GUILDERLAND CENTRAL SCHOOL DISTRICT

PROFESSIONAL DEVELOPMENT PLAN
2017 - 2018

PROFESSIONAL DEVELOPMENT PLANS HISTORY

Approved by the Board of Education - May 23, 2000

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Updated and Approved - June 21, 2005

Updated and Approved - June 20, 2006

Updated and Approved - June 19, 2007

Updated and Approved - June 24, 2008

Updated and Approved - June 23, 2009

Updated and Approved – August 17, 2010

Updated and Approved – August 16, 2011

Updated and Approved – June 21, 2012

Updated and Approved – July 2, 2013

Updated and Approved – July 1, 2014

Updated and Approved – August 18, 2015

Updated and Approved – August 16, 2016

Updated and Approved - September 12, 2017

Guilderland Central School District

Professional Development Plan

DISTRICT NAME: Guilderland Central School District

BEDS CODE: 01 08 02 06 0000

SUPERINTENDENT: Dr. Marie Wiles

ADDRESS: 8 School Road
Guilderland, NY 12084

PHONE: (518) 456-6200
FAX: (518) 456-1152

YEARS PLAN IS IN EFFECT: September 2017 – September 2018

Central Administration:

- Superintendent: Dr. Marie Wiles
- Assistant Superintendent for Instruction: Dr. Demian Singleton
- Assistant Superintendent for Business: Mr. Neil Sanders
- Assistant Superintendent for Human Resources: Dr. Lin Severance

Board of Education:

- Catherine Barber
- Seema Rivera
- Barbara Fraterrigo
- Christine Hayes
- Christopher McManus
- Teresa Gitto
- Tim Horan
- Judy Slack
- Gloria Towle-Hilt

2017-18 Guilderland Central School District
Professional Development Committee

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

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I. Introduction

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

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

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

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

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

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

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

CONTEXT

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

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

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

PROCESS

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

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

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

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

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

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

CONTENT

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

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

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

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

II. New York State Education Department Regulations and Requirements

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

III. Philosophy

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

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

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

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

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

1. **Identify** school/district educational goals
    - Review existing educational goals for state, district and schools
    - Analyze student achievement data: past, present, projected trends
    - Diagnose areas of student need
    - Establish improvement with measureable goals expressed in terms of desired outcomes and within the context of the learning standards and district's priorities whenever possible

2. **Plan** for implementation
    - Outline flexible and integrated professional development strategies and activities that address the needs as identified through school and district goals
    - Identify sources of expertise to assist with identified needs and goals
    - Select PD content and process at each level (district, school, team, or individual)
    - Identify sources and uses of financial resources

3. **Implement** professional development strategies
    - Integrate learning models that provide choice, differentiated learning, sustained collaboration and ongoing support
    - Incorporate best practices into teaching, learning and leadership
    - Identify critical factors for successful implementation

4. **Monitor** progress
    - Identify success measures for professional development activities
    - Identify data sources and gathering method for each measure
    - Plan for articulation of findings
    - Keep records of PD implementation, participation and feedback
    - Administer feedback surveys and collectively analyze results

IV. Needs Assessment

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

Student Achievement Data

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

Surveys

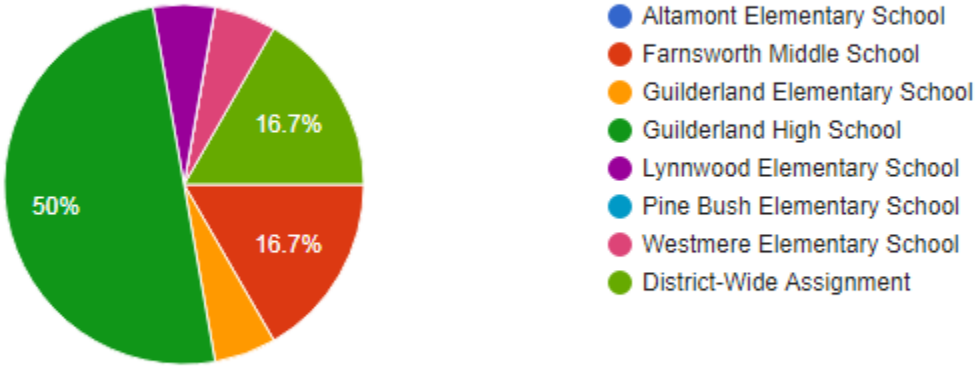
- Professional Development Needs Assessment Survey via Google Forms
- Professional Development Evaluation/Feedback Surveys

Additional Data Sources

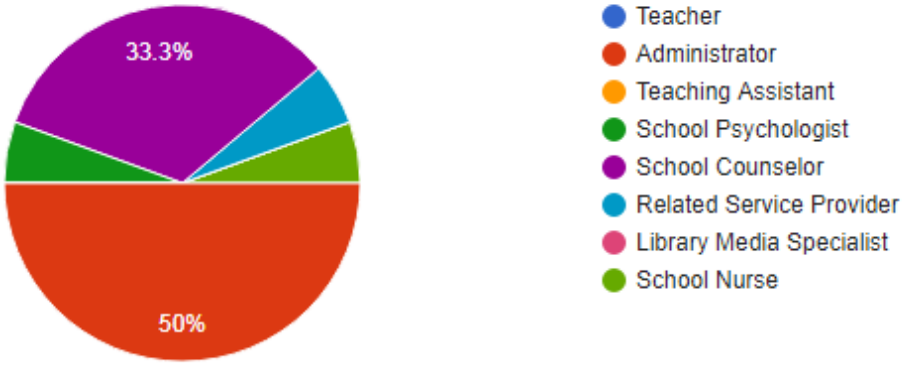
- BEDS Data
- Longitudinal Student Performance Data
- Teacher Retention and Turnover Rates
- Professional Performance Reviews and Observations/Evaluations
- Program Evaluations
- Feedback from Curriculum and Building Cabinets
- SED Regulations and Mandates
- Mentor Program Evaluations
- eDoctrina Student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

2016 GCSD Staff Development Needs Assessment

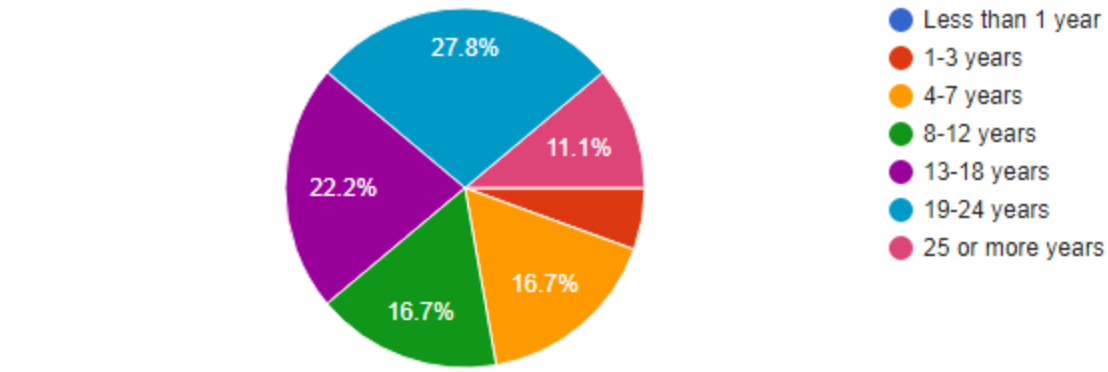
Please indicate the school(s) in which you currently work.



