and pursue individualized goals that advance both personal and district-wide excellence.

Strategic PL Goals:

The Greater Johnstown School District PL Committee has established the following strategic instructional goals:

2026-2027 Goals:

1. All administrators and teachers will be trained using research based effective instructional strategies to support the Portrait of a Graduate and Culturally Responsive and Sustaining Education Framework.
2. All curricula will be aligned with the Next Generation/current learning standards by content area set by New York State Department of Education.
3. All administrators and teachers will be trained in MTSS-i and will continue to use data to inform instruction, to provide interventions, and to ensure student achievement.
4. All faculty, staff and administrators will develop safe and supportive environments in classrooms, hallways, cafeterias, locker rooms, etc. that are free of bullying or harassment in any form or manner and utilize research based trauma informed practices that are culturally responsive and restorative in nature.
5. All faculty, staff and administrators will be trained to support the integration of technology to improve instruction, advance student engagement and cultivate dynamic, future-ready learning environments.
 - Teachers will prepare students to be productive and responsible citizens by incorporating the NYS Computer Science and Digital Fluency Standards into the current district curriculum.
 - Teachers will acquire a uniform set of basic skills and the pedagogical techniques to facilitate learner-centered, standards-aligned curricula that integrate the use of technology tools.
 - The Greater Johnstown School District will provide access to relevant and rigorous professional learning opportunities pertaining to AI, technology use, technology integration, and the safe and secure use of digital tools.
 - The use of technology creation versus consumption. Having a system in place that uses technology appropriately.

District Goal I: All administrators and teachers will be trained using research based effective instructional strategies to support the Portrait of a Graduate and Culturally Responsive and Sustaining Education Framework.

Theme: Curriculum

TARGET AREA: What will teachers know and be able to do as a result of professional learning?	PROFESSIONAL LEARNING: How will the district/building address the professional learning needs?	METHODS AND TIMELINE: When will this professional learning occur?	EVALUATION: How will we know the professional learning was effective?
All administrators and teachers will be trained using research based effective instructional strategies to support the Portrait of a Graduate and Culturally Responsive and Sustaining Education Framework.	● Reviewing POG Playbook ● Grade level and Department level meetings. ● Guest Speakers ● Instructional Coaches ● New Teacher Orientation GCRT: Council for Exceptional Children NY Annual Conference - Stronger Together: The Portrait of a Collaborative Special Education Professional HFM BOCES: Train the Trainer: Scaling a Portrait of a Graduate	● Summer Training ○ Ulster BOCES DLNY ● Summer Training ● Faculty and Grade Level/Department meetings ● Superintendent Conference Days ● Contractual Time ● October 2, 3 (10 CTLE hours) ● Sept. 15, 16 (12 CTLE hours)	● Curriculum aligned to POG Competencies ● Feedback to PDP team ● GLL/DL meetings with administration

District Goal II: All curricula will be aligned with the Next Generation/current learning standards by content area set by New York State Department of Education.

Theme: Curriculum Alignment

TARGET AREA: What will teachers know and be able to do as a result of professional learning?	PROFESSIONAL LEARNING: How will the district/building address the professional learning needs?	METHODS AND TIMELINE: When will this professional learning occur?	EVALUATION: How will we know the professional learning was effective?
All teachers will plan and implement lessons based on the Next Generation/current learning standards.	● Webinars & PD on NYS Next Generation Standards ● Guest speakers ● Consultant work ● Turn-Key Trainers ● Grade Level Leaders/Department Leaders ● New Teacher Induction Program-orientation. ● Curriculum Writing/standards work ● A/I ● Elementary ○ Science of Reading ○ UFLI ○ iReady Training/Math Professional Development ● Secondary ○ Content specific ○ Next Generation ■ ELA ■ Algebra ■ Geometry ■ Algebra II ○ NGSS ■ Earth & Space ■ Biology	● Summer curriculum ● 10 hour contractual time ● Faculty and department or grade level meetings ● Release time ● Critical Friends ● Superintendent Conference Days ● Grade level collaborative planning sessions ● PLCs ● Monthly grade level meetings ● Cross-Grade level meetings ● Summer Training	● Teaching units and lessons will be aligned with the NYS Next Generation/current learning standards as evidenced by teaching points and/or scope and sequence maps ● Feedback to PDP Team ● Teacher reflection on conference day evaluation forms ● Curriculum meetings with administration ● Student performance on various assessments: iReady Growth, NYS Assessments, Common Formative Assessments, final exams, Regents Exams, AP Exams

