

# Scotia-Glenville Central School District Professional Development Plan

2023-2024



## *Scotia-Glenville Mission Statement*

“The Scotia-Glenville Central School District is committed to providing an environment which allows students to realize their full potential and thus prepares them for life in an ever-changing world. In the tradition of excellence, the Board of Education, administration, staff, parents, and business and community members will continue to ensure that our educational system fulfills the needs of our students.”

## **Professional Development**

### **Committee Members**

Superintendent Designee	Karen Swain, Assistant Superintendent for Curriculum and Instruction
K-12 Administrator	Nancy Lussier, Director of Fine Arts Anthony Peconie, Instructional Administrator for Special Education
Secondary Administrators	Marissa Gordon, Academic Head for Social Studies and English Megan Johnson, Academic Head for Health and Science
Teachers	Christina DarkAngelo-Wood, Mentor Coordinator and High School Chris DeCarlo, Glen-Worden Elementary Jan Tunison, Middle School Librarian Tracey Morrison, Sacandaga Elementary Lisa Coppola, Lincoln Elementary

This plan reflects a process Scotia-Glenville Central School District uses on an annual basis. It is not a specific plan but rather a framework to guide the committee and the district in the plans for improving student learning, engagement, and achievement.

The Scotia-Glenville Central School District's Professional Development Plan is based on the following tenets:

The plan will:

- be based on an ongoing data driven inquiry cycle
  - We will collect and analyze data, make decisions based on the data sets, implement activities, and reflect on and analyze the results
- relate to the district/school goals that are aligned to the New York State Learning Standards
- be data driven and research based
- involve teachers in the identification of their professional development needs
- align with the District's Instructional Technology Plan
- allow for professional development that is continuous and ongoing, and involves follow-up and support for further learning
- ensure the appropriate resources will be allocated to support the professional development goals
  - The expenditures will be evaluated and tracked

## **New York State Education Department Regulations and Requirements**

Scotia-Glenville Central School District has been approved for the School District Waiver CR Part 154 Professional Development Requirements Specific to English Language Learners. We will continue to apply for the waiver until the ENL population increases to 5% or more of our total population.

See Attachment I for submitted waiver.

New faculty who are not permanently certified will be responsible for engaging in 100 hours of professional development activities over a five-year period. It is the expectation of our district that staff successfully complete approximately 20 hours per year for two reasons:

1. To spread out the experiences of being able to implement the newly-learned material and information.
2. To balance teacher absences due to staff development in order that student learning is not compromised by having substitute teachers too often.

At this time, and without any change to negotiated agreements, this requirement will only affect teachers newly certified and who replace their Initial Certificate with a Professional Certificate. It is the Professional Certificate that requires renewal and the 100 hour requirement. At the same time, level III teaching assistants with new certifications will have to meet a 100 hour staff development requirement over 5 years.

As of 2004, all newly certified teaching staff is required to participate in a mentoring program in their first year of employment. Scotia-Glenville has had a mentoring program in place since September 2004. Newly hired teachers at Scotia-Glenville were assigned a mentor regardless of experience in the profession or, in the judgment of the administration, might benefit from a mentor.

Please see Attachment II for the full Scotia-Glenville Mentor Plan.

## **CTLE – STATEMENT OF ASSURANCES**

The superintendent certifies that the professional development plan and course offerings are in compliance with Subpart 80-6 of the Commissioner’s Regulations. The superintendent further certifies that:

- Professional development design is based on data, is derived from the experience, expertise and needs of the recipients, reflects best practices in sustained job embedded learning, and incorporates knowledge of how adults learn.
- Professional development expands all educators’ content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
- Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.
- Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment.
- Professional development ensures that educators have the knowledge and skill to meet the diverse needs of all students.
- Professional development ensures that educators have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students.
- Professional development ensures that educators have the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children’s education.
- Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
- Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
- Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

**Superintendent Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## **Needs/Data Analysis/Evaluation**

The district will use State initiatives such as Response to Intervention, Next Generation Learning Standards, and Annual Professional Performance Response and specific student needs assessments to identify training needs for the current school year. Each professional development activity offered by the district will be evaluated. The review of the evaluations will be used when planning future professional development and determining which activities should continue to be offered.

