GUILDERLAND CENTRAL SCHOOL DISTRICT

PROFESSIONAL DEVELOPMENT PLAN
2014 - 2015
PROFESSIONAL DEVELOPMENT PLANS HISTORY

Approved by the Board of Education - May 23, 2000

Updated and Approved - June 25, 2002
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Updated and Approved - June 20, 2006
Updated and Approved - June 19, 2007
Updated and Approved - June 24, 2008
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Updated and Approved – August 16, 2011
Updated and Approved – June 21, 2012
Updated and Approved – July 2, 2013
Updated and Approved – July 1, 2014
Guilderland Central School District
Professional Development Plan

DISTRICT NAME: Guilderland Central School District
BEDS CODE: 01 08 02 06 0000
SUPERINTENDENT: Dr. Marie Wiles
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YEARS PLAN IS IN效应: September 2014 – September 2015

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  Assistant Superintendent for Human Resources: Dr. Lin Severance

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  Catherine Barber
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<th>Name</th>
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<tr>
<td>Demian Singleton</td>
<td>Assistant Superintendent for Instruction</td>
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<tr>
<td>Suzie Lamendola</td>
<td>Coordinator for Elementary Programs and Staff Development</td>
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<td>Cheryl Ainspan</td>
<td>Teaching Assistant</td>
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<td>Lisa Michaels</td>
<td>Teaching Assistant</td>
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<td>Ann Marie O’Connor</td>
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<td>Lisa Weaver</td>
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<td>Keir Aspin</td>
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<td>Anne Crupi</td>
<td>Teacher</td>
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<td>Melissa Broderick</td>
<td>G.E.M.S. Coordinator</td>
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<td>Susan Graves</td>
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<td>Katherine Garrity</td>
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<td>Amy Knapp</td>
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<td>Mike Piscitelli</td>
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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 measurable 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 are 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
- Performance Plus Student Profiles
2014 GCSD Staff Development Needs Assessment

Question #1
Please indicate the school(s) in which you currently work.

- Altamont Elementary School: 14 (8%)
- Farnsworth Middle School: 41 (25%)
- Guilderland Elementary School: 17 (10%)
- Guilderland High School: 47 (28%)
- Lynnwood Elementary School: 17 (10%)
- Pine Bush Elementary School: 10 (6%)
- Westmere Elementary School: 15 (9%)
- District-Wide Assignment: 3 (2%)
- Other: 1 (1%)

Question #2
What is your current role/assignment?

- Teacher: 115 (70%)
- Administrator: 5 (3%)
- Teaching Assistant: 19 (12%)
- School Psychologist: 3 (2%)
- School Counselor: 8 (5%)
- Related Service Provider: 7 (4%)
- Library Media Specialist: 3 (2%)
- Other: 5 (3%)

Question #3
How long have you been employed by the Guilderland Central School District?

- Less than 1 year: 1 (1%)
- 1-3 years: 6 (4%)
- 4-7 years: 15 (9%)
- 8-12 years: 53 (32%)
- 13-18 years: 61 (37%)
- 19-24 years: 20 (12%)
- 25 or more years: 9 (5%)
Question #4

Instruction

- Inquiry-Based Learning: 36 (5%)
- Project-Based Learning: 48 (6%)
- Differentiated Instruction: 55 (7%)
- Basic Instructional Technology Applications: 53 (7%)
- Advanced Instructional Technology Applications: 61 (8%)
- Cooperative Learning: 25 (3%)
- Co-Teaching: 24 (3%)
- Data Informed Instruction: 18 (2%)
- Response to Intervention: 40 (5%)
- Math and Science Teaching Strategies: 35 (5%)
- Working Effectively with At-Risk Students: 48 (6%)
- Instructional Strategies for English Language Learners: 23 (3%)
- Literacy in the Content Areas: 36 (5%)
- Common Core State Standards - Literacy: 46 (6%)
- Common Core State Standards - Mathematics: 24 (3%)
- Social and Emotional Issues/Mental Health: 55 (7%)
- Brain-Based Learning: 43 (6%)
- Building Academic Vocabulary: 36 (5%)
- Integrated Curriculum: 27 (4%)
- Other: 11 (1%)

Question #5

Assessment and Grading

- Standards-Based Grading: 32 (11%)
- Standards-Based Reporting: 18 (6%)
- Data-Informed Instruction: 30 (10%)
- Questioning Techniques and Strategies: 53 (18%)
- Performance-Based Assessments: 53 (18%)
- Rubric Design and Application: 45 (15%)
- Formative Assessment Strategies: 23 (8%)
- Portfolios: 26 (9%)
- Other: 15 (5%)
**Question #6**