	■ Chemistry (2027) ■ Physics (2027) ● HFM BOCES PL Opportunities ● Greater Capital Region Teacher Center PL Opportunities		
All teachers who work with our districts English Language Learners will have at least one opportunity to be trained in scaffolds and lesson development to support this population	● R-BERN Hosted Online Training - ENL 101 and Newcomers ● HFM BOCES: Empowering Language Learning: Scaffolding Strategies for ELL through AI Integration - In Person ● R-BERN Training @ Johnstown - ELL 102 scaffolds and planning ● GCRTC: Unlocking Potential: Practical Techniques for Engaging ELLS and Migrant Learners https://tinyurl.com/5xjxpacr	● 10/31 virtual Zoom session (1 CTLE Hours) ● 11/07 - In person session (3 CTLE Hours) ● 1/9 - In person session (3.5 CTLE Hours) ● Dates: 2/3, 2/24, 3/3, 3/17, 4/7 Synchronous online meetings (15 CTLE Hours)	

District Goal III: All administrators and teachers will be trained in MTSS-I and will continue to use data to inform instruction, to provide interventions, and to ensure student achievement.

Theme: MTSS-I/Data Driven Instruction

TARGET AREA: What will teachers know and be able to do as a result of professional learning?	PROFESSIONAL LEARNING: How will the district/building address the professional learning needs?	METHODS AND TIMELINE: When will this professional learning occur?	EVALUATION: How will we know the professional learning was effective?
--	--	---	---

Administrators and teachers will be able to gather data, share it and make adjustments to curricula and strategies	● iReady Data ● DIBELS Data ● 3-8 Testing ● Attendance Data ● Formative Assessment Data ● Data Protocol ● Critical Friends ● Quarterly Data: ○ Failures ○ Progress Reports ○ Midterms, Finals, State Assessments	● Summer Curriculum ● Faculty Meetings ● Grade Level/Department Meetings ● Half Days ● Superintendent Conference Days	Data Protocol Grade level/department agendas and notes Test Scores Classroom Walkthroughs
MTSS-I Teams and classroom educators will utilize consistent protocols to ensure all students growth, regardless of placement, demographics, exceptionalities, etc.	● Branching Minds Training - Platform Training ● Faculty Meetings - Training on each section of the MTSS-I handbook ● MTSS-I Team meetings	● Instructional Cabinet Meetings throughout 26-27 SY ● Branching Minds Training - August 27, 2026 ● Individual school meetings for MTSS-I	

District Goal IV: All faculty, staff and administrators will develop safe environments in classrooms, hallways, cafeterias, locker rooms, etc. that are free of bullying or harassment in any form or manner and utilize research based trauma informed practices.

Theme: Social Emotional Learning

TARGET AREA: What will teachers know and be able to do as a result of professional learning?	PROFESSIONAL LEARNING: How will the district/building address the professional learning needs?	METHODS AND TIMELINE: When will this professional learning occur?	EVALUATION: How will we know the professional learning was effective?
Teachers will know the best ways to reduce bullying, harassment and conflict in all areas of the school and online.	• DASA Training • Restorative practices - Community Circles • Conscious Discipline • Safe Schools Training • TCIS Training	• Faculty and department or grade level meetings • Release time • Superintendent Conference Days	• Reduction in reported incidents of bullying and harassment • Faculty/staff surveys
Staff and faculty will identify trauma based strategies to implement K-12	• Mental Health First Aid training • Safe Schools Training	• Dates TBD • Yearly Mandatory Training ○ August - October of 2026-2027	• Student and faculty/staff surveys • Increase in student attendance • Increase in student performance
Conscious Discipline Implementation in grades PK - 4	• Virtual Consultation with Leadership Team • In-Person CD training • In-Classroom CD modeling	• 3 Virtual sessions throughout the school year August 2026 - December 2026 • In-Person Classroom Modeling on: ○ October 2026	• Reduction in reported incidents of bullying and harassment • Faculty/staff surveys