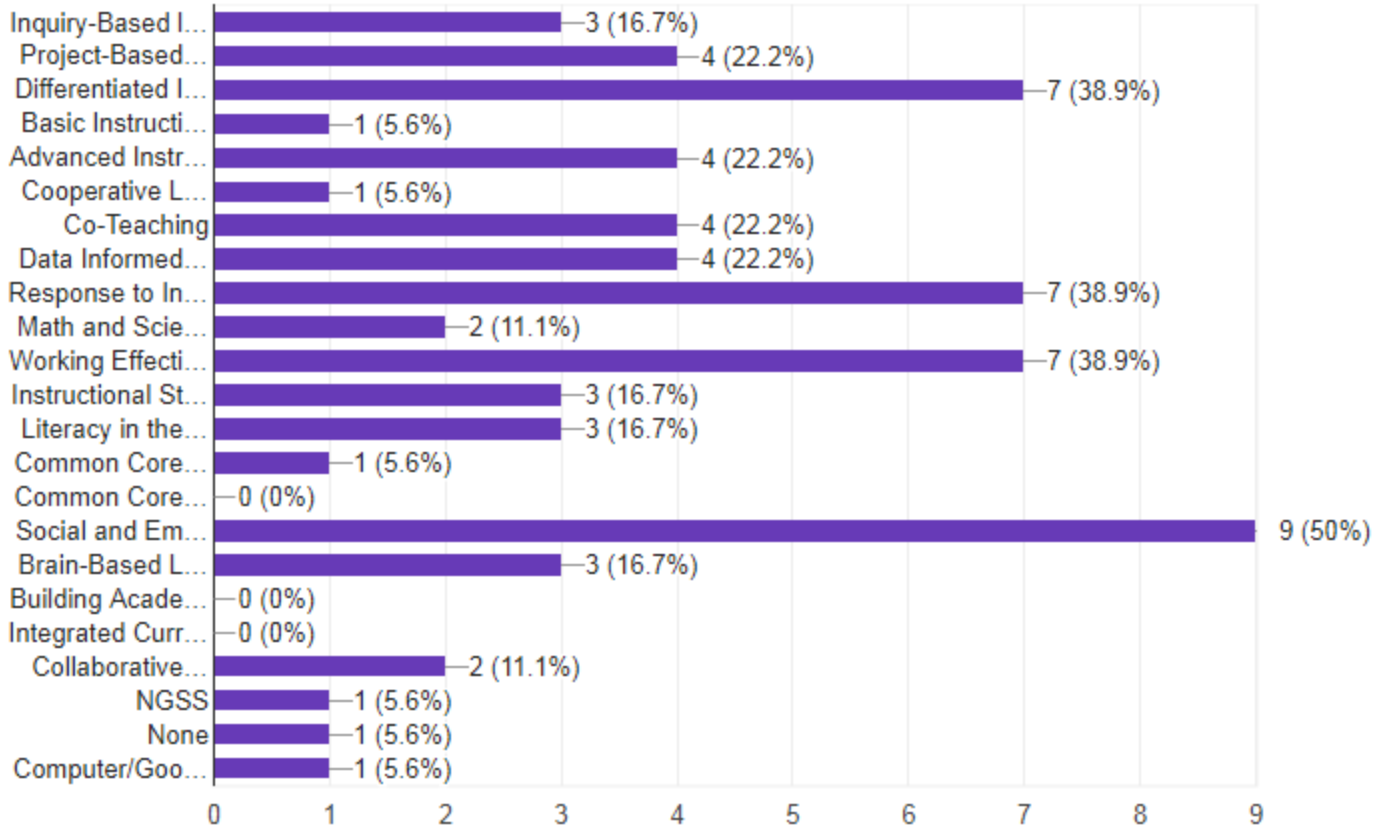
What is your current role/assignment?



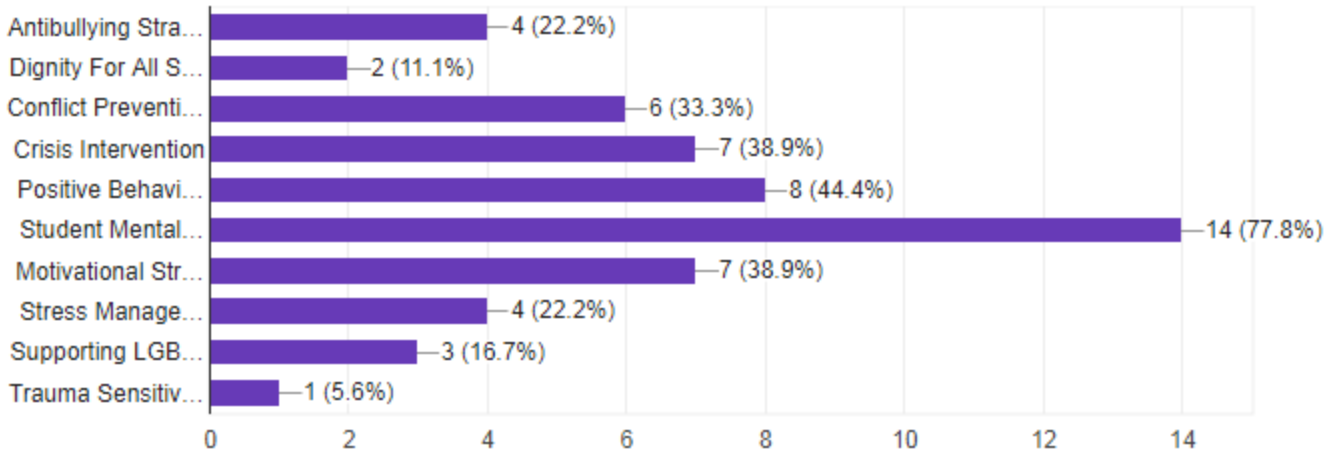
How long have you been employed by the Guilderland Central School District