**Communication and Professionalism**

- Dealing Successfully with Challenging People: 76 (31%)
- Parent Communication Strategies: 24 (10%)
- Professional Learning Communities: 56 (23%)
- Peer Coaching: 22 (9%)
- Active Listening Strategies: 32 (13%)
- High Performing Teams: 31 (13%)
- Other: 5 (2%)

**Question #7**

**Delivery Models and Options**

- Online (e.g. webinar): 75 (15%)
- Informal Study Groups: 71 (14%)
- Professional Learning Communities: 78 (15%)
- Peer Coaching: 31 (6%)
- Book Study Groups: 31 (6%)
- Speaker/Lecturer: 66 (13%)
- Observation of Peers: 64 (13%)
- Action Research: 19 (4%)
- Inservice (e.g. After School Workshops): 72 (14%)
- Other: 4 (1%)
V. Goals and Implementation Plans for 2014-15 Professional Development

The following professional development goals and objectives have been identified for the 2014-2015 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: Align programs practices with Race To The Top Requirements, including Common Core Learning Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects and for Mathematics, Annual Professional Performance Review (APPR), and data-driven decision making.

Objective 1.1: Train instructional leaders and faculty in all frameworks, practices, and requirements of the NYS Common Core Learning Standards.

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

Activities and Strategies
- Revise curricula and programs for alignment to NYS P-12 Common Core Learning Standards for ELA/Literacy and Mathematics
- Provide training and support for implementation of NYS P-12 Common Core Learning Standards for ELA/Literacy and Mathematics

Action Plan

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<th>Inputs</th>
<th>Evidence</th>
<th>Responsibility</th>
<th>Timeline</th>
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<tbody>
<tr>
<td>Create awareness, fluency and develop a common language supporting common core implementation</td>
<td>Communication Artifacts- (meeting agendas, minutes, materials, online collaborations, guidance documents, etc.) Observation and feedback surveys and notes</td>
<td>Assistant Superintendent for Instruction, Building and Assistant/House Principals, Instructional Administrators, Curriculum Cabinets, Coord. for Elem Programs and Staff Dev., Data Coordinator, BOCES Network Team</td>
<td>Ongoing</td>
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<td>Assess capacity for full implementation of common core and develop action plan to ensure successful transition for 2013-14 school year</td>
<td>Communication Artifacts (meeting agendas, minutes, materials, etc.) Survey results from teacher, administrators to confirm increased, accurate awareness of changes required to implement Common Core</td>
<td>Assistant Superintendent for Instruction, Building and Assistant/House Principals, Instructional Administrators, Curriculum Cabinets, Coord. for Elem Programs and Staff Dev., Data Coordinator, BOCES Network Team</td>
<td>Ongoing</td>
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<td>Support faculty in implementation of Common Core aligned curricula, instructional models and modules/units</td>
<td>Curriculum documents/maps aligned with common core and inclusive of aligned units/modules for implementation</td>
<td>Assistant Superintendent for Instruction, Building and Assistant/House Principals, Instructional Administrators, Curriculum Cabinets, Coord. for Elem Programs and Staff Dev., Data Coordinator, BOCES Network Team</td>
<td>Spring 2013 - Fall 2014</td>
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NSDC Standards Alignment

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<td>Resources</td>
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<td>Learning Communities</td>
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<td>Leadership</td>
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Process
- Research-Based
- Data-Driven
- Learning
- Evaluation
- Collaboration

GCS&D Professional Growth and Evaluation Domain
- Instruction
- Assessment
- Communication
- Professionalism
**Objective 1.2: Annual Professional Performance Review:** Support instructional leaders and faculty in implementation of new performance evaluations.

**Essential Question:** How can annual professional performance reviews (APPR) and evidence of student learning be utilized to sustain professional growth and maximize student achievement?

**Activities and Strategies**
- Revise local APPR plans and tools to align with NYS Education Law §3012-c and the Commissioner's Regulations
- Provide training for teachers and evaluators on evidence-based observation
- Develop and/or adopt NYS approved rubrics for classroom observations
- Provide training and calibration for rater reliability and utilization of adopted rubrics for evaluation