District Goal V: Continue to support the integration of advanced technology applications to improve instruction, enhance student engagement and maximize learning in the 21st century classroom.

Theme: Technology integration, student engagement

TARGET AREA: What will teachers know and be able to do as a result of professional learning?	PROFESSIONAL LEARNING: How will the district/building address the professional learning needs?	METHODS AND TIMELINE: When will this professional learning occur?	EVALUATION: How will we know the professional learning was effective?
Teachers will prepare students to be productive and responsible citizens by incorporating the NYS Computer Science and Digital Fluency Standards into the current district curriculum.	Staff will receive PD on the following topics: • Computer Science and Digital Fluency Standards • Project STEM/Amazon Future Engineer Program (9-12) • Promethean Panels or ViewSonic Boards • G Suite for Education • Various District-approved software platforms	• Faculty and department or grade level meetings • Superintendent Conference Days • After school technology training • Office Hours and periodic PD with Director of Technology and Director of Elementary Curriculum and PD • On-demand and embedded technology training	•
Teachers will have an opportunity to take professional learning on how AI can support their teaching and how to support students.	HFM BOCES: • Teaching Tomorrow - An AI Infused Classroom Model Schools: • School AI Classroom Collaborative Greater Capital Region Teachers Center: • Implementing Generative AI in the World Language Classroom • Empowering Educators: Integrating AI tools in the	• Faculty and department or grade level meetings • Superintendent Conference Days • After school technology training • Office Hours and periodic PD with Director of Technology and Director of Elementary Curriculum and PD • On-demand and embedded technology training	•

	classroom ● Mastering Co-Intelligence in the Classroom: Inviting Student-Use of AI ● Embracing AI in the music Classroom ● AI Teacher Toolkit II ● Experience the Magic of MagicSchool AI		
The Greater Johnstown School District will provide access to relevant and rigorous professional learning opportunities pertaining to technology use, technology integration, and the safe and secure use of digital tools.	Staff will receive PD on: ● Data Security & Privacy ● Cybersecurity ● Children's Internet Privacy Act (CIPA) ● Evidence based practices for technology integration Other Trainings: ● Technology Addiction - Helping Students Maintain a Healthy Relationship with Technology ● Turbocharging Student Engagement ● Digital Citizenship in Action Book Study	● Annual yearly training completed asynchronous	●

GREATER JOHNSTOWN SCHOOL DISTRICT

Johnstown, New York 12095

Request for Approval of a Graduate Course or In-Service for Salary Credit

Article 8 of the JTA Agreement provides that teachers shall obtain prior approval of courses if the credit hours are to be used for additional salary. Courses must be discussed with the building principal first and then approved by the Superintendent. Subdivision B4(c) of Article 8 further provides that "they must be in the field of the teacher's work, or in the general field of education and should serve the purpose of helping the teacher become more effective in carrying out his/her teaching."

If the registration fee for the course or in-service is paid by the District, or if a substitute is required in order for the teacher to attend, no compensation for credit hours will be paid.