We currently use several tools to collect this data.

These include:

- Needs assessment surveys
- Feedback forms
- Anecdotal evidence
- Presenter/Guest Speaker exit surveys and interviews

The committee will also review multiple data sources which are analyzed annually to determine the focus and content of professional development activities.

These include, but are not limited to:

- School Report Cards
- NYS and District assessments (e.g. 3-8 assessments and Regents exams)
- Academic Intervention service and RTI records
- BEDS data
- Program Evaluations
- Graduation and Non-Completer rates
- Student Attendance and Discipline data
- VADIR/DASA reports
- Running Records
- Diagnostic and Benchmark Assessments
- NYSED Level 1 and 2 reports
- Formative and Summative Assessments

## Objectives and Strategies

The objective of this plan is to improve the quality of teaching and learning by ensuring that teachers and teaching assistants participate in high quality professional development that is collaborative, continuous and embedded in daily practice. The focus of all activities will be to improve student achievement.

Opportunities available to support the objective of enhanced student achievement include but are not limited to:

- Superintendent's Conference days
- Building and district-wide faculty meetings
- Department meetings
- Content release days
- Grade level meetings
- Distance Learning
- College and/or University collaborations
- Local, regional, state conferences
- District level in-service course offerings
- Mentoring
- Peer Coaching
- User Groups
- Curriculum writing
- Program evaluations
- IT trainings
- Google Workspace for Education
- Independent consultants brought in by the district

Workshops and training facilitated by professional development providers (Pending CTLE approval by NYSED). A certificate of completion will be awarded for each individual training from the organizations below.

- o Scotia-Glenville Central School District
- o Adobe
- o Albany Council of Reading Teachers
- o American Association of School Librarians
- o American Library Association
- o American Orff Schulwerk Association

- o Annenberg U
- o Association for Career & Technical Education Administrators
- o Association of Mathematics Teachers of NYS
- o The Berkshire-Hudson Valley Chapter of the American Orff Schulwerk Association
- o Broome-Delaware-Tioga BOCES
- o Bureau of Education Research
- o Business and Marketing Educators Association
- o Business Teachers Association of NYS
- o Capital Area School Development Association
- o Capital Region BOCES
- o Castle Learning
- o Cattaraugus-Allegany-Erie-Wyoming BOCES
- o Cayuga-Onondaga BOCES
- o Center for Instruction, Technology, & Innovation (CiTi)
- o Champlain Valley Educational Services
- o Classical Association of the Empire State
- o Common Sense Media
- o Consortium for School Networking (COSN)
- o Consortium of School Networking (COSN)
- o DATAG
- o Delaware-Chenango-Madison-Otsego BOCES
- o Developmental Resources, ACEs
- o Dutchess BOCES
- o Eastern Suffolk BOCES
- o edWEB.net
- o edTrends- Academy for the Advancement of Teaching, Leadership and Schools, School of Education, SUNY Albany
- o Erie 1 BOCES
- o Erie 2 Chautauqua-Carraraugus BOCES
- o Excelsior College
- o Franklin-Essex-Hamilton BOCES
- o Genesee Valley Educational Partnership
- o Glazier Clinic
- o Google
- o Greater Capital Region Teacher Center For Effective Teaching
- o Hamilton-Fulton-Montgomery BOCES
- o Handle With Care Behavior Management System
- o Harvard Graduate School of Education
- o Heinemann
- o Herkimer-Fulton-Hamilton-Otsego BOCES
- o Hudson Valley Community College
- o International Society for Technology in Education (ISTE)
- o Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES
- o Journal of Literacy Research
- o Learning Center Initiatives (LCI)