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<tr>
<td>Research and develop local APPR plans and tools to align with NYS Education Law §3012-c and the Commissioner's Regulations *Collective Bargaining required to identify some procedures for APPR</td>
<td>Communication Artifacts- (meeting agendas, minutes, materials, guidance documents, etc.) Observation and feedback surveys and notes Revised bargaining agreements/contracts</td>
<td>Superintendent of Schools, Assistant Superintendents for Instruction and Human resources, Building Principals, BOCES Network Team, GTA Leadership</td>
<td>Summer 2014 - June 2015</td>
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<tr>
<td>Create awareness, fluency and common language in the use of evidence-based evaluation</td>
<td>Communication Artifacts (meeting agendas, minutes, materials, guidance documents, etc.) Reports for School and District Administration</td>
<td>Superintendent of Schools, Assistant Superintendents for Instruction and Human resources, Building Principals, BOCES Network Team, GTA Leadership</td>
<td>Fall 2014</td>
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<tr>
<td>Continue to support all faculty and principals all changes to APPR tools and procedures</td>
<td>Evaluations to confirm understanding of new requirements, tolls and procedures Periodic Surveys of faculty and evaluators to establish evidence of knowledge and application of new APPR</td>
<td>Superintendent of Schools, Assistant Superintendents for Instruction and Human resources, Building Principals, BOCES Network Team, GTA Leadership</td>
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**NSDC Standards Alignment**
- **Context**
  - Leadership
  - Learning Communities
  - Resources
- **Process**
  - Data-Driven
  - Evaluation
  - Research-Based
  - Learning
  - Collaboration
- **Content**
  - Quality Teaching

**GCSD Professional Growth and Evaluation Domain**
- Instruction
- Learning Environment
- Assessment
- Communication
- Professionalism
Objective 1.3: **School-Based Inquiry Teams**: Provide ongoing training for the implementation of School-Based Inquiry Teams performing analyses for data-informed instruction.

**Essential Question: How can local and NYS student assessment data are effectively utilized by collaborative teams to inform instruction and maximize student learning?**

**Activities and Strategies**
- Establish School-Based Inquiry Teams and processes for ongoing and collaborative review of student assessment data
- Provide training for teachers and leaders on effective assessment practices, data collection and analysis, and data-informed instruction and decision making
- Provide training and support for timely and effective use of data systems (local and NYS)

### Action Plan

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<tr>
<td>Assess the readiness and quality of each school’s implementation of data-informed instruction and decision making</td>
<td>Communication Artifacts-(meeting agendas, minutes, materials, guidance documents, etc.) School Readiness/preparedness surveys/documents</td>
<td>Superintendent of Schools, Assistant Superintendents for Instruction, Building Principals, BOCES Network Team, Instructional Administrators, Curriculum and Building Cabinets</td>
<td>Spring 2015</td>
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<td>Create awareness, fluency and common language in the use of inquiry and data-informed instruction</td>
<td>Communication Artifacts (meeting agendas, minutes, materials, guidance documents, etc.) Surveys results to reflect an increased and accurate awareness of the key drivers of Inquiry/data Driven instruction Observation/feedback notes for principals and district administrators Completed training activities for inquiry teams</td>
<td>Superintendent of Schools, Assistant Superintendents for Instruction, Building Principals, BOCES Network Team, Instructional Administrators, Curriculum and Building Cabinets</td>
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<td>Develop an implementation plan for ongoing and collaborative review of student achievement data by School-Based Inquiry Teams.</td>
<td>Communication Artifacts (meeting agendas, minutes, materials, guidance documents, etc.) Documentation by Building Principals exhibiting creation and facilitation of Inquiry Team proceedings School/District calendars reflective of assessment administration, scoring and timely review of performance data.</td>
<td>Superintendent of Schools, Assistant Superintendents for Instruction, Building Principals, BOCES Network Team, Instructional Administrators, Curriculum and Building Cabinets</td>
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<td>Periodic Surveys of faculty and evaluators to establish evidence of knowledge and application of new APPR</td>
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<td>Communication Artifacts (meeting agendas, minutes, materials, guidance documents, etc.)</td>
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<td>Evidence from observations of lessons/units that respond to data analysis</td>
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<td>Observation/feedback notes for principals and district administrators show evidence of data-informed decision making</td>
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<td>Inquiry team meeting notes/minutes indicate activities and conversation focused on analysis of student achievement data and responsive planning/decision making</td>
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<td>Superintendent of Schools, Assistant Superintendents for Instruction, Building Principals, BOCES Network Team, Instructional Administrators</td>
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Goal #2: Continue to support the integration of advance technology applications to improve instruction, enhance student engagement and maximize learning in a 21\textsuperscript{st} century classroom.

