

New Lebanon CSD
Professional Development Plan
2023-2024

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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 Regents exams, F&P, I Ready Math Assessments, and reading ready classroom math assessments, PEAR social emotional, classroom and RTI progress monitoring tools, writing samples, Early Literacy Profile and running records, which have indicated that most students leave each elementary grade reading on grade level. These data indicate that the district needs to continue current literacy support initiatives, as they are proving to support literacy growth. Based on our evaluation of these District data, we need to continue to develop curricula aligned with NYSED standards and to administer appropriate classroom assessments to evaluate our students' progress. We need to remain focused on articulating curricula and instruction across grade levels and buildings. RtI initiatives are a supporting element to ensure that students' progress is on grade level. Additionally, NYSED has implemented Next Generation Standards in most content areas.

Analysis of student needs indicates that academic success is often influenced by students' ability to manage social and emotional issues. Some areas of assessment include student support team meetings, Child Protective Services referrals, discipline referrals, conversations with students, number of students on behavioral intervention plans and other informal meetings. The number of students seeking support for ongoing and crisis interventions has increased over the last few years. We have experienced an increase in students identified with a disability either through the 504 or CSE referral processes.

Continued embedded staff development in the area of integrated co-teaching and progress monitoring of IEP goals.

Goals & Objectives:

Teachers need to be provided with the understandings necessary to make formative use of classroom assessments. We will continue to employ the use of a QIII data coordinator to assist faculty in gathering information from NYSED test results, including regents' exams. Based on these identified factors we have established the following PD aims:

- To ensure that all faculty members are aware of and capitalize upon the benefits of instruction in a small school.
- To ensure that PD opportunities on superintendent's conference days continue to support K-12 articulation of standards-based instructional programs and students social and emotional wellbeing. The administrative team, in conjunction with stakeholders will plan for this PD.
- Curriculum coordinators will continue to include K-12 articulation in their yearly goal setting and progress reports.
- Continue with the district wide initiative of inclusive and individualized educational practices and academic achievement in special education.

- In response to the growing social/emotional and academic needs, professional development and time to collaborate with colleagues will be made available with the goal of supporting students and to assess their areas of need.
- Focus on continued implementation of the ready classroom math program at the elementary school.
- To provide a continuum of support for ongoing district initiatives and NYS Standards: This support will be provided by consultants, staff developers, in-house training, or time with colleagues.
 - Elementary level will focus on supporting implementation of reading, writing, phonics workshops and articulation from elementary and secondary programs.
 - ELA at the secondary level will focus on writing and common language in content areas
 - WBH will focus on implementing and analyzing progress monitoring and aligning the data with interventions.
 - Math at the Jr/Sr. High School and WBH will focus on addressing learning gaps and providing interventions
 - Science at all levels will focus on the implementation of the Next Generation Science Standards, including supporting students to read and to identify critical information in all text
 - Social studies at the Jr/Sr. High School will focus on writing in the content areas
 - Special Areas:
 - PE - Team building and group sports. Alignment of the 2020 PE standards
 - Music - K-12 program articulation
 - Art - K-12 program articulation
 - Library - Technology Integration
 - Diversity Equity and Inclusivity supports for all students
- District Focus Area:
 - Inclusivity, Equity, restorative practices, and social emotional learning
 - Utilizing the Units of Study in Reading writing and phonics and incorporating other materials to meet students' needs
 - Use of progress monitoring to guide program decisions, instruction (I -Ready tool and IST process) and social emotional supports
 - Differentiated instruction
 - Evaluating ready math program and provide needed supports for teachers to make adjustments to their math program
 - To provide an opportunity for reflection and adjustment of classroom grading practices
 - Provide all science teachers with PD and support on new science investigations and science assessments.
 - Further implementation of the co-teaching and resource room model service delivery
 - Provide all science teachers with PD and support on new science in
 - Expanding special education services by creating a primary self-contained special education class.