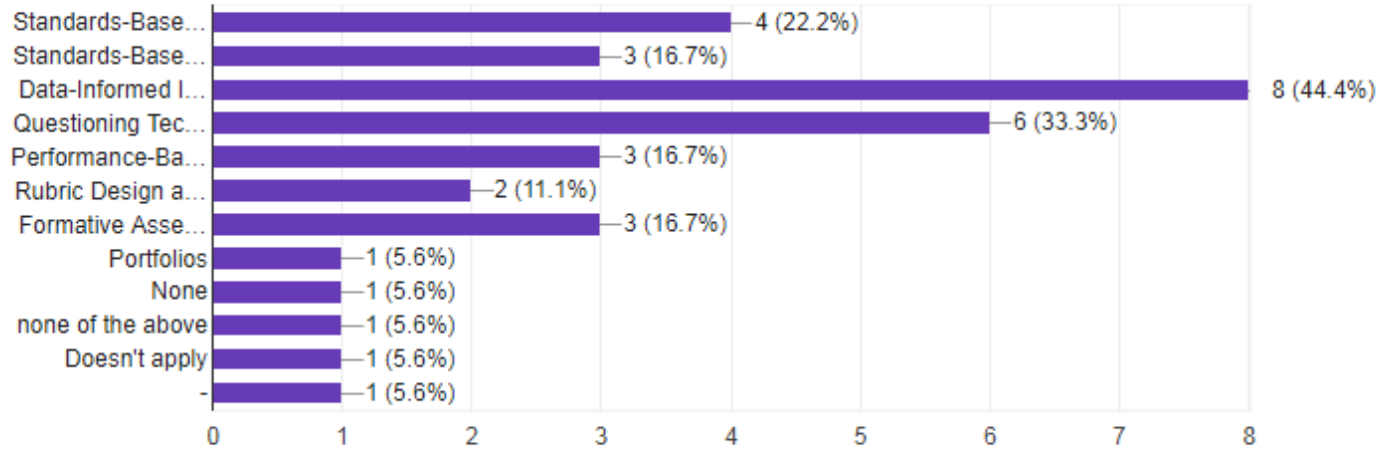
Instruction



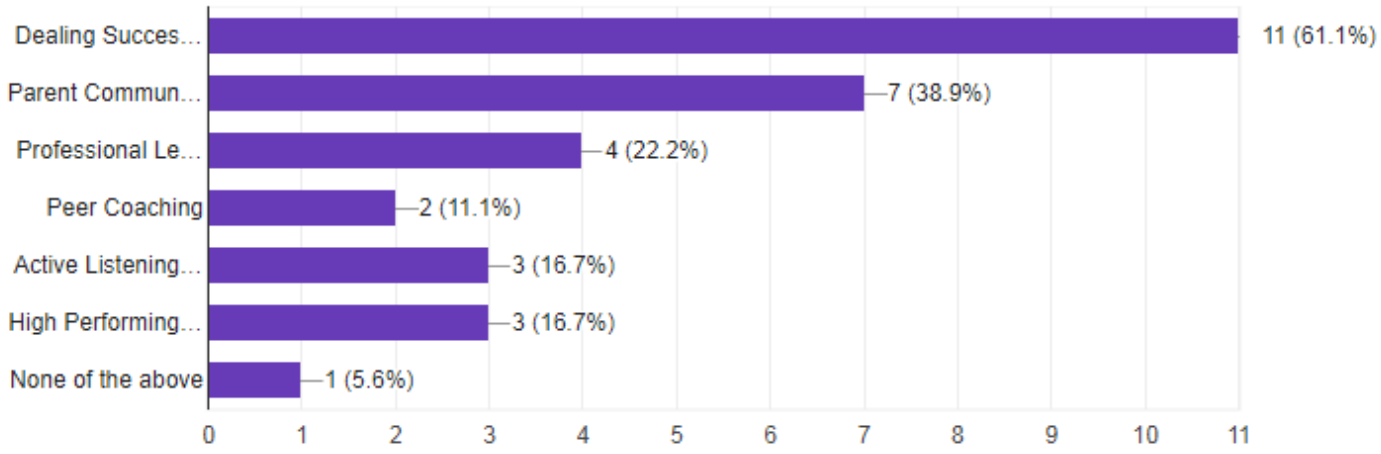
Learning Environment



Assessment and Grading

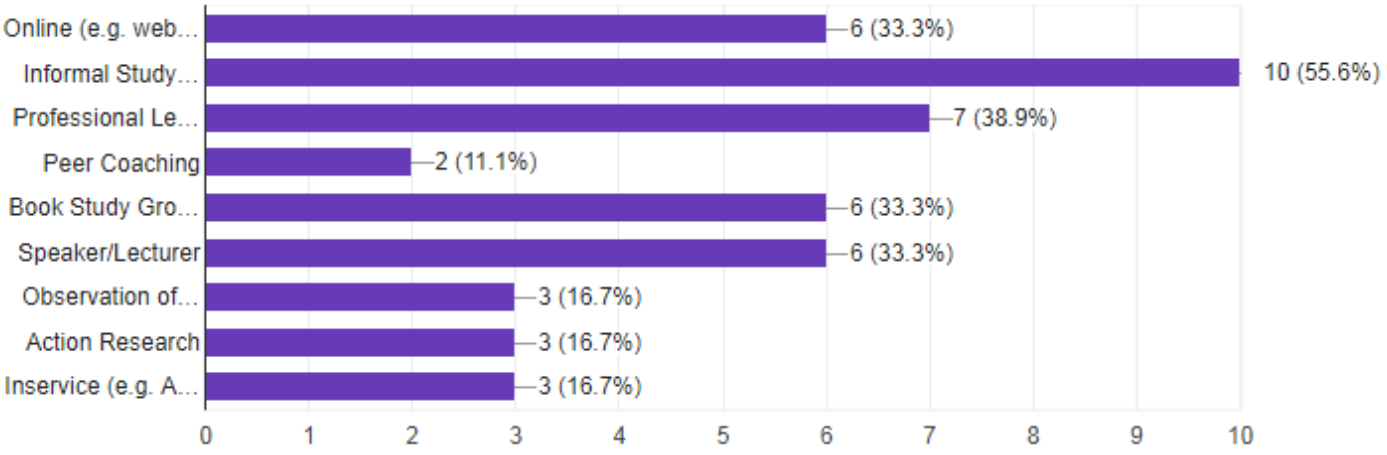


Communication and Professionalism



Delivery Models and Options

18 responses



V. Goals and Implementation Plans for 2017-18 Professional Development

The following professional development goals and objectives have been identified for the 2017-2018 school year. The data collected, generated and analyzed by the Guilderland Central School District in conjunction with district and school level plans will support the goals, objectives, strategies, activities, and evaluations of this professional development Plan.

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

Goal #1: Continue to align programs practices with NYSED Requirements, including any new or revised State Learning Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects and for Mathematics.

Objective 1.1: Continue to train instructional leaders and faculty in all frameworks, practices, and requirements of the NYS Next Generation Learning Standards including Frameworks for *Social Studies* and Next Generation *Science* Standards.

Essential Question: How can common learning standards are used to inform instruction and develop in all students the practice skills and content knowledge required for college and career readiness in multiple disciplines?

Activities and Strategies

- Update curricula and programs for alignment to NYS P-12 Common Core Learning Standards for ELA/Literacy, Mathematics, Science, and Social Studies
- Provide training and support for implementation of NYS Next Generation Learning Standards for ELA/Literacy, Mathematics, Science, and Social Studies.
- Provide focused training and collaboration opportunities for collective understanding of Next Generation Science practices and Cross-Cutting Concepts

Continuing Teacher and Leader Effectiveness (CTLE)

Teachers and leaders will continue analysis of NYS learning standards for strategic implementation. Instructional Administrators, Principals, and Teacher Leaders have worked closely with District Leaders and Curriculum Cabinets to provide curriculum-alignment efforts to ensure that all teachers are informed of standards and are prepared to demonstrate improved pedagogical and instructional skills in their respective areas of expertise. Additionally, teachers and leaders have been provided focused professional development around such learning standards by Capital Region BOCES

CTLE Providers

- District Instructional Leaders/Administrators and Curriculum Cabinets
- Capital Region BOCES
    - Laura Lehtonen- Managing Program Coordinator for Science, Technology, Engineering, Math (STEM) and 21st Century Skills
- Jeanne Tribuzzi- Jeanne Tribuzzi, professional developer from the Columbia University Reading and Writing Project, draws on a variety of roles and extensive experience with literacy and curriculum for her work as a units of study staff developer, including primary teacher, middle school English teacher, director of staff development, director of English Language Arts, ESL, and Second Languages, and, most recently, district administrator of global concepts.

Action Plan

Inputs	***Evidence***	***Responsibility***	***Timeline***
Develop deeper fluency standards and frameworks and instill a common language for implementation and vertical articulation	Communication Artifacts- (meeting agendas, minutes, materials, online collaborations, guidance documents, etc.) Observation and feedback surveys and notes	Assistant Superintendent for Instruction, Building Principals, Instructional Administrators, Curriculum Cabinets, Coord. for Elem Programs and Staff Dev.,	Ongoing

Monitor capacity for full implementation of Next Generation Standards	Communication Artifacts (meeting agendas, minutes, materials, etc.)	Assistant Superintendent for Instruction, Building Principals, Instructional Administrators, Curriculum Cabinets, Coord. for Elem Programs and Staff Dev., Data Coordinator	Ongoing
Support faculty in implementation of Next Generation aligned curricula, instructional models and modules/units	Curriculum documents/maps aligned with common core and inclusive of aligned units/modules for implementation	Assistant Superintendent for Instruction, Building Principals, Instructional Administrators, Curriculum Cabinets, Coord. for Elem Programs and Staff Dev., Data Coordinator, BOCES Network Team	Spring 2017 – Spring 2018

NSDC Standards Alignment	GCSD Professional Growth and Evaluation Domain
Context • Resources • Learning Communities • Leadership **Process** • Research-Based • Data-Driven • Learning • Evaluation • Collaboration **Content** • Quality Teaching	• Instruction • Assessment • Communication • Professionalism

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

Objective 2.1: Train instructional staff in the application of instructional technologies (1:1 Chromebook program, Google Apps, etc.)

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

Strategies/Activities

- Provide a variety of opportunities for staff to develop technology skills for instruction, communication, and presentation
- Establish a cohort program whereby GCSD teachers are able to become Google Certified Educators Level 1
- Provide opportunities for staff to develop instructional skills enhanced by use of technologies
- Provide staff with opportunity to learn current advancements in web-based technology resources (Google Classroom and Google Apps for Education, Chromebooks, Extensions and Add-ons, etc)

Continuing Teacher and Leader Effectiveness (CTLE)

Teachers and leaders will continue to prepare for implementation of the district's Technology Plan, which focuses on ubiquitous and necessary integration of instructional technologies and applications. The expectations and practices are outlined well in a rigorous K-12 Scope and Sequence which serves as a foundation for professional development activities. Significant focus has been placed on collaboration and communication enhanced by technology in and beyond the classroom. Administrators, Principals, and Teacher Leaders have worked closely with District Leaders to establish a deep understanding of the technology plan and pending initiatives (e.g. 1:1 Chromebook program). Additionally, teachers and leaders have been provided focused professional development by our Coordinator for Instructional Technology, NYSCAT, EdTechTeam, and Capital Region BOCES,

CTLE Providers

- District Instructional Leaders and Administrators
- Coordinator for Instructional Technology (Natalia LeMoyne- Google Certified Trainer and Innovator)
- Technology Curriculum Cabinet
- EdTechTeam- (www.edtechteam.com) The EdTechTeam is a global network of educational technologists. The core team of world-class leaders works closely with a cohort of over two hundred contractors world-wide. Guilderland High School hosts a regional technology summit with the EdTechTeam. Dozens of Guilderland teachers participate each year.
- Capital Region BOCES
- NYSCATE- http://nyscate.org/aboutus.cfm
- Capital Region BOCES

Action Plan

Inputs	*Evidence*	*Responsibility*	*Timeline*
Successful and consistent offerings to accomplish objective	Rates of participation in Model Schools, District, BOCES and other programs for training in advance technology applications Google Summit Attendance and Feedback Communication Artifacts (meeting agendas, minutes, materials, guidance documents, etc.)	Assistant Superintendent for Instruction, Building Principals, Instructional Administrators, Coordinator for Instructional Technologies, Technology Liaisons,	2017-18 School Year

Frequent consultation with site-based Technology Liaisons followed by turnkey training and sharing at grade level and faculty meetings	Communication Artifacts (meeting agendas, minutes, materials, guidance documents, etc.) Observation/feedback notes from principals and instructional administrators	Assistant Superintendent for Instruction, Building Principals, Instructional Administrators, Coordinator for Instructional Technologies, Technology Liaisons,	Monthly (minimum)
Identify and share exemplar uses of technology for instruction and learning.	Inclusion of exemplar practices and applications in curriculum scope and sequence Documentation of support for peer observations and modeling of applications	Assistant Superintendent for Instruction, Building Principals, Instructional Administrators, Coordinator for Instructional Technologies, Technology Liaisons,	Ongoing
Use of access and usage data to identify preferred technologies	Building calendars for use sign out and use of hardware Observation/feedback notes from principals and instructional administrators System report tools (e.g., MyLearningPlan)	Assistant Superintendent for Instruction, Building Principals, Instructional Administrators, Coordinator for Instructional Technologies, Technology Liaisons	2017-18 School Year
Establish 2017-18 Cohort for completion of requirements to earn Google Certified Educator Level 1 Certification for teachers	Teacher completion of required courses, lessons, and activities Documentation of participation, including completed projects Rate of completion	Coordinator for Instructional Technology- Natalia LeMoyne	2017-18 Fall Semester (1st Cohort) and Spring Semester (2nd Cohort)

NSDC Standards Alignment	GCSD Professional Growth and Evaluation Domain
Context • Resources • Learning Communities **Process** • Research-Based • Design • Learning **Content** • Quality Teaching	• Instruction • Assessment • Communication

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

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

Strategies/Activities

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

Continuing Teacher and Leader Effectiveness (CTLE)

Teachers and leaders will continue to prepare for implementation of the district's Technology Plan, which focuses on ubiquitous and necessary integration of instructional technologies and applications. The expectations and practices are outlined well in a rigorous K-12 Scope and Sequence which serves as a foundation for professional development activities. Embedded within the Scope and Sequence are an array of application, strategies and expectations for instruction on safe and constructive use of social media. Administrators, Principals, and Teacher Leaders have worked closely with District Leaders to establish a deep understanding of the critical need for instruction of digital citizenship and cybersafety. Additionally, teachers and leaders have been provided focused professional development by our Coordinator for Instructional Technology, NYSCATE, EdTechTeam, and Capital Region BOCES.