**Objective 2.1:** Train instructional staff in the application of instructional technologies (ELMOs, projection systems, interactive whiteboards, interactive slates, 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
- Provide opportunities for staff to develop instructional skills enhanced by use of technologies
- Provide training in instructional tools such as: ELMOs, projection systems, interactive whiteboards, active response systems, active slates, IPads, and Google Apps
- Provide staff with opportunity to learn current advancements in web-based technology resources (Web 2.0 and 3.0, media streaming, cloud computing, social networking, Wikis, blogs, simulations, open source, etc.)

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<tr>
<td>Successful and consistent offerings to accomplish objective</td>
<td>Rates of participation in Model Schools, District, BOCES and other programs for training in advance technology applications</td>
<td>Assistant Superintendent for Instruction, Building Principals, Instructional Administrators, Director of technology and Innovation, Instructional Technology Specialist, Technology Liaisons,</td>
<td>2014-15 School Year</td>
</tr>
<tr>
<td></td>
<td>Communication Artifacts (meeting agendas, minutes, materials, guidance documents, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frequent consultation with site-based Technology Liaisons followed by turnkey training and sharing at grade level and faculty meetings</td>
<td>Communication Artifacts (meeting agendas, minutes, materials, guidance documents, etc.)</td>
<td>Assistant Superintendent for Instruction, Building Principals, Director of technology and Innovation, Instructional Technology Specialist, Technology Liaisons,</td>
<td>Monthly (minimum)</td>
</tr>
<tr>
<td></td>
<td>Observation/feedback notes from principals and instructional administrators</td>
<td></td>
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</tr>
<tr>
<td>Identify and share exemplar uses of technology for instruction and learning.</td>
<td>Inclusion of exemplar practices and applications in curriculum documents/maps</td>
<td>Assistant Superintendent for Instruction, Building Principals, Director of technology and Innovation, Instructional Technology Specialist, Technology Liaisons,</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>Documentation of support for peer observations and modeling of applications</td>
<td></td>
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</tr>
<tr>
<td>Use of access and usage data to identify preferred technologies</td>
<td>Building calendars for use sign out and use of hardware</td>
<td>Assistant Superintendent for Instruction, Building Principals, Director of technology and Innovation, Instructional Technology Specialist, Technology Liaisons,</td>
<td>2014-15 School Year</td>
</tr>
<tr>
<td></td>
<td>Observation/feedback notes from principals and instructional administrators</td>
<td></td>
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<td></td>
<td>System report tools (e.g., MyLearningPlan)</td>
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<tr>
<td>NSDC Standards Alignment</td>
<td>GCSD Professional Growth and Evaluation Domain</td>
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<tr>
<td><strong>Context</strong></td>
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<tr>
<td>• Resources</td>
<td>• Assessment</td>
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<tr>
<td>• Learning Communities</td>
<td>• Communication</td>
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<tr>
<td><strong>Process</strong></td>
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<td></td>
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<tr>
<td>• Research-Based</td>
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<td>• Design</td>
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<tr>
<td>• Learning</td>
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<tr>
<td><strong>Content</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Quality Teaching</td>
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</tbody>
</table>
**Objective 2.2:** Continue support of teachers, secretaries and administrators in the use of a new Student management System acquired for 2013-2014 and beyond.

**Essential Question:** How can web-based applications enhance the ease of access and effective use and management student information/data, reporting of student progress and communications with parents?

**Strategies/Activities**
- Provide a variety of opportunities for staff to develop the skills needed for effective use of new Student Management System
- Provide administrators and clerical staff with necessary skills for technical and administrative management of new systems
- Develop supporting documentation and start-up guides to ease transition to new information applications
- Support transition of elementary progress reporting to SchoolTool
- Facilitate transition to paperless report cards

<table>
<thead>
<tr>
<th>Action Plan</th>
<th>Inputs</th>
<th>Evidence</th>
<th>Responsibility</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete review and selection process for new Student Management System</td>
<td>Final selection and initial transition completed by start of 2011-12 school year</td>
<td>Assistant Superintendents for Business and Instruction, SMS Review Committee consisting of Building and Assistant/House Principals, Instructional Administrators, Director of Technology and Innovation, Coordinator of data and Information</td>
<td>Complete</td>
<td></td>
</tr>
<tr>
<td>Administrative and technical trainings for configuration of new SMS for 2012-13</td>
<td>Communication Artifacts (meeting agendas, minutes, materials, guidance documents, etc.)</td>
<td>Assistant Superintendents for Business and Instruction, SMS Review Committee, Director of Technology and Innovation, Coordinator of data and Information</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>Required trainings for utilization of systems by clerical and teaching staff</td>
<td>Communication Artifacts (meeting agendas, minutes, materials, guidance documents, etc.)</td>
<td>Assistant Superintendents for Business and Instruction, SMS Review Committee, Director of Technology and Innovation, Coordinator of data and Information</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>Frequent guided-work sessions for sustained training and support</td>
<td>Communication Artifacts (meeting agendas, minutes, materials, guidance documents, etc.)</td>
<td>Assistant Superintendents for Business and Instruction, SMS Review Committee, Director of Technology and Innovation, Coordinator of data and Information</td>
<td>Ongoing</td>
<td></td>
</tr>
</tbody>
</table>

**NSDC Standards Alignment**
- **Context**
  - Resources
- **Process**
  - Data-Driven

**GCSD Professional Growth and Evaluation Domain**
- Instruction
- Assessment
- Communication
Objective 2.3: Provide focused 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?