In-service credit shall be granted for courses sponsored by the Greater Johnstown School District, SETRC, the Teacher Center, and accredited college or university, or any other program, provided that any such course or program receives the **prior approval of the Superintendent.**

(ONE COURSE PER FORM) ☐ Graduate Course ☐ In-Service Course Course Title

_____ Catalog/Course # (course description must be attached)

_____ Sponsoring College/Organization _____ Location of

Course _____ Dates of Course __/__/__ through __/__/__ Times of Course

_____ Instructor's Name _____ ☐ Credit Hours ☐ Contact

Hours _____ Is the District paying the cost of this course/in-service? ☐ Yes ☐ No ☐

There is no cost Is a substitute required in order for you to attend? ☐ Yes ☐ No

Print Teacher Name _____ Position & Building _____ Teacher Signature

_____ Date _____ Principal Signature _____ Date

_____ Assistant Superintendent _____ Date _____ Superintendent

Signature _____ Date _____

For Office Use Only: _____ Verification Received _____ Submitted to Payroll

Revised August 2025

To: Professional Certificate Holders
From: Greater Johnstown School District

Continuing Teacher and Leader Education (CTLE) Section 3006 of the Education Law

Acceptable CTLE shall be studied in the content area of any certificate title held by the individual or in pedagogy, and include any required study in language acquisition addressing the needs of English language learners as described in section 80-6.3 of Commissioner's Regulations. Acceptable CTLE must be conducted through activities designed to improve the teacher or leader's pedagogical and/or leadership skills, targeted at improving student performance, including but not limited to formal CTLE activities. Such activities shall promote the professionalization of teaching and educational leadership, as applicable, and be closely aligned to district goals for student performance.

The district will be required to upload, through the online TEACH system, information related to the CTLE programs and activities provided to certificate holders including: participants, number of hours provided, and the type of CTLE programs or activities provided.

The following activities meet the criteria listed above and will count for CTLE credit for the 2026-2027 school years:

List of Providers

Any PD listed in MyLearningPlan sponsored by district personnel- time varies

Staff hired to provide PD:

Nicole Lent, Director of Pupil Services

Cory Cotter, Assistant Superintendent

School Counselors

School Psychologists

School Social Workers

School Nurses

Grade Level Leaders

Department Leaders

Director of Technology

Building Administrators

Consultants/community partners/local BOCES:

Curriculum Associates

Teachers College

CASDA offerings

HFM BOCES Offerings

WSWHE BOCES Offerings

Capital Region BOCES

NERIC

Questar BOCES

ASHA - American Speech/Hearing Association

NERIC

NYSUT

ASCD

SAANYS

Center for Educational Leadership (Coaches Academy)

Greater Capital Region Teacher Center

Solution Tree
Center for Leadership in Education
Council for Prevention
Campbell House Psychological Associates - Behavior Management
Center for Autism & Related Disabilities (out of UAlbany)
Parent Network of the Capital Region
NYCASE - New York Council of Administrators of Special Education (non profit educational advocacy group)
The Teacher Center for Effective Teaching the Greater Capital Region
Therapeutic Crisis Intervention - Cornell University College of Human Ecology
CDPHP
Castle Learning
NYSCOSS and LEAF, Inc.
Utica National School Safety
Bureau of Education Research
NYSCATE
ISTE
Edvista (datamate)
OTIS for Educators
Zoom.us
Catholic Charities
Attendance Works
CASDA

MENTOR PROJECT:

Mentor Program

1. Purpose and Intended Outcomes:

The JTA District's mentoring program is a vital commitment to supporting first-year educators by fostering professional growth, building instructional excellence, and nurturing a strong foundation for long-term success.

Objectives

- Create a professional learning culture where information is shared to improve teaching and learning
- Provide guidance and support to help new educators transition from preparation to practice
- Develop and improve instructional skills in order to improve student learning and supports
- Assist in acclimating within the culture of the school community
- Retain effective educators

2. The Role of the Mentor

The role of the mentor will be to guide and support first year educators 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 educators in critical reflection on their teaching practice, and collecting and interpreting evidence of effective teaching. The district mentoring program will require appropriate professional learning such as: educator development, knowledge of beginning educator needs, including classroom management techniques, conferencing skills, coaching techniques, communication and facilitation skills, time management skills, etc.