CTLE Providers

- District Instructional Leaders and Administrators
- Coordinator for Instructional Technology (Natalia LeMoyne)
- Technology Curriculum Cabinet
- Library and Media Specialists
- EdTechTeam- (www.edtechteam.com) The EdTechTeam is a global network of educational technologists. The core team of world-class leaders works closely with a cohort of over two hundred contractors world-wide. Guilderland High School hosts a regional technology summit with the EdTechTeam. Dozens of Guilderland teachers participate each year.
- Capital Region BOCES
- NYSCATE- http://nyscate.org/aboutus.cfm

Action Plan

Inputs	***Evidence***	***Responsibility***	***Timeline***
Plan and facilitate focused student assemblies on Digtial Citizenship and online safety	Building level assemblies	Assistant Superintendent Instruction, Instructional Administrators, Technology Leadership Council, Technology Liaisons	2017-18
Technology applications-Administrator and teacher professional development sessions	Communication Artifacts (meeting agendas, minutes, materials, guidance documents, etc.)	Assistant Superintendent Instruction, Instructional Administrators, Technology Leadership Council, Technology Liaisons	Ongoing
Frequent guided-work sessions for sustained training and support	Communication Artifacts (meeting agendas, minutes, materials, guidance documents, etc.) Participation rates and frequent assessment of needs	Technology Leadership Council, Technology Liaisons	Ongoing

NSDC Standards Alignment	GCSD Professional Growth and Evaluation Domain
Context • Resources • Learning Communities **Process** • Research-Based • Design • Learning **Content** • Quality Teaching	• Instruction • Communication

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

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

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

Strategies/Activities

- Sustain long-term commitment to professional development in literacy via targeted learning of best instructional practices
- Continue to support transition to Calkins Units of Study for Reading and Writing (K-8)
- Continue to support elementary teachers' administration and use of Fountas and Pinnell Benchmark Reading Assessments and Leveled Literacy for Intervention for SBST Progress Monitoring, for diagnostic purposes
- Continue to strengthen collaborative structures for literacy coaching at the elementary level (LES).
- Establish strong partnerships with higher education and research centers (e.g., Lesley University, Columbia, University at Albany)
- Facilitate Curriculum-Alignment with continued focus on workshop structures and alignment with SBST plans, Next Generation Standards, curriculum calendars, etc.
- Explore digital portfolios as an additional tool for model reading and writing progress monitoring- WES Pilot of Seesaw
- Establish strong partnerships with higher education and research centers (e.g., Lesley University for Reading Recovery)
- Explore digital portfolios as an additional tool for model reading and writing progress monitoring
- Facilitate a Reading Recovery Training Class with focus on Literacy Lessons for K-5 special ed. and ENL teachers

Continuing Teacher and Leader Effectiveness (CTLE)

Teachers and leaders will continue analysis of NYS learning standards for strategic implementation. Instructional Administrators, Principals, and Teacher Leaders have worked closely with District Leaders and Curriculum Cabinets to facilitate curriculum-alignment efforts to ensure that all teachers are informed of standards and are prepared to demonstrate improved pedagogical and instructional skills in their respective areas of expertise. A primary and essential focus has been placed on reading and writing proficiency and skill development in all areas. Spearheaded by our Curriculum Cabinet for Language Arts and Instructional Leaders, we will implement a series of workshops for K-5 teachers who have been implementing the Calkins Units of Study for Writing and Reading. Grades 6-12 teachers are deeply engaged in course alignment to learning standards for Literacy.

CTLE Providers

- District Instructional Leaders and Administrators
- Capital Region BOCES
    - Laura Lehtonen- Managing Program Coordinator for Science, Technology, Engineering, Math (STEM) and 21st Century Skills
- Elementary Language Arts Coordinators and Literacy Coaches
- Jeanne Tribuzzi- Jeanne Tribuzzi, professional developer from the Columbia University Reading and Writing Project, draws on a variety of roles and extensive experience with literacy and curriculum for her work as a units of study staff developer, including primary teacher, middle school English teacher, director of staff development, director of English Language Arts, ESL, and Second Languages, and, most recently, district administrator of global concepts.

Action Plan

Inputs	***Evidence***	***Responsibility***	***Timeline***
Potential Revision of curriculum maps for integration of Common Core literacy frameworks into content area maps (Pending revisions from SED)	Revised curriculum maps and documentation for communication	Assistant Superintendent for Instruction, Curriculum Cabinets, Building Principals, Instructional Administrators	Ongoing

Incremental planning and implementation of School-Based Support Team model at elementary school	Communication Artifacts (meeting agendas, minutes, materials, guidance documents, etc.) Rates of referrals for Interventions at all tiers Documentation of intervention plans Student progress monitoring data	Assistant Superintendent for Instruction, Language Arts Cabinet, FMS and GHS Building Principals, Instructional Administrators for ELA and reading at FMS and GHS, Coordinator for Elementary Programs, PPS Director	2017-18 School Year
Access support of Jeanne Tribuzzi for implementation for Reading and Writing units of study at K-8	Communication Artifacts-(meeting agendas, minutes, materials, guidance documents, etc.) Observation and activity feedback	Assistant Superintendents for Instruction, Language Arts Cabinet, Coordinator for Elementary Programs	Summer 2017 - June 2018
Facilitate Literacy Lessons Training Class for K-5 ENL and Special ED Teachers	Communication Artifacts (meeting agendas, minutes, materials, guidance documents, etc.)	Assistant Superintendents for Instruction, Reading Recovery Teacher Leader, Coordinator for Elementary Programs, University Partners (Lesley)	2017-18 School Year
Monthly Literacy Staff Development Collaborations for K-5 teachers	Communication Artifacts (meeting agendas, minutes, materials, guidance documents, etc.)	Assistant Superintendents for Instruction, Building Principals, Coordinator for Elementary Programs, Language Arts Cabinet	Monthly
Transition to eDoctrina Student Information and Assessment System	Inclusion of 2017-18 NYS Testing data for all GCSD students Inclusion and use of local assessment data Planned training sessions for all staff	Assistant Superintendent for Instruction, Coordinator for Elementary Programs, Curriculum Cabinets Cabinet, Building Principals, Coordinator of Data and Information	Ongoing
Respond to new NYS and federal Accountability Measures and Student Achievement Data	Meeting Minutes	Assistant Superintendent for Instruction, , PD Committee(s), Building Principals, Instructional Administrators, School and District Data Teams, Coordinator of Data and Information, BOCES Network Team Consultants	Ongoing

NSDC Standards Alignment	GCSD Professional Growth and Evaluation Domain
Context • Learning Communities • Resources **Process** • Research-Based • Design • Learning • Collaboration **Content** • Quality Teaching	• Instruction • Learning Environment • Assessment

Objective 3.2: Content Area Development: Provide opportunities for staff to enhance their content knowledge and learn appropriate teaching strategies based upon Next Generation Learning Standards and best practices in respective disciplines.

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

Strategies/Activities

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

Continuing Teacher and Leader Effectiveness (CTLE)

Teachers and leaders will continue analysis of NYS learning standards for immediate implementation. Instructional Administrators, Principals, and Teacher Leaders have worked closely with District Leaders and Curriculum Cabinets to provide a rigorous curriculum mapping effort to ensure that all teachers are informed of standards and are prepared to demonstrate improved pedagogical and instructional skills in their respective areas of expertise. Additionally, teachers and leaders have been provided focused professional development around such learning standards by Capital Region BOCES

CTLE Providers

- District Instructional Leaders and Administrators
- Capital Region BOCES
    - Kristin Lyden- Training Specialist
- Jeanne Tribuzzi- Jeanne Tribuzzi, professional developer from the Columbia University Reading and Writing Project, draws on a variety of roles and extensive experience with literacy and curriculum for her work as a units of study staff developer, including primary teacher, middle school English teacher, director of staff development, director of English Language Arts, ESL, and Second Languages, and, most recently, district administrator of global concepts.