<table>
<thead>
<tr>
<th>Strategies/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provide a variety of opportunities for staff to develop the skills needed for effective use of social media and online tools</td>
</tr>
<tr>
<td>• Provide administrators and clerical staff with necessary skills for advanced communications using social media</td>
</tr>
<tr>
<td>• Develop supporting documentation and start-up guides to support end users</td>
</tr>
<tr>
<td>• 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</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inputs</strong></td>
</tr>
<tr>
<td>Complete review and selection process for expert in residence for “Success in a Digital World” program (Chris Vallum)</td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
</tr>
<tr>
<td>Final selection and initial transition completed by start of 2014-15 school year</td>
</tr>
<tr>
<td><strong>Outputs</strong></td>
</tr>
<tr>
<td>Administrative and teacher professional development sessions</td>
</tr>
<tr>
<td>Communication Artifacts (meeting agendas, minutes, materials, guidance documents, etc.)</td>
</tr>
<tr>
<td>Observation/feedback notes from</td>
</tr>
<tr>
<td>Frequent guided-work sessions for sustained training and support</td>
</tr>
<tr>
<td>Communication Artifacts (meeting agendas, minutes, materials, guidance documents, etc.)</td>
</tr>
<tr>
<td>Participation rates and frequent assessment of needs</td>
</tr>
<tr>
<td><strong>Responsibility</strong></td>
</tr>
<tr>
<td>Assistant Superintendent Instruction, Principals, Instructional Administrators, Director of Technology and Innovation, Instructional Technology Specialist, Technology Liaisons</td>
</tr>
<tr>
<td><strong>Timeline</strong></td>
</tr>
<tr>
<td>September 2014</td>
</tr>
<tr>
<td>Program tentatively scheduled for week of October 27</td>
</tr>
<tr>
<td>Fall 2014</td>
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<tr>
<td>Ongoing</td>
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</tbody>
</table>

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<tr>
<th>NSDC Standards Alignment</th>
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<tbody>
<tr>
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<td>Learning Communities</td>
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<tr>
<td><strong>Process</strong></td>
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<tr>
<td>Design</td>
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<td>Learning</td>
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<tr>
<td><strong>Content</strong></td>
</tr>
<tr>
<td>Quality Teaching</td>
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</tbody>
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<table>
<thead>
<tr>
<th>GCSD Professional Growth and Evaluation Domain</th>
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</thead>
<tbody>
<tr>
<td>• Instruction</td>
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<tr>
<td>• Communication</td>
</tr>
</tbody>
</table>
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?

<table>
<thead>
<tr>
<th>Strategies/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Sustain long-term commitment to professional development in literacy via targeted learning of best instructional practices</td>
</tr>
<tr>
<td>- Include Common Core literacy frameworks in curriculum maps for each discipline</td>
</tr>
<tr>
<td>- Continue to support elementary teachers’ administration and use of Fountas and Pinnell Benchmark Reading Assessments and Leveled Literacy for Intervention for RtI Progress Monitoring</td>
</tr>
<tr>
<td>- Continue to develop collaborative structures for literacy coaching at the elementary level (current pilot at LES).</td>
</tr>
<tr>
<td>- Establish strong partnerships with higher education and research centers (e.g., Lesley University, Columbia, University at Albany)</td>
</tr>
<tr>
<td>- Facilitate Curriculum Mapping with continued focus on workshop structures and alignment with RtI plans, Common Core Standards, curriculum calendars, etc.</td>
</tr>
<tr>
<td>- Explore digital portfolios as an additional tool for model reading and writing progress monitoring</td>
</tr>
</tbody>
</table>