- o Learning Forward NY
- o Library of Congress
- o Madison-Oneida BOCES
- o MetaMetrics
- o Model Schools
- o Monroe 1 BOCES
- o Monroe 2 BOCES
- o Museum of Innovation and Science
- o Nassau County BOCES
- o National Council for the Social Studies
- o National Council Teachers of English
- o National Writing Projects
- o New York State Bar Association
- o NY Association for Continuing/Community Education
- o NY Association of School Psychologists
- o NY Library Association/Section of School Librarians
- o NY Schools Data Analysis Technical Assistance Group
- o NYC Council of Supervisors & Administrators
- o NYS Art Teachers Association
- o NYS Association for Bilingual Education
- o NYS Association for Computers & Technologies in Education
- o NYS Association for Health, Physical Education, Recreation, & Dance
- o NYS Association of Family and Consumer Science Educators
- o NYS Association of Foreign Language Teachers
- o NYS Association of Mathematics Supervisors
- o NYS Association of School Nurses
- o NYS BOCES Arts in Education Network
- o NYS Council for the Social Studies
- o NYS Council of Administrators for Health, Physical Education, Recreation and Dance
- o NYS Council of Administrators of Music Education
- o NYS Dance Education Association
- o NYS Educational Media/Technology Association
- o NYS English Council
- o NYS Federation of School Administrators
- o NYS Middle School Association
- o NYS Reading Association
- o NYS School Counselor Association
- o NYS School Music Association
- o NYS School Social Workers Association
- o NYS Science Education Leadership Association
- o NYS Teacher Center Network
- o NYS Teachers of English to Speakers of Other Languages
- o NYS Technology and Engineering Educators Association
- o NYS Theatre Education Association
- o NYS United Teachers

- o NYS Work Experience Coordinators Association
- o NYSED (e.g. Regional scoring training)
- o Oneida-Herkimer-Madison BOCES
- o Onondaga-Cortland-Madison BOCES
- o Orange-Ulster BOCES
- o Orleans-Niagara BOCES
- o Otsego Northern Catskills BOCES (ONC)
- o PBS TeacherLine
- o Pearson/AIMS Web +
- o Penn's Graduate School of Education Ethnography
- o PESI
- o PocketLab parent company for SCIC Science is Cool
- o Princeton University
- o Putnam-Northern Westchester BOCES
- o Questar III BOCES
- o RBERN
- o Rockland BOCES
- o Schenectady County Community College/SUNY Schenectady
- o ScholasticU
- o School Administrators Association of NYS
- o School Library Systems Association of NYS
- o Schuyler-Steuben-Chemung-Tioga-Allegany BOCES (Greater Southern Tier)
- o Science Teachers Association of NYS
- o Southern Westchester BOCES
- o St. Lawrence-Lewis BOCES
- o Sullivan BOCES
- o TeachersFirst
- o Tompkins-Seneca-Tioga BOCES
- o Ulster BOCES
- o Washington-Saratoga-Warren-Hamilton-Essex BOCES
- o Wayne-Finger Lakes BOCES
- o Western Suffolk BOCES
- o Yoga for Youth (PE teachers only)

## **Delivery and Maintenance of Records**

CTLE activities will be designed to improve the teacher or leader's pedagogical and/or leadership skills and will be targeted at improving student performance, including but not limited to formal CTLE activities. Such activities also shall promote the professionalization of teaching and educational leadership, as applicable, and be closely aligned to district goals for student performance.

### **Acceptable CTLE Activities**

Acceptable CTLE includes activities:

- Content area(s) of the certificate(s) held, and/or
- Pedagogy , and
- Language Acquisition addressing the needs of English language learners.

The CTLE in the content area can be in the content area of any certificate held, including certificates not subject to CTLE (e.g., Initial, Permanent certificates). CTLE activities in pedagogy could be appropriate general pedagogy or pedagogy specific to the content area of the certificate(s).