Action Plan

Inputs	***Evidence***	***Responsibility***	***Timeline***
Provide responsive and targeted professional development opportunities in all content areas and specialties	PD evaluation surveys to measure participation rates and collegial sharing related to content, student achievement and learning standards.	Assistant Superintendent for Instruction, Building Principals, Instructional Administrators, Coordinator for Elementary Programs and Staff dev., GEMS	Summer 2016 (mandated orientation for all new teachers) Ongoing support and mentoring

	My Learning Plan Surveys, reports and Evaluations Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.)		
Assess alignment of PD offerings with identified needs (departments and school)	MyLearningPlan Purpose reports	Assistant Superintendent for Instruction, Building Principals, Instructional Administrators, Coordinator for Elementary Programs and Staff dev., Data Coordinator	Ongoing
NSDC Standards Alignment **Context** • Learning Communities • Resources **Process** • Research Based • Design • Learning • Collaboration **Content** • Equity Quality Teaching	**GCSD Professional Growth and Evaluation Domain** • Instruction • Assessment • Learning Environment • Professionalism		

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

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

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

Strategies/Activities

- Plan and implement PD programs designed to prepare staff to fully implement practices and expectations articulated in the Code-of-Conduct and Board policies
- Build capacity and skill amongst staff via study groups, building teams, and district-wide committee for safe and Respectful Schools
- Facilitate and support action research in the areas of bullying and school climate
- Provide Focused training to support educators in their efforts to provide safe and secure learning environments for LGBTQA students

Continuing Teacher and Leader Effectiveness (CTLE)

Teachers and leaders will continue to participate in annual trainings to ensure that all staff members are well informed about the regulations, needs, and plans for compliance with the Dignity for All Students Act. Additionally, professional development programs will be implemented to develop collective sensitivity and awareness of cultural and socioeconomic differences in our community. Dr. Amanda Nickerson from the Alberti Center at the University of Buffalo will be providing professional development to all employees in this critical areas. Furthermore, professional development activities will be provided to expand our collective understanding of humanistic behavior management strategies employed by staff. Dr. Julie Causton from Syracuse University will facilitate such work. School and District DASA Coordinators will also participate in DASA trainings provided by Capital Region BOCES.

Lyndon Cudlitz- Consultant and former Director of Education and Training for the Pride Center of the Capital Region will provide critical training to staff on matters related to the safety and security of LGBTQA students in Guilderland

CTLE Providers

- District Instructional Leaders and Administrators
- Capital Region BOCES
- Dr. Amanda Nickerson- (http://gse.buffalo.edu/about/directory/staff/nickerson) Amanda Nickerson, PhD, NCSP, is a Professor and Director of the Dr. Jean M. Alberti Center for the Prevention of Bullying Abuse and School Violence at the University at Buffalo, State University of New York. Dr. Nickerson's research focuses on school crisis prevention and intervention, with a particular emphasis on violence and bullying. She has examined the role of schools, parents, and peers in preventing violence and enhancing the social-emotional strengths of children and adolescents. Dr. Nickerson is the lead author of Assessing, Identifying, and Treating Posttraumatic Stress Disorder at School (2009, Springer), co-author of School Crisis Prevention and Intervention: The PREPaRE Model (1st edition 2009, 2nd edition 2016, National Association of School Psychologists [NASP]), and co-editor of Handbook of School Violence and School Safety: International Research and Practice, 2nd Edition (2012, Routledge). She has written over 70 journal articles and book chapters. Her work has been funded by the National Institute of Health, the American Educational Research Association, the New York State Office of Child and Family Services, the New York State Developmental Disabilities Planning Council, and the Committee for Children.

A licensed psychologist in New York state and a Nationally Certified School Psychologist, Dr. Nickerson is committed to the scientist-practitioner model of training. She views research and science as foundational to good practice, and helps practitioners use this knowledge to guide practice. Dr. Nickerson has conducted over 250 presentations for educators and mental health professionals throughout the country. She has also worked in close collaboration with schools, as well as other child-serving agencies to guide them in using data to inform practice, particularly related to improving social-emotional and behavioral functioning. Dr. Nickerson enjoys conducting research as part of a collaborative team and is an active mentor to graduate students. Graduate students are frequently co-authors and have many opportunities to engage in activities to further their professional development. She is particularly enthusiastic to mentor students who wish to pursue careers in academia as faculty members.

Dr. Nickerson is a fellow of the American Psychological Association (Division 16) and a recipient of the National Association of School Psychologists' (NASP) Presidential Award and the NASP Crisis Management Interest Group Award for Excellence. She has been recognized in the top 25 of School Psychology Faculty in terms of productivity (the 3rd most productive female school psychology scholar). Dr. Nickerson is Coordinator of Research for the NASP School Safety and Crisis Prevention Committee. She served as associate editor of the Journal of School Violence and is a member of several other editorial boards (Journal of School Psychology, School Psychology Review). She received the Reviewer of the Year Award for the Journal of School Psychology (2016).

- Dr. Julie Causton- (http://soe.syr.edu/about/member.aspx?fac=37) Julie Causton is a Professor in the Inclusive and Special Education Program in the Department of Teaching and Leadership at Syracuse University. She has spent the past 20 years studying best practices for inclusive education and as a former elementary, middle and high school special education teacher herself, she knows firsthand how inclusion leads to better outcomes for students.

  She is an educational consultant and works with administrators, teachers, paraprofessionals and families across the country to help them promote and improve inclusive practices. Her dynamic presentations focus on engaging ways to educate all students within the context of general education. Julie is the author of many books about inclusive education and she has published articles in over thirty educational research and practitioner journals.
- Lyndon Cudlitz- Consultant and former Director of Education and Training for the Pride Center of the Capital Region

Action Plan

Inputs	***Evidence***	***Responsibility***	***Timeline***
Plan and implement opportunities for presentation of SAVE plan, including refresher On DASA and codes-of-conduct developed for district and all levels	Inclusion of instructional practices in common curriculum and school-wide presentations Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.)	Superintendent, Assistant Superintendent for Instruction, Building and Assistant/House Principals, Professional Development Committee, Curriculum Cabinets	Summer-Fall 2017
Prepare and distribute to all stakeholders developmentally appropriate versions of codes-of conduct	Inclusion of revised codes-of-conduct in all parent and student handbooks Posting of all codes and policies on district web site	Assistant Superintendent for Instruction, Building and assistant/House Principals,	Summer-Fall 2017

	Promotion of behavioral expectations in all schools and classrooms		
Plan and Implement training for all Building Level DASA coordinators	Communication Artifacts (meeting agendas, minutes, materials, guidance documents, etc.)	Assistant Superintendent for Instruction	Summer 2017
Plan and implement professional development for all staff on best practices to support our LGBQTA population	Communication Artifacts (meeting agendas, minutes, materials, guidance documents, etc.)	Assistant Superintendentt for Instruction, Building Principals, Alliance clubs and representatives, Capital Region Pride Center	2017-18 school year
Initiate planning for all instructional staff on Positive behavior management strategies	Communication Artifacts (meeting agendas, minutes, materials, guidance documents, etc.)	PPS Director, Special ed. administrators, Building Principals, Assistant Superintendent for Instruction	2017-18 school year

NSDC Standards Alignment

Context

- Learning Communities
- Leadership
- Resources

Process

- Research Based
- Design
- Learning
- Collaboration

Content

- Equity
- Quality Teaching

GCSD Professional Growth and Evaluation Domain

- Instruction
- Learning Environment
- Communication

Objective 4.2: – Provide professional development to help staff work effectively with at risk student populations

Essential Question: How can faculty and staff effectively, safely and constructively support students exhibiting at risk behaviors or circumstances?

Strategies/Activities

- Plan and implement PD programs designed to inform faculty and staff of types and severity of student mental health issues, including crisis intervention and behavior management
- Build capacity and skill amongst administrators to recognize and support faculty, staff and students experiencing socio-economic challenges
- Consult with experts in the field to develop capacity for successful interventions with students struggling with mental health issues

Continuing Teacher and Leader Effectiveness (CTLE)

Teachers, support staff, and leaders will participate in trainings to ensure that all staff members are well informed about the regulations, needs, and plans for compliance with the Dignity for All Students Act. Additionally, professional development programs will be implemented to develop collective sensitivity and awareness of cultural and socioeconomic differences in our community. Dr. Amanda Nickerson from the Alberti Center at the University of Buffalo will be providing professional development to all employees in these critical areas. Furthermore, school and district DASA Coordinators will also participate in DASA trainings provided by Capital Region BOCES. A particular need and focus for the 2017-18 school year will be crisis intervention and behavior management.

CTLE Providers

- District Instructional Leaders and Administrators
- Capital Region BOCES
- Dr. Amanda Nickerson- (http://gse.buffalo.edu/about/directory/staff/nickerson) Amanda Nickerson, PhD, NCSP, is a Professor and Director of the Dr. Jean M. Alberti Center for the Prevention of Bullying Abuse and School Violence at the University at Buffalo, State University of New York. Dr. Nickerson's research focuses on school crisis prevention and intervention, with a particular emphasis on violence and bullying. She has examined the role of schools, parents, and peers in preventing violence and enhancing the social-emotional strengths of children and adolescents. Dr. Nickerson is the lead author of Assessing, Identifying, and Treating Posttraumatic Stress Disorder at School (2009, Springer), co-author of School Crisis Prevention and Intervention: The PREPARE Model (1st edition 2009, 2nd edition 2016, National Association of School Psychologists [NASP]), and co-editor of Handbook of School Violence and School Safety: International Research and Practice, 2nd Edition (2012, Routledge). She has written over 70 journal articles and book chapters. Her work has been funded by the National Institute of Health, the American Educational Research Association, the New York State Office of Child and Family Services, the New York State Developmental Disabilities Planning Council, and the Committee for Children.

