New Lebanon CSD

Professional Development Plan

2026-27

August 13, 2026

Part 100 PDP regulation: http://www.p12.nysed.gov/part100/pages/1002.html#dd

Needs Analysis:

As a district, we must ensure that our in-house testing and assessment data provide valid and reliable information to gauge the effectiveness of our instructional programs. The district has analyzed longitudinal results from NYS 3-8 Assessments, Regents exams, F&P, i-Ready benchmark assessments, classroom and RTI progress monitoring tools, writing samples, Early Literacy Profiles, and running records. These indicators demonstrate that most elementary students leave each grade reading on grade level, supporting the continuation of current literacy initiatives.

Based on our evaluation of district data, we will continue developing curricula aligned with NYSED standards and administering appropriate classroom assessments to evaluate student progress. We remain focused on articulating curricula and instruction across grade levels and buildings, with the Multi-Tiered System of Supports (MTSS) serving as a foundational structure.

Balancing State Assessment Responsiveness with NYS Inspires Shifts

A primary focus of our professional learning strategy is maintaining an intentional balance: staying highly responsive to current state assessment data to ensure immediate student success, while simultaneously preparing our staff and systems for the upcoming structural shifts under the **NYS Inspires** vision framework and *Portrait of a Graduate* competencies.

- **Data-Responsive Instruction:** We will continue to systematically analyze 3-8 assessment and Regents results to identify learning gaps, refine classroom instruction, and target interventions within our MTSS framework.
- **Transition to Performance-Based Learning:** Alongside state assessment data analysis, we are introducing teachers to performance-based learning tasks that cultivate deeper learning and align with *Portrait of a Graduate* attributes.
- **Assessment Rubrics & Calibration:** Faculty need targeted professional learning and collaborative planning time to develop high-quality, task-specific assessment rubrics. Professional development will focus on establishing clear success criteria, calibrating scoring across grade levels, and using rubric-based formative feedback alongside traditional assessment metrics.

Social-Emotional & Special Education Needs

Analysis of student needs indicates that academic success is strongly influenced by students' ability to manage social and emotional issues. Key assessment metrics include Student Support Team meetings, Child Protective Services referrals, discipline records, student feedback, Behavioral Intervention Plans (BIPs), and informal check-ins. Demand for ongoing and crisis interventions continues to increase, along with a higher volume of students identified for specialized support through 504 and CSE processes. Embedded professional development will focus on integrated co-teaching practices, differentiation, and IEP goal progress monitoring.

Goals & Objectives

Teachers must be equipped with the skills and understandings necessary to make effective, formative use of classroom assessments while preparing for statewide instructional shifts. The district will continue employing a QIII data coordinator to assist faculty in gathering and analyzing information from NYSED test results, including 3–8 state assessments and Regents exams.

To address our identified district needs, we have established the following Professional Development goals and objectives for the 2026–2027 school year:

1. Balancing Data Responsiveness with NYS Inspires Readiness

- **Dual-Track Assessment Focus:** Maintain a balanced instructional approach that uses immediate state assessment data (3–8 testing, Regents exams) and internal benchmark data to identify learning gaps, while concurrently building teacher capacity for the long-term structural shifts under the **NYS Inspires** framework.

2. Performance-Based Learning & Rubric Development

- **Performance-Based Learning Tasks (PBLT):** Provide professional development across grade levels and departments on designing authentic, inquiry-driven, and performance-based learning tasks that allow students to demonstrate knowledge and skills in real-world contexts.
- **Assessment Rubrics & Scoring Calibration:** Deliver targeted training on developing rigorous, task-specific assessment rubrics with explicit success criteria. Provide dedicated collaborative time for teachers to calibrate scoring across grade bands and subject areas to ensure consistency, fairness, and meaningful formative feedback.

3. Standards, Systems, & Content-Area Articulation

- **Small School Advantage:** Ensure all faculty members are aware of and capitalize upon the instructional, relational, and community benefits of teaching in a small school environment.
- **Superintendent's Conference Days:** Plan Conference Days in conjunction with administrative teams and stakeholders to support PK–12 vertical and horizontal articulation of standards-based instructional programs, performance task design, and student social-emotional well-being.
- **Curriculum Alignment:** Require Teacher Leaders (where applicable) to incorporate PK–12 articulation and performance assessment integration into their yearly goal-setting and progress reporting.
- **MTSS Refinement:** Continue expanding and refining both academic and SEL/behavioral Multi-Tiered Systems of Support (MTSS) across both buildings, utilizing progress monitoring data to guide interventions and program decisions.