### **University or College Course Credits**

Courses completed at an institution of higher education (IHE) can count towards the CTLE requirement only if the IHE is an approved CTLE sponsor and awards CTLE clock hours for the courses. For credit-bearing university or college courses, each semester-hour of credit is equal to 15 clock hours of CTLE, and each quarter-hour of credit is equal to 10 clock hours of CTLE. For all other approved CTLE activities, one CTLE clock hour is a minimum of 60 minutes of instruction/education.

### **Working with Colleagues and Student Teachers**

Principals acting as independent trained evaluators who conduct a classroom observation as part of the teacher evaluation system pursuant to Section 3012-d may count such time towards the CTLE requirement. The acceptability of other types of collaborative work between educators will be determined by the district and the CTLE clock hours will be awarded accordingly.

Teachers who provide mentoring may, at the discretion of the district, earn CTLE clock hours in the following manner

- Teachers acting as a mentor to a new classroom teacher as part of the district's mentoring program may credit up to 30 hours of such time towards their CTLE requirement in each five-year registration period.
- Teachers acting as a mentor to a teacher candidate may credit up to 25 hours of such time towards their CTLE requirement in each five-year registration period.

The district will keep records within the Educational Vistas StaffTrac Professional Development module and award CTLE certificates, as shown in Appendix III, for educators who earn CTLE clock

hours by working with colleagues and student teachers, documenting that they approve of the CTLE as the approved CTLE sponsor.

### **National Board Certification**

Educators who earn certification from the National Board for Professional Teaching Standards have met the CTLE requirement during the registration period in which the National Board Certification is achieved, provided that the educator also meets the CTLE language acquisition requirement.

### **Educators who Hold Multiple Certificates**

Educators who hold one or more certificates subject to CTLE could complete acceptable CTLE activities in the content area(s) of their certificate(s) and/or in pedagogy.

For example, an educator who holds Professional Biology, Professional Chemistry, and Permanent Earth Science certificate could complete acceptable CTLE activities in biology, chemistry, earth science, and/or pedagogy, in addition to CTLE activities that satisfy the CTLE language acquisition requirement. An educator who holds Professional Childhood Education and Professional School Building Leader certificates could complete acceptable CTLE activities in the common branch subject areas, school building leadership, and/or pedagogy, in addition to CTLE activities that satisfy the CTLE language acquisition requirement.

### **Speech and Language Disabilities Certificate Holders**

For educators who hold the Professional Speech and Language Disabilities Certificate, courses taken from an approved [American Speech-Language Hearing Association \(ASHA\) CE provider](#) are acceptable towards meeting CTLE requirements as long as they are documented with the ASHA CE Registry. One ASHA CEU equals 10 hours of CTLE.

### **Maintenance of Records**

The district will issue CTLE certificates of completion (Appendix III) and maintain records for all CTLE activities within the Educational Vistas StaffTrac Professional Development module. The district will keep all records for a minimum of 8 years.

The district will continue to inform educators about CTLE regulations and changes as they are implemented. Educators will not send documentation of their CTLE clock hours to the Department for the re-registration process. However, such records must be retained for at least three years from the end of the registration period in which the CTLE was completed and be available for review by the Department upon request.

## **Attachment I**

School District Waiver CR Part 154 Professional Development Requirements Specific to English Language Learners

An updated School District Waiver CR Part 154 will be provided when it becomes available in the Fall of 2023.

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## **Attachment II**

Mentoring Plan

## Mentoring Plan

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*Scotia-Glenville Central School District.*



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## 1.0 *INTRODUCTION*

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According to the research presented by the National Commission on Teaching and America's Future, up to 30% of teachers nationally leave teaching before their second year. Another large group of teachers leave in the first five years of teaching. Lack of support for new teachers is often given as the reason for the significant attrition rate among new teachers. A mentor teacher program is an integral component of a comprehensive induction effort that supports teachers, and is an important part of a teacher's continued development throughout their professional career. It provides newly-hired faculty members with strategies to become confident skilled professionals, and encourages both new and experienced teachers to become reflective about their profession as they fulfill their teaching responsibilities.