  A licensed psychologist in New York state and a Nationally Certified School Psychologist, Dr. Nickerson is committed to the scientist-practitioner model of training. She views research and science as foundational to good practice, and helps practitioners use this knowledge to guide practice. Dr. Nickerson has conducted over 250 presentations for educators and mental health professionals throughout the country. She has also worked in close collaboration with schools, as well as other child-serving agencies to guide them in using data to inform practice, particularly related to improving social-emotional and behavioral functioning. Dr. Nickerson enjoys conducting research as part of a collaborative team and is an active mentor to graduate students. Graduate students are frequently co-authors and have many opportunities to engage in activities to further their professional development. She is particularly enthusiastic to mentor students who wish to pursue careers in academia as faculty members.

Dr. Nickerson is a fellow of the American Psychological Association (Division 16) and a recipient of the National Association of School Psychologists' (NASP) Presidential Award and the NASP Crisis Management Interest Group Award for Excellence. She has been recognized in the top 25 of School Psychology Faculty in terms of productivity (the 3rd most productive female school psychology scholar). Dr. Nickerson is Coordinator of Research for the NASP School Safety and Crisis Prevention Committee. She served as associate editor of the Journal of School Violence and is a member of several other editorial boards (Journal of School Psychology, School Psychology Review). She received the Reviewer of the Year Award for the Journal of School Psychology (2016).

- Tabetha Zostant, BS– Tabetha started her career as a child care worker in a youth shelter. She joined Parsons Child &Family Center in 2008 and worked with SATRI in a number of roles within both member agencies, Northeast Parent & Child Society and Parsons, to provide services to children and Families. In 2014, Tabetha took a job with New York State Professional Development Program delivering training on the CONNECTIONS Case Management System, casework practice, and other related subjects relevant to child welfare personnel in local Departments of Social Services and voluntary agencies. In 2016 Tabetha rejoined the SATRI team as the training manager. She is a certified trainer in the following curriculum: Applied Suicide Intervention Skills Training (ASIST), Safe talk, Attachment, Self-Regulation and Competency (ARC), Handle with Care Therapeutic response, Therapeutic crisis intervention, NCTSN's Caring for Children who have Experienced Trauma, and Real Life HEROES.

Action Plan

Inputs	***Evidence***	***Responsibility***	***Timeline***
Plan and implement opportunities for professional development on student mental health issues and needs	Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.)	Superintendent, Assistant Superintendent for Instruction, Building and Assistant/House Principals, GCSD Related professionals (Psychologists, Social Workers, Counselors), PPS Director	Summer 2016-Spring 2017
Prepare and distribute to all stakeholders supporting resources and documents	Promotion of behavioral expectations in all schools and classrooms	Assistant Superintendent for Instruction, Building and assistant/House Principals, Communications Specialist, Related Professionals, PPS Director	2016-17 School Year
Provide administrator training to ensure constructive and supportive intervention when dealing with struggling students and/or personnel	Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.)	District Office Team	Summer 2016

NSDC Standards Alignment

Context
- Leadership
- Resources

Process
- Research-Based
- Design

Content
- Equity
- Family Involvement

GCSD Professional Growth and Evaluation Domain
- Learning Environment
- Communication

Goal #5: Provide meaningful and ongoing professional development for effective implementations of best practices for support of all learners and sub groups

Objective 5.1: Implement adopted amendments to Part 154 of the Commissioner's Regulations regarding English as a New Language (ENL) and students with disabilities. Provide professional development to help staff understand and follow all revisions to the Part 154 Regulations and IDEA legal requirements.

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

Strategies/Activities

- Plan and implement PD programs designed to prepare staff to fully implement practices and expectations regarding ELLs and SWDs
- Build capacity and skill amongst staff via study groups, building teams, and district-wide committee for effective instruction and support of ENL students and families
- Provide all teachers and administrators professional development to meet the needs of disabled and ENL students.
- Utilize all available student information to inform planning of responsive instructional practices

Continuing Teacher and Leader Effectiveness (CTLE)

Teachers and leaders will continue to participate in annual trainings to ensure that all staff members are well informed about Part 154 regulations, student needs, and district plans to support all English Language Learners. Such efforts will be coordinated and facilitated by our Instructional Administrator for World Languages and Cultures/ENL Professional development programs will be implemented to develop collective understanding of language and cultural differences as well as best instructional practices to support such students. Additionally, ENL teachers will collaborate and learn with classroom teachers participating in all professional development activities described previously. Dr. Amanda Nickerson from the Alberti Center at the University of Buffalo will also address needs of ELLs in her presentations and workshops. Kristin Lyden from Capital Region BOCES will support efforts to effectively monitor student progress and growth, as well as support efforts made by problem-solving teams (e.g. SBST) to address student needs.

CTLE Providers

- District Instructional Leaders and Administrators
- Assistant Superintendent for Instruction
- Pupil Personnel Services Director and Special Education Administrators
- Capital Region BOCES
    - Kristin Lyden- Training Specialist
- Instructional Administrator for ENL
- Dr. Amanda Nickerson- (http://gse.buffalo.edu/about/directory/staff/nickerson) Amanda Nickerson, PhD, NCSP, is a Professor and Director of the Dr. Jean M. Alberti Center for the Prevention of Bullying Abuse and School Violence at the University at Buffalo, State University of New York. Dr. Nickerson's research focuses on school crisis prevention and intervention, with a particular emphasis on violence and bullying. She has examined the role of schools, parents, and peers in preventing violence and enhancing the social-emotional strengths of children and adolescents. Dr. Nickerson is the lead author of Assessing, Identifying, and Treating Posttraumatic Stress Disorder at School (2009, Springer), co-author of School Crisis Prevention and Intervention: The PREPaRE Model (1st edition 2009, 2nd edition 2016, National Association of School Psychologists [NASP]), and co-editor of Handbook of School Violence and School Safety: International Research and Practice, 2nd Edition (2012, Routledge).

She has written over 70 journal articles and book chapters. Her work has been funded by the National Institute of Health, the American Educational Research Association, the New York State Office of Child and Family Services, the New York State Developmental Disabilities Planning Council, and the Committee for Children.

A licensed psychologist in New York state and a Nationally Certified School Psychologist, Dr. Nickerson is committed to the scientist-practitioner model of training. She views research and science as foundational to good practice, and helps practitioners use this knowledge to guide practice. Dr. Nickerson has conducted over 250 presentations for educators and mental health professionals throughout the country. She has also worked in close collaboration with schools, as well as other child-serving agencies to guide them in using data to inform practice, particularly related to improving social-emotional and behavioral functioning. Dr. Nickerson enjoys conducting research as part of a collaborative team and is an active mentor to graduate students. Graduate students are frequently co-authors and have many opportunities to engage in activities to further their professional development. She is particularly enthusiastic to mentor students who wish to pursue careers in academia as faculty members.

Dr. Nickerson is a fellow of the American Psychological Association (Division 16) and a recipient of the National Association of School Psychologists' (NASP) Presidential Award and the NASP Crisis Management Interest Group Award for Excellence. She has been recognized in the top 25 of School Psychology Faculty in terms of productivity (the 3rd most productive female school psychology scholar). Dr. Nickerson is Coordinator of Research for the NASP School Safety and Crisis Prevention Committee. She served as associate editor of the Journal of School Violence and is a member of several other editorial boards (Journal of School Psychology, School Psychology Review). She received the Reviewer of the Year Award for the Journal of School Psychology (2016).

- Joanne E. O'Toole, Ph.D., is Associate Professor of Curriculum and Instruction with a specialization in modern language education. She teaches courses in adolescence modern language education, supervises student teachers in Central New York and overseas, and serves as departmental Student Teaching Coordinator. In Fall 2017, she will additionally serve as Acting Chair for the Curriculum and Instruction Department. She provides support to candidates and faculty in the development of the edTPA. She earned her Ph.D. from Syracuse University in Teaching and Curriculum, with concentrations in teacher education and linguistics. She has served in multiple leadership positions in language education, including that of President of the New York State Association of Foreign Language Teachers (NYSAFLT) and Director of the Northeast Conference on the Teaching of Foreign Languages (NECTFL). She is the current editor of the NYSAFLT Language Association Journal. Prior to her appointment at SUNY Oswego, she taught Spanish 7-12 in Central New York for 16 years

Action Plan

Inputs	***Evidence***	***Responsibility***	***Timeline***
Plan and implement opportunities for presentation of Part 154 regulations for district and all levels	Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.)	Instructional Administrator for WLC/ESL, Assistant Superintendent for Instruction, Building Principals,	Summer-Fall 2017
Prepare pertinent documents and resources to inform stakeholders of Part 154, IDEA, etc.	Inclusion of documents in handbooks and web-based resources Promotion new requirements in all schools and classrooms	Instructional Administrator for WLC/ESL, Superintendent, Assistant Superintendent for Instruction, Building Principals,	Summer-Fall 2017

Facilitate focused training for educators to better understand language acquisition and challenges faced by ELLs	Training program and related documentation	Instructional Administrator for WLC/ESL, Superintendent, Assistant Superintendent for Instruction, Building Principals	Fall 2017

NSDC Standards Alignment	GCSD Professional Growth and Evaluation Domain
Context • Learning Communities • Leadership • Resources **Process** • Data-Driven • Research-Based • Design • Learning • Collaboration • Evaluation **Content** • Equity • Quality Teaching • Family Involvement	• Instruction • Learning Environment • Communication

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

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

Strategies/Activities

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

Continuing Teacher and Leader Effectiveness (CTLE)

Teachers and leaders will continue to participate in learning opportunities designed to ensure that they are well informed about IDEA, Part 154 regulations, NYS Blueprint for Special Education, and district plans to support all English Language Learners and Students with Disabilities. Professional development programs will be implemented to develop collective understanding of the rights of all learners as well as the best instructional practices intended to support their needs. Identified needs (equity, grading, and pacing) will be a focus of planned collaborations and sessions with experts in those areas (Karen Bailey).