4. Inclusive Practices & Continuum of Services

- **Special Education & Co-Teaching:** Advance district-wide inclusive and individualized educational practices by providing continuous professional development on Integrated Co-Teaching (ICT) models, differentiated instruction, and systematic progress monitoring of IEP goals.

5. Content-Specific & Initiative Support

Provide ongoing support through consultants, in-house staff developers, and structured peer collaboration time across all discipline areas:

- **Elementary (WBH):** Continue support for reading, writing, and phonics workshops, with a focus on K–6 to 7–12 vertical alignment; maintain full fidelity and implementation of the *Ready Classroom Mathematics* program.
- **Secondary ELA (JSHS):** Focus on increasing reading and writing rigor, incorporating performance-based literacy tasks, and reflecting on the attributes of the "Portrait of a Gradate"
- **Mathematics (PK–12):** Focus on addressing learning gaps identified in benchmark and state data while providing targeted Tier 2 and Tier 3 interventions.
- **Science (PK–12):** Prepare students for NYS Next Generation Science Standards assessments, focusing on hands-on science investigations and lab-based performance tasks.
- **Social Studies (JSHS):** Focus on disciplinary literacy, writing across content areas, and rubric-evaluated performance projects.
- **Special Areas:**
    - *Physical Education:* Focus on team building, lifelong physical fitness, skill development in the team sports offered at New Lebanon and alignment with 2020 NYS Physical Education Standards.
    - *Music & Art:* Continue PK–12 program articulation and performance showcase alignment.
    - *Library/Media:* Focus on the importance of reading, technology integration, research skills, and instructional AI literacy.
    - *Diversity, Equity, & Inclusivity (DEI):* Expand inclusive practices, restorative approaches, and social-emotional learning supports for all students.

Evaluation of Professional Development

To ensure that district-sponsored professional development leads to measurable growth in teaching practice and student achievement, the district utilizes a multi-tiered evaluation process. This evaluation model assesses both the immediate effectiveness of PD offerings and the long-term impact on classroom instruction, performance-based learning implementation, and student outcomes.

Professional Learning Evaluation Metrics

- **Participant Feedback & Reflection:** Faculty and staff will complete structured feedback evaluations following all district-sponsored PD sessions, Superintendent's Conference Days,

and consultant workshops. Survey tools will specifically assess the quality, relevance, and practical applicability of sessions. This includes training on performance-based learning tasks, rubric design, and AI integration. Feedback will be reviewed by administration and the PD Committee to refine future offerings.

- **Rubric Calibration & Artifact Review:** Grade-level teams, departments, and Teacher Leaders will conduct routine reviews of student work artifacts and performance-based learning tasks. Collaborative scoring sessions will serve as a key metric to evaluate teacher confidence and consistency in using task-specific assessment rubrics and providing actionable formative feedback.
- **Systematic Data Analysis:** Administration, faculty, embedded staff developers, and the QIII Data Coordinator will engage in yearly data reviews. These sessions will evaluate student progress by balancing summative performance on NYS 3–8 assessments and Regents exams with local benchmark data (i-Ready, F&P, PEAR SEL screeners, and classroom performance tasks) to gauge instructional effectiveness.
- **Annual PDP Review & Revision:** The Professional Development Plan Committee will conduct an annual comprehensive evaluation of the PDP's efficacy at the conclusion of the 2026–2027 school year. This review will synthesize survey data, student performance trends, and teacher feedback to form the baseline for the 2027–2028 district plan.

Providing Means of PD Opportunities:

Scheduled Superintendent's Conference Days

September 1, 2026 (All Staff) - 8am to 3pm

AM:

- Superintendent's Welcome
- Sexual Harassment Training - District Counsel
- 9am - 12:00pm- Supporting teachers in transition to NY Inspires - Alyssa Sabbatino

Required Training:

- Cyber Security Training - **online - to be completed by October 1st** - Link from KnowBe4
- Blood Borne Pathogens, Right to Know/HASCOM, School Safety, Mandated Reporter and DASA Refresher, Workplace Violence - **online - to be completed by October 1st**

PM:

- Union Meetings
- Faculty Meetings - topics to be determined by building level administration
- Time in Classrooms (If time permits)

September 2, 2026 (Faculty and staff) - 8am to 3pm

- 8:00 - 9:30 - Threat Assessment Tabletop Discussion - hosted by Questar III
- 11:15 - 2:45 - Restraint Training Recertification - WBH Cafeteria
- Additional Faculty Meetings if needed

- Time in Classrooms (If time permits)

September 25, 2026 (Superintendent's Conference Day) - 8am to 3pm

- NY Inspires and Performance Based Learning - Alyssa Sabbatino

October 23, 2026 (PK-12 Early Dismissal)

- WBH - Parent Teacher Conferences
- Jr/Sr High School- Parent Teacher Conferences

October 27, 2026 (PK to 6 Early Dismissal)

- WBH - Parent Teacher Conferences

November 20, 2026 - Superintendent Conference Day - 8am to 3pm

- Continuation with Alyssa Sabbatino

March 12, 2026 - Superintendent Conference Day

- The district will assess in the fall if we are participating in the Questar Regional Professional Development Day. The district can choose which areas we participate in.