As of 2004, all newly certified teachers are required to participate in a mentoring program during their first year of employment. The mentoring program is also essential to the professional development of our more experienced teaching staff. Adding a mentor-teacher program to our Professional Development Plan is an important component in hiring, training, and retaining excellent teachers for the District. Building a mentoring relationship for newly inducted teachers welcomes them into the profession, offers them high quality, personalized support, and assists them in the effective practice of their craft. Mentoring programs have been effective in stemming teacher attrition (Bullard, 1998) and appear to significantly impact a new teacher's skill development and self-confidence as a teacher (NYSED, 1989).

The mentoring relationship is central to an effective experience. The mentor possesses organizational skills and the wisdom of experience that buoy the energy, enthusiasm, and eagerness of the newly-hired faculty member. Sharing these qualities leads to a more

productive and satisfying experience for the newly-hired faculty member. A positive mentoring relationship emerges and develops as the newly-hired faculty member experiences that support and feedback from the mentor. In general, the relationship is characterized as professional, flexible, trusting, and mutually educational. It thrives on sustained and frequent contact. The mentor also provides a safety net for the new challenges that face the new teacher. A mentor program should develop into an effort that is rich and rewarding, not just for the new teachers to the profession, but as well for the professional development opportunities of the experienced teachers in the district.

## 2.0 *PROGRAM GOALS*

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The major goal of a mentor teacher program is to **enhance student performance** by providing opportunities to advance teacher effectiveness. In this model, experienced teachers work collaboratively with newly-hired faculty members sharing their experiences and addressing the need and concerns of the less experienced professional. Both the experienced and newly-hired faculty member benefit from a model that is based on a belief that teacher learning is a prerequisite for student learning.

The Scotia-Glenville mentor program provides an opportunity to:

- Attract highly qualified professionals to the District
- Welcome, acclimate and integrate newly-hired faculty members to building, District, and community culture
- Support integrate newly-hired faculty members and mentor teachers by providing time for self-reflection and exploration of proven practices
- Provide newly-hired faculty members with skills to address the diverse needs of our population
- Promote collaboration as an essential part of the profession
- Retain highly qualified teachers
- Enable newly-hired faculty members to meet certification requirements
- Offer professional growth for both newly-hired faculty members and mentor teachers
- Enhance instruction and overall student performance

### 3.0 *SELECTION PROCESS*

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At Scotia-Glenville, the mentor program will have candidates selected into a pool of experienced teachers who are willing to serve as mentors in a three-year rotation, with a minimum commitment of two (2) years in active mentoring of new teachers, if needed. Teachers in this pool can be active for all three years that they are identified as mentors. Training will be provided each summer through BOCES, the Greater Capital Region Teacher Center, or a local consortium of schools who share resources. However, every effort will be made to standardize the training received. Additional training opportunities will occur throughout the academic year [see Preparation and Support of Mentors].

Selection of mentor teachers will be completed through an application process reviewed by a **mentoring subcommittee** of the *Professional Development Committee*. Representatives from the Scotia-Glenville Teachers Association, (including teachers from the elementary, middle, and high school levels), and members of the Administrative Council will serve on the mentoring subcommittee. There will be a balanced number of teachers and administrators on this selection committee.

Selection of mentors is a critical aspect of a successful mentoring program. As needed, the Assistant Superintendent of Curriculum and Instruction (ASCI) will send an invitation to all tenured teachers inviting them to consider participation in the mentor program. Whenever a request for applications goes out to the district, the ASCI will hold an informational session for teachers who are interested in applying. To be considered for a mentor role, teachers may be nominated by their principals, supervisors, colleagues, or through self-nomination. A nomination form will detail the criteria for the mentor role and the qualifications the teacher should possess for that role. The actual application form will also show the same criteria. The goal is identify a *pool* of mentor teachers willing to

serve a three-year period, and who agree to work actively at least two years with newly-hired faculty members, if needed.