Evaluation of Professional Development:

- Faculty will provide feedback following district-sponsored PD opportunities. That feedback will be used to assess progress and re-evaluate our PD needs.
- Faculty and administration will continue to work with the embedded staff developers/consultants and data coordinator to evaluate progress through systematic analysis of available assessment results.
- The Professional Development Plan committee will evaluate our plan and programs on a yearly basis. That evaluation will provide the basis for development of the next year's plan.
- The Curriculum council will meet quarterly to discuss progress and needs

Providing Means of PD Opportunities:

Scheduled Superintendent's Conference Days

September 1, 2023 (All Staff) - 8am to 3pm

AM:

- Superintendent Welcome

Required Training:

- Right to Know & Blood Borne Pathogens - online
- Sexual Harassment
- Mental Health
- DASA/anti-bias training
- Cyber Security Training
- Narcan/Seizure and Epi-pen
- NLTA

PM:

- Faculty Meetings- review safety protocols during meeting
- Time in Classrooms

September 5, 2023 (Faculty and staff) - 8am to 3pm

- 8am-12pm- All faculty and staff
 - Relocation, reunification, and school safety
- 12pm – 3pm – teachers
 - ELL training- Call Auburn

October 20, 2023 (Superintendent's Conference Day)

- 8am-10am- All- De-escalation training
- WBH - Parent Teacher Conferences
 - Math trainers
 - ELA
- Jr/Sr High School - Grading Conversations and Time with Your Departments
 - 10:30am-12:30pm Working Groups
- Review for psychologists

October 27, 2023 (PK-12 Early Dismissal)

- WBH - Parent Teacher Conferences
- Jr/Sr High School
 - Department initiatives
 - Math data work at JSHS

November 3, 2023 (PK to 6 Early Dismissal)

- WBH - Parent Teacher Conferences

November 7, 2023 - Superintendent Conference Day

- Hour monitoring team building
- Data conversation, district, Right Path
- Department initiative JSHS

March 15, 2023

- All NL Teachers will participate in the Questar Regional Professional Development Day. More details to come.

Other Opportunities and Expectations For Participation in PD:

Building level faculty meetings:

- WBH: school safety, mental health, inquiry-based learning, diversity, inclusivity, differentiation, IST processes, new math program
- JSHS: school safety, diversity, inclusivity, grading, mental health, Inquiry based learning

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

- Science - Questar Science coach - New standards and preparing for new science assessments

- Phonics and ELA with - Literacy Coach Val Falco
- Math new curriculum - I Ready Math Training
- Co-Teaching partner time
- General conferences
- Math curriculum coach
- 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.

Summer Curriculum Work: In the spring teachers can write a proposal for a summer curriculum work request. All requests will be collected and evaluated by a subcommittee of the professional development committee. This group will consist of teachers and administrators. Successful proposals will be announced by July 1st and all summer work must be completed by September 1st. All products and work must be submitted to the district office before payment will be granted. See proposal form below for details and summer work criteria.

New Lebanon Teacher Summer Curriculum Proposal Form

RETURN THIS FORM TO _____

BY: _____

All information is required for the proposal to be considered as a summer curriculum project. A Sub Committee of the district's professional development committee will review all proposals and identify approved projects. Projects will be chosen based on criteria below. Only one completed form is needed per group, all participants must be listed. The district is on a limited budget and projects may not be

approved or altered due to budget constraints (for example - based on the number of applicants we may only be able to approve a paid day even if a group asked for two days.)

Teachers will be compensated based on the curriculum development rate as listed in the NLTA contract

PROPOSAL DETAILS

| | |
|----------------|--|
| Date: | |
| Project Title: | |
| School: | |

| | | | | |
|-------------|---|----------------------|---|-----------------|
| | × | | = | |
| # of people | | # of days per person | | TOTAL # of days |

| | | | |
|----------------------|--|--------------------|--|
| # of Students Served | | Target Grade Level | |
|----------------------|--|--------------------|--|

STAFF INTERESTED IN DEVELOPING AND WORKING ON THIS PROJECT

| | | | |
|-------|--|---------|--|
| Name: | | School: | |
| Name: | | School: | |
| Name: | | School: | |
| Name: | | School: | |

PROJECT NARRATIVE

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|--------------------|--|
| Project Objective: | |
|--------------------|--|

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|---|--|
| <p>Project Description:</p> | |
| <p>How will this project benefit our NL students?:</p> | |
| <p>Specific NYS Learning Standards/Goals Addressed:</p> | |
| <p>Specific District Goal Addressed:</p> | |
| <p>How will you assess the benefits of this work?:</p> | |

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|---|--|
| | |
| <p>What is your plan on sharing the Information gathered with Colleagues:</p> | |

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 (NLCS D) 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 NLCS D 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 |
|------|------|------------|-------------------|
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