Other Opportunities and Expectations For Participation in PD:

Building level faculty meetings:

- WBH: NY Inspires preparation, school safety, mental health, performance-based learning, diversity, inclusivity, differentiation, MTSS processes, review of programs, AI, PD on new programming
- JSHS: NY Inspires preparation, school safety, MTSS processes, diversity, inclusivity, grading, mental health, performance based learning

Release Time During the School Day: (Substitutes will be provided)

To be provided as needed and when coverage is possible:

- ELA with Literacy Coach Val Falco
- Co-Teaching partner time
- General conferences
- Review data with teams

Technology Integration:

Teachers are encouraged to attend regional workshops and to share information with colleagues.

SpEd:

- Integrated co-teaching implementation, progress monitoring, and updated disability awareness
- Professional development as needed for staff of self-contained program
- Transition from elementary to secondary and to work force

Local Sponsored Professional Development:

Professional Development and training offerings related to District goals will be shared with faculty and staff. Approval of such conferences will be dependent on the budget, ability to find a substitute, and impact the PD will have on students. Teachers will be informed of opportunities as they arise

Teacher Mentor Training:

Training will be provided over the summer months for teachers who are interested in mentoring new teachers to the district.

New Teacher Orientation and Training:

At least a day towards the end of the summer will be planned for new teacher and staff orientation. This is a mandated training for all staff.

Continuing Teacher and Leader Education (CTLE)

In accordance with regulations the District will electronically store attendance lists from all District-sponsored CTLE. The attendance list will include the following information: the date of the CTLE event, its location, the name of the presenter, the learning objective and the instructional method of the event. The electronic record will be in the superintendent's electronic file. Information from that file is available to learners upon written request to the superintendent. The curriculum vitae of district-employed presenters are contained in personnel files. Out-of-district presenters will provide a CV that will be electronically retained. It is the professional responsibility of certified personnel to maintain personal records of CTLE hours.

New Lebanon CSD Teacher Mentoring Plan

The New Lebanon Central School District (NLCSD) recognizes State Education Regulation 8NYCRR §102.2[dd] that requires a mentor be provided for new teachers who hold initial certificates and are new to the field of education. Therefore, a Mentor Program will be established for all new teaching staff that falls within the purview of this regulation.

Purpose

The purpose of the NLCSD Mentoring Program is to increase the retention of new teachers and improve their ability to assist children to achieve the NYS Next Gen Learning Standards.

General Provisions of the Mentoring Program

- Teachers who are in their first year of employment in New York State under an initial certificate will be assigned a mentor.
- Teachers new to the district may be assigned a mentor at the superintendent's discretion
- Coverage may be provided in order to enable classroom visitations between the mentor and his/her new teacher and other appropriate activities.
- A substitute may be used to provide release time for the mentors and their new teachers.
- It is expected that mentors will meet with their new teachers a minimum, on average, of one hour per week, some of which may occur beyond the school day.
- A yearly stipend as per contract will be paid to each mentor.
- To be eligible to be a mentor, the mentor must participate in mentor training when offered by the district
- When appropriate, a mentor may be a retired teacher or, under special circumstances, a professional from another district.

Confidentiality

The primary role of the mentor is to provide support. The program consists of elements such as: sharing of ideas, counseling, coaching, and reflective dialogue techniques. The program requires a commitment of time and energy in helping the new teacher grow professionally. It is not the mentor's role to formally evaluate the new teacher at any time. Any information obtained by the mentor is completely confidential between the mentor-new teacher pair. This information will not be shared with supervisors or administrators, nor be used in the evaluation of the new teacher. Supervisors will be instructed not to expect responses from mentors concerning their new teacher unless withholding the information would pose a danger to the life, health, or safety of students or school staff, where information emerges that the new teacher has been convicted of a crime, or where information emerges that raises a reasonable question regarding the new teacher's moral character.

Selection Committees/Selection Process

Each building principal in consultation with the NLTA Leadership (building representative) shall submit a suggested mentor to the Superintendent as soon after the teacher's appointment as possible. The suggestion will be based on their knowledge of the needs of the students to be served, as well as the experience and professional development goals of the new teacher. Only names of mentors who have indicated interest in serving as a mentor and have received the necessary training will be forwarded to the Superintendent. The Superintendent will either approve the nomination or request another mentor for consideration.