### 3.1 MENTOR ELIGIBILITY

The selection criteria for the mentoring application process will include:

- Tenure
- Positive professional demeanor
- Match to existing needs of the district
- Evidence of participation in ongoing professional development
- Passion for teaching and learning
- Success in teaching
- Evidence of strong communication skills
- Willingness to share

Appendix A contains the application that will be used by the mentoring subcommittee for the review of mentor candidates. Among its questions is a request for a reflective essay and a signature of support from the candidate's immediate supervisors. All application materials will be submitted electronically to the ASCI's secretary.

## 3.2 PROCESS

The process of applying to become a mentor and the subsequent work of the selection subcommittee is summarized in the following 10 items:

- Prospective mentor submits application to ASCI's secretary (including reflective essay)
- Mentoring Subcommittee of the Professional Development Committee, comprised of teachers and administrators, reviews applications and selects those mentors that best meet the needs of the district.
- Mentoring sub group of the Professional Development Committee submits the final mentor list to the Assistant Superintendent of Curriculum and Instruction.
- The ASCI, in collaboration with the mentor coordinator, will review the list of mentors and, based on information not available to the selection committee, modify if necessary.
- The ASCI will submit the final mentor list to the Superintendent for his/her approval.
- Upon approval by the Superintendent, all applicants will be informed of the results of the selection process by the mentor coordinator.
- Status as a mentor extends for the entirety of their employment. Mentors wishing to be removed or placed on leave may do so by notifying the mentor coordinator.
- Mentor applications will be accepted periodically based on the needs of the district.
- An informational session will be offered after the applications have been received.
- Mentoring training will be provided based on anticipated need for active mentors.

An applicant who is not selected as a mentor can inquire of the ASCI about the reasons for not having been accepted. The ASCI will respond in a timely manner to the applicant.

### 3.3 PAIRINGS OF MENTORS AND NEWLY-HIRED FACULTY MEMBERS

Assignments of mentoring pairings will be made by the Assistant Superintendent of Curriculum and Instruction in consultation with the mentor coordinator and appropriate administrative supervisors. **Every effort will be made to create pairings of mentors and newly-hired faculty members who work in the same building in the district.** Only under extenuating circumstances will this tenet be violated.

Mentor pairings will continue for one year. Pairings can be continued into a second year to an extended mentor/new teacher role as determined by the mentor coordinator. A year two mentoring assignment will represent a pairing that occurs because of a need for less than a full-time relationship and shall include a time commitment that is approximately half that of a full mentoring relationship. Input to the mentor coordinator on extended mentor assignments can be given from the mentor, newly-hired faculty member, or supervisor of the newly-hired faculty member, **but this input must be given in a fashion that is confidential and in no way reflects collaboration of the parties involved.** Upon receiving information from different sources, the mentor coordinator will make a determination whether to approach the beginning teacher with the opportunity to continue for an extended mentor pairing in the second year. The final decision of accepting or rejecting this opportunity will be that of the newly-hired faculty member.

The mentor coordinator will periodically review the mentor pairings by interviewing the mentors and new teachers involved. The mentor coordinator will determine the instances when it may be best to adjust and change a pairing and may choose to consult with the ASCI about this decision. If a change is deemed necessary, the mentor coordinator will initiate a process with the ASCI by which a new assignment is made for the newly-hired faculty member. The mentor coordinator will be responsible for notifying the parties involved of the impending change.



### 3.4 WHO IS ELIGIBLE TO RECEIVE MENTORING

In the Scotia-Glenville Central School District, professionals meeting **all** of the following criteria are eligible to be assigned a mentor:

- All new faculty members will be provided a Scotia-Glenville mentoring experience tailored to their needs.
- **Classroom teachers, including regular substitutes,** as required by New York State.

Part time teachers who meet the criteria set forth in this section will be expected to participate in a full-time mentoring program.