Action Plan

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Evidence</th>
<th>Responsibility</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revision of curriculum maps for integration of Common Core literacy frameworks into content area maps</td>
<td>Revised curriculum maps and documentation for communication</td>
<td>Assistant Superintendent for Instruction, Curriculum Cabinets, Building Principals, Instructional Administrators</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Incremental planning and implementation of Response-to-Intervention frameworks for secondary literacy and reading instruction and interventions</td>
<td>Completed RtI for secondary reading</td>
<td>Assistant Superintendent for Instruction, Language Arts Cabinet, FMS and GHS Building Principals, Instructional Administrators for ELA and reading at FMS and GHS</td>
<td>2014-15 School Year</td>
</tr>
<tr>
<td>Further develop Performance Plus database for analysis of NYS and local assessment data</td>
<td>Inclusion of 2011 NYS Testing data for all GCSD students</td>
<td>Assistant Superintendent for Instruction, Coordinator for Elementary Programs, Language Arts Cabinet, Building Principals, Coordinator of Data and Information</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Respond to new NYS and federal Accountability Measures and Student Achievement Data</td>
<td>Assistant Superintendent for Instruction, PD Committee(s), Building Principals, Instructional Administrators, School and District Data Teams</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>Meeting Minutes</td>
<td>Coordinator of Data and Information, BOCES Network Team Consultants</td>
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<td></td>
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<tr>
<td>Assistant Superintendent for Instruction, Building Principals, Instructional Administrators</td>
<td>Ongoing</td>
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</tbody>
</table>

### NSDC Standards Alignment

**Context**
- Learning Communities
- Resources

**Process**
- Research-Based
- Design
- Learning
- Collaboration

**Content**
- Quality Teaching

### GCSD Professional Growth and Evaluation Domain

- 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 Common Core 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

### Action Plan

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Evidence</th>
<th>Responsibility</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide responsive and targeted professional development opportunities in all content areas and specialties</td>
<td>PD evaluation surveys to measure participation rates and collegial sharing related to content, student achievement and learning standards. My Learning Plan Surveys, reports and Evaluations Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.)</td>
<td>Assistant Superintendent for Instruction, Building Principals, Instructional Administrators, Coordinator for Elementary Programs and Staff dev., GEMS</td>
<td>Summer 2013 (mandated orientation for all new teachers if applicable) Ongoing support and mentoring</td>
</tr>
</tbody>
</table>

Assess alignment of PD offerings with identified needs (departments and school)

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Responsibility</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>MyLearningPlan Purpose reports</td>
<td>Assistant Superintendent for Instruction, Building Principals, Instructional Administrators, Coordinator for Elementary Programs and Staff dev., Data Coordinator</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

Develop and implement protocols and procedures for data informed planning for professional development.

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Responsibility</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.)</td>
<td>Assistant Superintendent for Instruction, Building Principals, Instructional Administrators, Data Coordinator</td>
<td>Ongoing</td>
</tr>
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</table>
Observation/feedback notes from Building and Assistant/House Principals and Instructional Administrators

Documented evidence of concurrent planning by School-Based Inquiry Teams for needs-based professional development

<table>
<thead>
<tr>
<th>NSDC Standards Alignment</th>
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</thead>
<tbody>
<tr>
<td><strong>Context</strong></td>
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<tr>
<td><strong>Process</strong></td>
<td>- Professionalism</td>
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<tr>
<td>- Research Based</td>
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<tr>
<td>- Design</td>
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<tr>
<td>- Learning</td>
<td></td>
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<tr>
<td>- Collaboration</td>
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<tr>
<td><strong>Content</strong></td>
<td></td>
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<tr>
<td>- Equity</td>
<td></td>
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<tr>
<td>- Quality Teaching</td>
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</table>
Objective 3.3: High Quality Assessments – Train and support instructional teams in design, creation and application of high quality assessments.

*Essential Question:* How can locally-developed high quality assessments be used to improve student learning and achievement?

### Strategies/Activities
- Ongoing consultation and training in design of performance-based assessments
- Continue to research and/or develop required assessment tools and databases for interventions and APPR
- Implement selected assessment models. Professional development will be provided to ensure fidelity in administration and scoring and effective use of data
- Identify, create and/or improve progress monitoring assessments required for RtI, special education and AIS
- Provide PD to administrators, teachers and support staff on the use of CCLS aligned assessments

### Action Plan

<table>
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<tr>
<th>Inputs</th>
<th>Evidence</th>
<th>Responsibility</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide ongoing consultation and training in development performance-based assessments</td>
<td>Subject and/or grade-level based performance-based assessments</td>
<td>Assistant Superintendent for Instruction, Building Principals, Instructional Administrators, Coordinator for Elementary Programs and Staff Dev., Data Coordinator,</td>
<td>Summer 2013-Spring 2014</td>
</tr>
<tr>
<td>Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.)</td>
<td>Procedures for administration and scoring of assessments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creation of high quality rubrics</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Prepare all school leaders and faculty for administration, scoring and use of locally-developed assessments</td>
<td>Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.)</td>
<td>Assistant Superintendent for Instruction, Building Principals, Instructional Administrators, Coordinator for Elementary Programs and Staff Dev., Data Coordinator</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>Written protocols and directions</td>
<td>Completed training with evaluation</td>
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</tbody>
</table>