An ongoing effort has been made to promote equity via inclusive school practices and to maximize access to curriculum by all learners.

CTLE Providers

- District Instructional Leaders and Administrators
- Assistant Superintendent for Instruction
- Pupil Personnel Services Director
- Instructional Administrator for WLC/ENL
- Karen Bailey- With an expertise in formative and summative assessment, Karen Bailey has worked extensively with educators and instructional leaders across North America. Her knowledge and enthusiasm make her a highly sought-after presenter, educational consultant, and thought leader. Karen's experience with curriculum and assessment design, educational best practice, and professional learning communities comes from her work as a successful classroom teacher, professional development specialist, and strategic advisor. A dynamic and engaging speaker, Karen is committed to helping educators and administrators improve their assessment literacy and to better understand the role it plays in improving student-centered, standards-based teaching and learning. Karen's experience began as a public school educator where she focused on effective classroom instruction, new teacher mentoring, curriculum and assessment writing, and K-12 instructional coaching. Karen was a key staff member at Measured Progress, an organization that tailors standards-based educational assessments and professional development programs to measure student achievement and improve teaching and learning. As a project manager for an English Language Learner (ELL) 13-state consortium, she supervised the creation of standards, piloted and field-tested assessment items, and assisted in the construction of a national high stakes assessment. As a professional development specialist Karen was trained by Dr. Rick Stiggins of the Assessment Training Institute/Pearson. She has worked at the national, provincial, state, district, and school levels to implement long term professional development programming, evaluate multiple measures of effectiveness, and assist in the creation and implementation of classroom-based formative and summative assessments. After working for Solution Tree with the Dr. Rick DuFour, Becky DuFour and Dr. Bob Eaker on the implementation of professional learning communities, Karen collaborated with Dr.

Heidi Hayes Jacobs and Dr. Bena Kallick on the work of curriculum mapping and 21st century learning. Karen is currently the President of Bailey Educational Consulting. Karen graduated summa cum laude with a Bachelor of Arts degree in education and humanities from Roger Williams University and summa cum laude with a Master of Arts degree in curriculum and instruction from the University of Connecticut.

Action Plan

Inputs	***Evidence***	***Responsibility***	***Timeline***
Plan and implement opportunities for professional development on best instructional practices to support a diverse student population	Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.) Program descriptors, course development, curriculum maps, personnel shifts	Director of Pupil Personnel Services, Special Education Administrators, Instructional Administrator for WLC/ESL, Superintendent, Assistant Superintendent for Instruction, Building and Assistant/House Principals, GCSD Related professionals (Psychologists, Social Workers, Counselors),	2017-18 School Year
Prepare and distribute to all stakeholders supporting resources and documents	Promotion of school and classroom norms and expectations via written documents and materials, handbooks, web page, etc.	Director of Pupil Personnel Services, Special Education Administrators, Instructional Administrator for WLC/ESL, Superintendent, Assistant Superintendent for Instruction, Building and Assistant/House Principals, GCSD Related professionals (Psychologists, Social Workers, Counselors),	2017-18 School Year
Establish professional relationships with clinical experts and organizations	Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.)	Assistant Superintendent for Instruction, Building and Assistant/House Principals, GCSD Related professionals (Psychologists, Social Workers, Counselors), PPS Director	2017-18 School Year
Facilitate training and collaboration opportunities focused on equitable assessment practices and instructional pacing	Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.)	Assistant Superintendent for Instruction, Building and Assistant/House Principals, Instructional administrators, PPS Director	

NSDC Standards Alignment

Context

- Learning Communities
- Leadership
- Resources

Process

- Research Based
- Data-Driven
- Design
- Learning

Content

- Equity
- Quality Teaching
- Family Involvement

GCSD Professional Growth and Evaluation Domain

- Learning Environment
- Instruction
- Communication

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

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

Strategies/Activities

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

Continuing Teacher and Leader Effectiveness (CTLE)

Teachers and leaders will continue to participate in annual trainings to ensure that all staff members are well informed about IDEA, Part 154 regulations, student needs, and district plans to support all English Language Learners and Students with Disabilities. Professional development programs will be implemented to develop collective understanding of the rights of all learners as well as the best instructional practices intended to support their needs. Dr. Julie Causton will work directly with teachers and teams to develop their understanding of such practices. With special educators, she will present strategies and tools needed to ensure that student IEPS are written clearly and are legally defensible.

CTLE Providers

- District Instructional Leaders and Administrators
- Assistant Superintendent for Instruction
- Pupil Personnel Services Director and Special Education Administrators
- Capital Region BOCES - Kristin Lyden- Training Specialist

Action Plan

Inputs	***Evidence***	***Responsibility***	***Timeline***
Plan and implement opportunities for professional development on legal requirements under IDEA	Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.)	Director of Pupil Personnel Services, Special Education Administrators, Assistant Superintendent for Instruction, GCSD Related professionals (Psychologists, Social Workers, Counselors),	Summer 2017-Spring 2018
Prepare and distribute to all stakeholders supporting resources and documents	Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.)	Director of Pupil Personnel Services, Special Education Administrators, Assistant Superintendent for Instruction, GCSD Related professionals (Psychologists, Social Workers, Counselors),	2017-18 School Year

NSDC Standards Alignment

Context

- Leadership
- Resources

Process

- Research Based
- Data-Driven
- Design
- Learning

Content

- Equity
- Quality Teaching
- Family Involvement

GCSD Professional Growth and Evaluation Domain

- Instruction
- Communication

Objective 5.3: – Provide collaboration opportunities designed to strengthen co-teaching practices at all levels.

Essential Question: How can faculty, administration and staff effectively implement best practices in co-taught learning environments?

Strategies/Activities

- Implement PD programs designed to inform faculty and administrators of best practices when working with diverse learner populations
- Build capacity and skill amongst administrators and teachers to interpret and support academic goals and IEPs for students with disabilities
- Consult with experts in the field to develop capacity for successful co-planning and differentiation of instruction
- Maximize the use of eDoctrina and IEP direct for record keeping, documentation and reporting
- Implement PD programs focused on concept and practice of Universal Design
- Plan and facilitate ongoing collaborations and programs focused on Differentiated Instruction

Continuing Teacher and Leader Effectiveness (CTLE)

Coupled with the district's efforts to employ inclusive and equiatable school practices and maximize access by all learners to curriculum, a significant expansion of co-taught classes has occurred. This work has warranted sustained professional development efforts on the guidelines for Universal Design for Learning. The district has collaborated with professional developers from the Center for Applied Special Technologies (CAST), a nationally recognized organization led by the researchers and developers of such guidelines. Additionally, district instructional leaders facilitate collaborations to maximize the impacts of co-teaching and UDL.

CTLE Providers

- District Instructional Leaders and Administrators
- Assistant Superintendent for Instruction
- Pupil Personnel Services Director
- Capital Region BOCES
    - Kristin Lyden- Training Specialist
- CAST- www.cast.org Located a short distance north of Boston, CAST is a nonprofit education research and development organization that works to expand learning opportunities for all individuals through Universal Design for Learning. The CAST team includes about 40 talented employees, including world-class educators, learning scientists, instructional designers, literacy experts, policy analysts, UX and graphic designers, software engineers, and a first-rate administrative and executive staff. Universal design for learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. Watch the video below to get an overview of UDL.

Action Plan

Inputs	***Evidence***	***Responsibility***	***Timeline***
Plan and implement opportunities for professional development on co-teaching and planning	Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.)	Director of Pupil Personnel Services, Special Education Administrators, Principals, Assistant Superintendent for Instruction, GCSD Related professionals (Psychologists, Social Workers, Counselors),	Summer 2017-Spring 2018
Plan and implement opportunities for further professional development on principles of Universal Design	Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.)	Director of Pupil Personnel Services, Special Education Administrators, Assistant Superintendent for Instruction, Coordinator for Elementary Programs and Staff Development	2017-8 School Year

Plan and implement opportunities for professional development on Differentiation of Instruction	Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.)	Director of Pupil Personnel Services, Special Education Administrators, Assistant Superintendent for Instruction, Coordinator for Elementary Programs and Staff Development	2016-17 School Year

NSDC Standards Alignment	GCSD Professional Growth and Evaluation Domain
Context • Leadership • Resources **Process** • Research Based • Data-Driven • Design • Learning **Content** • Equity • Quality Teaching • Family Involvement	• Instruction • Communication

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

GUILDERLAND CENTRAL SCHOOL DISTRICT
&
GUILDERLAND TEACHERS ASSOCIATION

Mentor Program 2017-18

"GEMS"

Guilderland
Educators
Mentoring for
Success

"Empowering All Students to Succeed in the 21st Century"

OPERATING PRINCIPLES

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

We will listen with respect and with intent to understand.

We will support and take responsibility for group decisions.

We will be open and honest.

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

We will celebrate the positive.

We will nurture and develop leadership in others.