Every effort will be made to assign mentors to other professionals (social workers, psychologists, library media specialists, speech therapists, guidance counselors, and nurses). These pairings will depend on the availability of mentors in the same field and most certainly may involve out-of- building assignments. The District is not required to offer mentoring to teachers who have received mentoring in another district, but nevertheless may choose to make that assignment available to the newly-hired faculty member. In addition, teachers NOT meeting all of the criteria listed above may be assigned a mentor.

It is rare that professionals in the district such as social workers, psychologists, library media specialists, nurses and speech therapists, have a colleague doing the same work in the same building. Given this particular circumstance of support staff in our district, it may be necessary to create a combined mentor team for support staff that brings together two half-time mentors, one of whom is in the building but in a different job capacity, and

one of whom is in the same professional position but located in another building. The roles of the two mentors in this triad would be different. The mentor in the same position would be there for assistance and support of job-related duties while the mentor in the building would be there to help acclimate the newly-hired faculty member to the culture and processes of the building. In a conventional mentor pairing, both roles would be assumed by the mentor.

## 4.0 *PREPARATION AND SUPPORT*

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An effective mentor program will help newly-hired faculty members improve their teaching practices and learn the professional responsibilities of education. They will be involved in activities that will assist this acclimation as they become integrated into the Scotia-Glenville school community. The veteran or mentor teacher is afforded the opportunity to reflect upon teaching practices and engage in a learning community that will embrace those new to the profession. The collaborative activities of both newly-hired faculty member and mentor teachers will ultimately contribute to an improvement in student learning.

Newly-hired faculty members will first learn of the district mentor program during the interview process. All newly-hired faculty members will be expected to participate in the mentor program. The initial mentor activities will begin at a mentoring overview meeting. During this session newly-hired faculty members will learn about their responsibilities and roles regarding the mentoring program. Mentor teachers will be introduced at the meeting and have an opportunity to meet with their mentee.

### 4.1 *VARIED TRAINING MODELS*

Meaningful training is as important as mentor selection for an effective program. The mentor-training model will occur in several phases. Selected mentors will participate in formal mentor training as the need arises for mentoring assignments. The District will strive to coordinate this training through the Greater Capital Region Teacher Center, Capital Region BOCES, Clarkson University, or partnership with other districts. Ongoing professional growth opportunities involving mentoring will also occur throughout the academic year. The planning for these opportunities will be the joint

responsibility of the Professional Development Committee, the Assistant Superintendent of Curriculum and Instruction, and the mentor coordinator.

Active mentors and newly-hired faculty members are expected to participate in the ongoing professional development activities for mentoring. However, all selected mentors will be invited to participate in some of these professional development opportunities. Non-active mentors who engage in mentoring staff development will be eligible to accumulate in-service credits, if eligible for their participation, including the ability to aggregate these hours and experiences over the academic year.

There are several options for ongoing mentor training and support and these opportunities will be offered through varied scheduled options. Time during the school day will be designated for teacher development and events. A pool of three days of release time per year for each active mentor and all newly-hired faculty members will be available for mentoring activities. This is in addition to time required for the mentor program during or outside the school day. The mentors and newly-hired faculty members may plan to work in half or full-day time periods.

Other possible professional development offerings include:

- Mentor support and development after school to be offered to the pool of mentors, including active and non-active mentor teachers.
- Opportunities for mentor activities during district conference days.
- Online courses on aspects of mentoring for active and non-active mentors

## 4.2 FURTHER PLANNING AND RESOURCE ACTIVITIES

The focus of the initial mentor teacher training and ongoing professional development support activities is teacher development. Professional growth opportunities will be available for the pool of selected mentor teachers, as well as newly-hired faculty members. Newly-hired faculty members and active mentors are expected to participate in the mentor program opportunities during the academic year. Specific topics or areas for mentor development are identified through the research on effective mentor models. These areas can include, but are not limited to:

- Adult learning theories
- District philosophy and goals
- Observation and feedback
- Peer coaching
- Interpersonal skill development
- Classroom management
- Problem solving/troubleshooting
- Effective teaching and assessment strategies
- Reflective practices
- Organizational skills
- Time management strategies
- Stress management strategies

Other areas for training are especially relevant to the newly-hired faculty members. Observation, parent/teacher communication, special education overview, and school community goals and philosophy are critical for a comprehensive mentoring program.