### NSDC Standards Alignment

#### Context
- Learning Communities
- Resources

#### Process
- Data-Driven
- 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: Code of Conduct and 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

**Action Plan**

<table>
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<tr>
<th>Inputs</th>
<th>Evidence</th>
<th>Responsibility</th>
<th>Timeline</th>
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</thead>
<tbody>
<tr>
<td>Plan and implement opportunities for presentation of codes-of-conduct developed for district and all levels</td>
<td>Inclusion of instructional practices in common curriculum and school-wide presentations</td>
<td>Superintendent, Assistant Superintendent for Instruction, Building and Assistant/House Principals, Professional Development Committee, Curriculum Cabinets</td>
<td>Summer-Fall 2014</td>
</tr>
<tr>
<td>Prepare and distribute to all stakeholders developmentally appropriate versions of codes-of-conduct</td>
<td>Inclusion of revised codes-of-conduct in all parent and student handbooks</td>
<td>Assistant Superintendent for Instruction, Building and assistant/House Principals,</td>
<td>Summer-Fall 2014</td>
</tr>
<tr>
<td>Posting of all codes and policies on district web site</td>
<td>Promotion of behavioral expectations in all schools and classrooms</td>
<td></td>
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</tr>
<tr>
<td>Develop curricular links which promote civility, citizenship, and character education on a consistent and ongoing basis</td>
<td>Inclusion of instructional practices in common curriculum documents/maps</td>
<td>Assistant Superintendent for Instruction, Building Principals, Coordinator for Elementary Programs and Staff Dev Instructional Administrators, Curriculum Cabinets, Classroom teachers</td>
<td>Summer-Fall, 2014</td>
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<tr>
<td>Direct observation of instructional practices by evaluators</td>
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</table>

**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 understand student mental health issues and to develop skill sets for effectively instructing and supporting such students.

Essential Question: How can faculty and staff effectively, safely and constructively support students experiencing mental health challenges?

<table>
<thead>
<tr>
<th>Strategies/Activities</th>
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</thead>
<tbody>
<tr>
<td>Plan and implement PD programs designed to inform faculty and staff of types and severity of mental health issues in youth</td>
<td></td>
</tr>
<tr>
<td>Build capacity and skill amongst administrators to recognize and support faculty, staff and students experiencing mental health issues</td>
<td></td>
</tr>
<tr>
<td>Consult with experts in the field to develop capacity for successful interventions with students struggling with mental health issues</td>
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</table>

## Action Plan

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<tr>
<th>Inputs</th>
<th>Evidence</th>
<th>Responsibility</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan and implement opportunities for professional development on student mental health issues and needs</td>
<td>Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.)</td>
<td>Superintendent, Assistant Superintendent for Instruction, Building and Assistant/House Principals, GCSD Related professionals (Psychologists, Social Workers, Counselors), PPS Director</td>
<td>Summer 2014-Spring 2015</td>
</tr>
<tr>
<td>Prepare and distribute to all stakeholders supporting resources and documents</td>
<td>Promotion of behavioral expectations in all schools and classrooms</td>
<td>Assistant Superintendent for Instruction, Building and assistant/House Principals, Communications Specialist, Related Professionals, PPS Director</td>
<td>2014-15 School Year</td>
</tr>
<tr>
<td>Establish professional relationships with clinical experts and organizations</td>
<td>Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.)</td>
<td>Superintendent, Assistant Superintendent for Instruction, Building and Assistant/House Principals, GCSD Related professionals (Psychologists, Social Workers, Counselors), PPS Director</td>
<td>2014-15 School Year</td>
</tr>
<tr>
<td>Provide administrator training to ensure constructive and supportive intervention when dealing with personnel matters related to mental health issues</td>
<td>Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.)</td>
<td>District Office Team</td>
<td>Summer 2014</td>
</tr>
</tbody>
</table>

## NSDC Standards Alignment

### Context
- Leadership
- Resources

### Process
- Research Based
- Design

### Content
- Equity
- Family Involvement

## GCSD Professional Growth and Evaluation Domain
- Learning Environment
- Communication
VI. MENTOR PLAN (G.E.M.S.)

GUILDERLAND CENTRAL SCHOOL DISTRICT &
GUILDERLAND TEACHERS ASSOCIATION

Mentor Program 2014-15

“GEMS”

Guilderland Educators
Mentoring for Success
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 1\textsuperscript{st} 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 1\textsuperscript{st} 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 will 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 Teachers Association/Guilderland Central School District

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

School Year: 20_______ to 20 _______.