Mission Statement

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

Belief Statement

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

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

Goals

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

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

Program Roles and Responsibilities

DISTRICT-WIDE COORDINATOR:

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

Expectations:

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

MENTOR:

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

Characteristics of a Mentor:

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

Expectations:

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

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

BUILDING MENTOR LIAISON ROLE:

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

ADMINISTRATORS:

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

Expectations:

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

MENTOR ADVISORY TEAM:

The team will consist of:

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

The Mentor Advisory Team with meet at the following times:

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

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

MENTEE:

Level I mentee (new to teaching)

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

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

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

Level III mentee (experienced GCSD teacher)

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

Expectations:

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

Guilderland
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Mentoring for
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Appendix of Forms

1. Monthly Meeting Planning Worksheet for Mentors

2. Topics/Agenda Items for Staff Development & Mentor Training

3. Monthly Meeting Feedback Form for Mentors

4. Mentee Self-Assessment Form **(yellow)**
   - Completed at January Mid-Year Evaluation
   - Completed at May End-of-Year Evaluation

5. Mentor Self-Assessment Form **(green)**
   - Completed at January Mid-Year Evaluation
   - Completed at May End-of-Year Evaluation

6. Program Evaluation Form
   - Completed at January Mid-Year Evaluation
   - Completed at May End-of-Year Evaluation
   - Results shared with District Mentor Advisory Team twice a year

7. Mentor Teacher Application Form

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

Guilderland
Educators
Mentoring for

School Year: 20_____ to 20 _____

☛ ***ALWAYS REVIEW:*** *List of Proposed Topics/Agenda*

Success

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

Monthly Meeting Planning Worksheet **Month:** _____

Planned Discussions items:
☛ Always Plan Time for Open Discussion

Review: Code of Conduct
Provide: Monthly Feedback Forms

1. _____
2. _____
3. _____
4. _____
5. _____

Suggestions for future meetings based on Monthly Feedback Forms:

Monthly Meeting Planning Worksheet **Month:** _____

Planned Discussions items:
Always Plan Time for Open Discussion

Review: Code of Conduct
Provide: Monthly Feedback Forms

1. _____
2. _____
3. _____
4. _____
5. _____

Suggestions for future meetings based on Monthly Feedback Forms:

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

Guilderland
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Month	District New Teacher Training Staff Development	Mentor Meetings RECOMMENDED Agenda Items	SUGGESTED Agenda Items Elementary Level	SUGGESTED Agenda Items Middle School Level	SUGGESTED Agenda Items High School Level
Jul/Aug	***<u>Curriculum Training</u>:*** *Language Arts, Math, Social Studies, Science, Health ...* ***<u>Staff Development NEW Staff</u>:*** *Special Education, ESL, Sexual Harassment,* ***<u>Orientation</u>:*** *District Evaluation Process, Employee Assistance Program, Bus Tour of District ...* ***<u>Other Staff Development</u>:*** *Brain Research, Cooperative Learning ...* ***Celebration! Welcome Lunch***	***Mentor Training:*** ***Mentor/Mentee Orientation:*** ***Welcome Celebration!***			
	<u>EVERY MEETING</u>	**Review: Code of Conduct** **Provide: Monthly Feedback Forms** **Discussions may include issues related to:** ▪ Managing classroom issues; ▪ Planning, organizing instruction & other professional responsibilities: ▪ Using effective teaching methods; Adjusting to the teaching environment; ▪ Providing emotional/ moral/professional support.	**Code of Conduct Feedback Forms**	**Code of Conduct Feedback Forms**	**Code of Conduct Feedback Forms**
Sept	**District Welcome Back Breakfast & Program**	***DISCUSS Feedback Issues*** Orientation to Building/Logistics Communicating w/ Colleagues Communicating w/ Parents Homework Policies Obtaining instructional materials & resources Managing the Classroom Open House			

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

Guilderland Teachers Association/Guilderland Central School District

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

Monthly Meeting Feedback Form

Guilderland
Educators
Mentoring for
Success

School Year: 20_____ - 20_____
Month: _____
School: _____

Meeting Feedback…	Topics for Future Meetings…

Thank you!

Guilderland Teachers Association/Guilderland Central School District

Mentee Self-Assessment Form

Guilderland
Educators
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Success

Building: ☐AES ☐GES ☐LES ☐PBE ☐WES ☐FMS ☐GHS
(Check any in which you work)

School Year: 20_____- 20_____
☐January Mid-Year Evaluation
☐ May End-of-Year Evaluation

Position: ☐ Classroom Teacher ☐ Special Areas Teacher ☐ Other

I am a: ☐ **Mentee**

If you are a Mentee, check one:
☐ First Year, New Teacher
☐ Second or Third Year, Probationary Teacher
☐ Temporary - LOA
☐ New, Part Time ☐
Experienced Teacher, New to District
☐ Experienced GCSD Teacher, New to Building/Grade/Subject Area
☐ Experienced GCSD Teacher, Returning from Extended LOA

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

Self-Assessment of Your Role as a Mentee

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

Please share any other reflections...

Thank you

(Mentee Form - Yellow)

Guilderland Teachers Association/Guilderland Central School District

Mentor Self-Assessment Form

Guilderland
Educators
Mentoring for
Success

Building: ☐AES ☐GES ☐LES ☐PBE ☐WES ☐FMS ☐GHS
(Check any in which you work)

School Year: 20_____- 20_____
☐ January Mid-Year Evaluation
☐ May End-of-Year Evaluation

Position: ☐ Classroom Teacher ☐ Special Areas Teacher ☐ Other

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

Self-Assessment of Your Role as a Mentor

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

Please share any other reflections...

Thank you

(Mentor Form - Green)

Guilderland Teachers Association/Guilderland Central School District

Program Evaluation Form

Guilderland
Educators
Mentoring for
Success

Building: ☐AES ☐GES ☐LES ☐PBE ☐WES ☐FMS ☐GHS
(Check any in which you work)

School Year: 20_____- 20_____

☐ January Mid-Year Evaluation
☐ May End-of-Year Evaluation

Position: ☐ Classroom Teacher ☐ Special Areas Teacher ☐ Other

I am a: ☐ **Mentee** **If you are a Mentee, check one:**

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

I am a: ☐ **Mentor**

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

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

(Circle One)

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

Briefly respond to the following:

Mentoring Program – Areas of Strength:	***Mentoring Program – Areas for Growth/Change:***

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

☛ Return to your Building Mentor Liaison within 3 days.

Thank you

Guilderland
Educators
Mentoring for
Success

Mentor Teacher Application

Name: _____ School Year: 20_____ - 20_____

Building: _____ Grade Level:_____ Subject: _____

Are you a tenured teacher? ☐ Yes ☐ No

I am interested in becoming a mentor teacher because

_____

_____

_____

I would be a good mentor because

_____

_____

_____

Each perspective Mentor candidate must submit:

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

Characteristics of a Mentor:

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

PROFESSIONAL DEVELOPMENT PLAN
2017-18 STATEMENT OF CERTIFICATION

School District: _____**GUILDERLAND**_____BEDS Code: _____**010802060000**_____

The superintendent certifies to the Commissioner that:

(1) The planning, implementation and evaluation of the plan were conducted by a professional development team that included a majority of teachers and one or more administrator(s), curriculum specialist(s), parent(s), higher education representative(s), and others identified in the plan.

(2) The requirements of CR 100.2(dd) to have a professional development plan for the succeeding school year have been meet.

(3) The school district or BOCES has complied with the professional development plan applicable to the current school year.

(4) The plan focuses on improving student performance and teacher practice as identified through data analysis;

(5) The plan describes professional development that:
- is aligned with state content and student performance standards;
- is aligned with New York State Professional Development Standards at: http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf
- is articulated within and across grade levels;
- is continuous and sustained;
- indicates how classroom instruction and teacher practice will be improved and assessed;
- indicates how each teacher in the district will participate; and
- reflects congruence between student and teacher needs and district goals and objectives.

(6) The plan describes how the effectiveness of the professional development will be evaluated, and indicates how activities will be adjusted in response to that evaluation.

(7) The plan complies with CR 100.2(dd) to:
- describe and implement a mentoring program for new teachers;
- provide teachers holding a professional certificate with opportunities for completing 175 hours of professional development every five years;
- ensure that level III teaching assistants and long-term substitute teachers participate in professional development activities,
- state the average number of hours each teacher is expected to participate in professional in the school year(s) covered by the plan;
- describe how all teachers will be provided professional development opportunities directly related to student learning needs as identified by multiple sources of data, including but not limited to school report cards;
- provide staff with training in school violence prevention and intervention; and
- provide professional development to all professional and supplementary school staff who work with students with disabilities.

(8) The plan has been reviewed and/or revised in accordance with the most current version of 100.2 (dd). *(The latest version of CR 100.2(dd) can be found at: http://www.p12.nysed.gov/part100/pages/1002.html .)*

(9) The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

Marie Wiles Print Name of Superintendent of Schools Original Signature of Superintendent of Schools Date	Adopted by the Board of Education on Date: Original Signature of President, Board of Education

The signed Professional Development Plan Statement of Certification is due on/before September 1 of each year and should be sent in hard copy to:

New York State Education Department
Title I School & Community Services
Room 320 EB
89 Washington Avenue
Albany, NY 12234