Qualities of Mentors

It is generally accepted that the quality of the mentor is critical to the success of this program and it is in the district's best interest to select the very best teachers as mentors.

Those teachers selected as mentors must:

- Be tenured in New Lebanon, however, an untenured teacher might be considered if in the opinion of administration, representation from the NLTA and the mentor that the untenured teacher would provide the most effective mentoring available.
- Have received mentor training as provided by the district
- Be knowledgeable in mentoring expectations and requirements.
- Have demonstrated a proven, successful track record of student achievement, leadership among their colleagues, and collegiality.
- Have demonstrated the ability to establish a comfortable, confidential relationship with new teachers.
- Have demonstrated effective interpersonal skills.
- Possess the ability to speak objectively to new teachers in a non-judgmental, analytic manner.
- Have demonstrated a willingness to learn to assess the progress of new faculty as well as their own effectiveness as mentors.
- Have demonstrated a willingness to acquire and share new ideas.

Those teachers selected as mentors should demonstrate:

- Mastery of pedagogical skills.
- Knowledge of current APPR rubric.
- Knowledge of district-used technology.
- Successful strategies in classroom management.
- Ability to effectively teach special needs/at risk students – especially students experiencing trauma, poverty and mental health challenges.
- Knowledge of and experience using differentiated instruction within the classroom.
- Knowledge of the application of brain-based learning to classroom instruction and student achievement.
- A personal commitment to lifelong learning.
- A strong commitment to one's professional growth by attendance in related workshops and involvement in the school community.
- Effective relationships with parents and families
- Familiarity with current research.

Role of the Mentors

The primary role of the mentor is to provide support to the new teacher. This support shall consist of elements such as:

- Assisting the new teacher in the identification of his/her needs
- Assist the new teacher in pacing and effective communication skills.
- Discuss informal observations of the new teacher, obtaining and giving feedback.
- Model effective instructional strategies and communication.
- Serve as a coach and supporter of the new teacher.
- Act as a confidential, objective, collegial coach to the new teacher.
- Familiarize the new teacher with school-based and district-wide routines, procedures, requirements, and protocols.
- Build a successful relationship with the new teacher by understanding the concerns of a new teacher.
- Engage in reflective practice as a mentor, thus participating in the evaluation of the Mentor Program and his/her own effectiveness as a mentor.

In addition, the mentor may work with the new teacher in the following areas:

- Response to Intervention (RtI) and CSE processes
- Developing learning objectives and classroom assessment of student progress
- Co-teaching and inclusion
- Student record confidentiality
- Lesson planning
- Record keeping/grading/report cards
- Observation and evaluation process
- Use of technology
- Mental Health
- Inclusive practices
- Classroom management
- Reflective practice
- Parent meetings/conferences
- Written and verbal parent communication
- Differentiated instruction
- Literacy – district adoptions/programs
- Progress monitoring
- Intervention and data collection
- Forms (conference, referrals, etc.)

Specific Duties

1. The mentor and the new teacher shall develop goals for the school year.
2. The mentor shall keep a log of dates, times and a summary of mentoring activities spent with the new teacher that will be submitted to the building principal on a semester basis. A suggested log format is attached to this plan.
3. Mentoring activities may occur within the school day or outside of the school day when necessary. Release time will be provided to enable classroom observations. In addition to release time, it is expected that mentors will meet with their new teachers a minimum, on average, of one hour per week.
4. At the conclusion of the mentoring period, the mentor and new teacher may request additional professional development activities that would benefit the new teacher.

Every effort will be made to provide training for all mentors during the summer. Training content may include:

- Confidentiality
- Non-evaluative observation techniques
- Keeping weekly logs
- Reflective practice
- Elements of effective instruction
- Coaching competencies
- Technology in education
- Mentor/new teacher relationship
- Purpose of mentoring

Role of the Principal

The principals play a key role in the program as a guide, coach, motivator and director of others towards a common goal. The principals can provide help by:

- Support, as needed, mentors' development of a schedule for meeting with the new teacher(s). Such schedule which will provide, whenever possible, common planning time, and opportunities for observations.
- Serving as a source of information regarding operation of the building, completion of forms, and general practices of the district.
- Assisting members of the staff in understanding the importance of confidentiality within the Mentor Program.
- Providing guidance and support for the Mentor Program and encouraging excellence in teaching.
- In consultation with both mentor and the new teacher shall provide for continued mentoring for up to an additional school year.
- Provide records of mentoring to the District Office.

Program Evaluation

This plan will be reviewed on a yearly basis along with the yearly review of this PDP.

NL Mentoring Log

Date	Time	Hours/Mins	Subject Discussed