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

<table>
<thead>
<tr>
<th>Monthly Meeting Planning Worksheet</th>
<th>Month: ____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planned Discussions items:</td>
<td>Review: Code of Conduct</td>
</tr>
<tr>
<td></td>
<td>Provide: Monthly Feedback Forms</td>
</tr>
<tr>
<td>1. ______________________________________________________</td>
<td></td>
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<tr>
<td>2. ______________________________________________________</td>
<td></td>
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<tr>
<td>3. ______________________________________________________</td>
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<tr>
<td>4. ______________________________________________________</td>
<td></td>
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<tr>
<td>5. ______________________________________________________</td>
<td></td>
</tr>
</tbody>
</table>

Suggestions for future meetings based on Monthly Feedback Forms:

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
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<td>Review: Code of Conduct</td>
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<td></td>
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</tr>
<tr>
<td>1. ______________________________________________________</td>
<td></td>
</tr>
<tr>
<td>2. ______________________________________________________</td>
<td></td>
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<tr>
<td>3. ______________________________________________________</td>
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<tr>
<td>4. ______________________________________________________</td>
<td></td>
</tr>
<tr>
<td>5. ______________________________________________________</td>
<td></td>
</tr>
</tbody>
</table>

Suggestions for future meetings based on Monthly Feedback Forms:
<table>
<thead>
<tr>
<th>Month</th>
<th>District New Teacher Training Staff Development</th>
<th>Mentor Meetings RECOMMENDED Agenda Items</th>
<th>SUGGESTED Agenda Items Elementary Level</th>
<th>SUGGESTED Agenda Items Middle School Level</th>
<th>SUGGESTED Agenda Items High School Level</th>
</tr>
</thead>
</table>
| Jul/Aug | **Curriculum Training:** Language Arts, Math, Social Studies, Science, Health ...  
**Staff Development NEW Staff:** Special Education, ESL, Sexual Harassment,  
**Orientation:** District Evaluation Process, Employee Assistance Program, Bus Tour of District ...  
**Other Staff Development:** Brain Research, Cooperative Learning ...  
**Celebration! Welcome Lunch** | **Mentor Training:**  
**Mentor/Mentee Orientation:**  
**Welcome Celebration!** | | | |
| | | | | | |
| EVERY MEETING | **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 | | | |
<table>
<thead>
<tr>
<th>Month</th>
<th>Topics</th>
</tr>
</thead>
</table>
| Oct   | Discuss Feedback Issues  
Assessing students  
Dealing w/ Individual students’ needs/abilities: Special Ed, CST, Enrichment Program Progress or Interim Reports |
| 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 Educators Mentoring for Success

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

**Building:**
- AES
- GES
- LES
- PBE
- WES
- FMS
- GHS

(Choose 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

<table>
<thead>
<tr>
<th>Do I:</th>
<th>(Circle One)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regularly attend Mentoring Program meetings</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Openly share successes and concerns</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Arrive on time, prepared, and ready to participate</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Listen with respect and with intent to understand</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Respond openly and honestly</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Celebrate the positive</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Nurture and develop leadership in self and others</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Honor confidentiality</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Understand the need to balance classroom responsibilities and school-wide activities</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Please share any other reflections...

**Thank you**

(Mentee Form - Yellow)
Mentor Self-Assessment Form

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)

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regularly attend Mentoring Program meetings</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Openly share successes and concerns</td>
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<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
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<td>Honor confidentiality</td>
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<tr>
<td>Understand the need to balance classroom responsibilities and school-wide activities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Please share any other reflections...

Thank you

(Mentor Form - Green)
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)

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

Briefly respond to the following:

<table>
<thead>
<tr>
<th>Mentoring Program – Areas of Strength:</th>
<th>Mentoring Program – Areas for Growth/Change:</th>
</tr>
</thead>
</table>

Program Evaluation = Evolution = Change over Time
Help us make our Program Evolve!
Return to your Building Mentor Liaison within 3 days.

Thank you
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
2014-15 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 met.

(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 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

7/11/14
Date

__________________________
Barbara Fraterrigo
Adopted by the Board of Education on Date:

__________________________
Original Signature of President, Board of Education

7/11/14
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 365 EBA
89 Washington Avenue
Albany, NY 12234