- Guide and support first-year educators as trusted advisors
- Complete required district mentor training
- Develop coaching skills to effectively support new educators
- Help beginning educators reflect critically on their teaching practice
- Communicate and interpret evidence of effective teaching through data review
- Participate in ongoing professional learning by the mentor coordinator focused on:
 - Understanding beginning educator needs
 - Classroom management techniques
 - Conferencing and coaching skills
 - Communication and facilitation skills
 - Time management

3. Mentor Coordinator shall have been (or is) a tenured educator and should have previously served as a mentor. Additionally they demonstrate:

- Thorough knowledge of pedagogical practices and professional skills
- Commitment to their own professional growth
- Commitment to their own colleagues' professional growth
- Exceptional planning, organizational, time management, and communication skills
- Collaborative cooperation with program participants and administration

4. Mentor Selection and Process

All mentor positions anticipated as a result of this mentor program will be posted in accordance with the collective bargaining agreement. It is understood that an educator must volunteer to apply to the Professional Learning Committee, with a copy to the Superintendent, to be a mentor. Mentors selected by the PLC will be recommended to the Superintendent, or his/her designee, but regardless of the recommendation, the final decision of who to appoint rests with the Superintendent.

To be considered as a mentor, candidates must be a tenured educator in the district or recently retired from the district (Occupational Therapist can be a mentor after four years of service to the district) and demonstrate the following qualifications:

- Thorough knowledge of pedagogical practices and professional skills
- Commitment to their own professional growth
- Commitment to their own colleagues' professional growth
- Collegial attitude
- Willingness to allow first year educators to develop their own effective teaching style
- Completion of approved mentor training

Interested candidates need to submit a letter of interest by June 1 to the District Office. Mentors will be chosen and notified as soon practicable. Building principals may be asked for input regarding mentor applicants.

5. Types of mentoring activities

All mentoring activities will be centered around improvement of educational practice and professional growth. Suggested activities will be outlined in the JTA mentor handbook which will be updated regularly. Building administrators should meet quarterly with probationary educators in a group setting.

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 comprised of the mentor coordinator and assistant superintendent will be responsible for matching mentors with new educators, based on needs and certification areas. In the eventuality that a mentor relationship is troubled beyond repair, an adjustment will be made.

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 quarterly with dates of completion in November, January, March and June. This information will be reviewed between the mentor coordinator and the assistant superintendent. 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 Educators

Use the same monthly checklists as First Year Educators, but modify as necessary. New-to-District educators will be mentored in a group with a ratio of one mentor per five new educators in each building.

10. Documentation

Mentees should keep a detailed log of meeting minutes. Mentee logs are to be submitted to the Superintendent's Office by the close of the school year. A minimum of 25 hours of mentoring are required for first year mentees.

11. Educator Placed on a TIP

The NYS Commissioner's Regulation (30-2.10) requires that any educator 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 educator and union representative. At the end of the timeline set forth in the TIP, the educator, supervising administrator, and any other administrators who conducted an observation and union representative shall meet to assess the educator'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.

12. Probationary Educators (2nd - 4th Year of Teaching)

Educators will work in groups with a ratio maximum of one mentor per five mentees.

Educators will meet to focus on the monthly topics. There will be professional learning workshops provided by the mentor coordinator, as well as other educators within the district.

***Administration and the mentor coordinator reserve the right to continue a 2nd year educator with a 1:1 mentor; this change will be communicated with the JTA President.

Knowledge Based Information:

- Review calendar and schedule weekly meetings
- Orient the new educators 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
- Review monthly calendar and discuss how the school celebrates holidays
- Discuss altered schedules (½ days, parent conferences, etc.)
- Set up observations of the new educator and by the new educator
- Discuss snow days, field trips, 5-week reports, grading, standards and assessments, workshops
- Discuss formal educator evaluation and professionalism
- 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 educators 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 active contact with Mentee
- Reflect on practices
- Be supportive and build trust
- Confidentiality
- Ask other new Mentees/Mentors to join in on a group discussion
- Foster independence by building self-confidence and resources

Handbook: The handbook will be revised for mentors and mentees by the Mentor Coordinator and the Core Team as needed.