An ongoing needs-assessment through regular communication with the newly-hired faculty members, mentors, mentor coordinator, and Assistant Superintendent of Curriculum and Instruction will identify other areas for future mentoring preparation and support. Mentors and newly-hired faculty members will document their activities and submit identified needs to the Professional Development Committee through the mentor coordinator. The mentor subcommittee of the Professional Development Committee will distribute surveys to mentors and newly-hired faculty members in October to gather information related to the mentoring program. A program evaluation in May will include feedback from the mentor and newly-hired faculty members, as well as the program surveys.

The mentor coordinator and the mentor subcommittee of the Professional Development Committee will collect feedback from the mentors and research the current resources for district mentor activities. A collection of mentoring resources are available for use. Trained mentors will be involved in a process to select materials that will be distributed to each active mentor. The mentor coordinator will communicate with the mentor specialists and representatives from other districts for input regarding meaningful mentoring resources. The process to develop teacher development resources will be ongoing.

#### 4.3 REMUNERATION

Effective mentor programs need administrative support and adequate funding. The newly-hired faculty members will benefit personally and professionally through participation in mentor program activities. The newly-hired faculty member will also accrue the experience (CTLE hours, if applicable) necessary to meet professional certification requirements required by New York State. The mentor teacher's role is critical in a program designed to positively impact learning and teacher retention. The

teachers selected as mentors, who are then trained and matched with newly-hired faculty member, will receive

- \$1,000 stipend for full mentoring
- District approved summer curriculum rate for mentor training

In the case of mentors in a reduced mentor capacity, the stipend will be pro-rated to agree with the reduced designated level of the mentor participation. Remuneration for the mentor who has a relationship interrupted will be pro-rated to the amount of time served with the newly-hired faculty member.

#### 4.4 CTLE CREDIT

Effective December 31, 2019 (not retroactive), Educators acting as a mentor to a new classroom teacher as part of a school district's mentoring program may, at the discretion of the school district, earn credit up to 30 hours of such time towards their CTLE requirement in each five-year registration period. Educators acting as a mentor to a teacher candidate may, at the discretion of the school district, earn credit up to 25 hours of such time towards their CTLE requirement in each five-year registration period.

## 5.0 *ROLES AND RESPONSIBILITIES*

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The assignment of mentoring pairs depends on subject area and on grade level. An almost inviolate tenet is that the mentor and newly-hired faculty member work in the same building. When possible, the mentor will work with a newly-hired faculty member in the same subject area at the secondary level or the same grade span (primary, intermediate) at the elementary level. In some instances, however, a mentor may work with a newly-hired faculty member in a related field or in a different grade span. A team model of mentoring may also be used in certain situations so that one of the mentors is located in the building and can assist with the culture and processes of that building while the other mentor may work outside the building, but be responsible to assist with the specific discipline. Each of the mentors in the team situation would then be assigned as half-time. This scenario most likely would occur for support staff pairings such as social workers and psychologists.

Mentors are the year-long coaches of our newly-hired faculty members and carry with this role vast responsibilities. Among these responsibilities are to:

- Attend mentor training;
- Participate in mentor activities at the summer new-teacher orientation program;
- Participate in mentoring staff development activities during and after school hours;
- Work with newly-hired faculty member for up to a one year period of time;
- Observe or meet with the newly-hired faculty member or perform research for the relationship for up to 60 hours per year;
- Keep a log or journal of activities including dates, meeting times, and topics discussed;



- Invite the newly-hired faculty member into the mentor's classroom for observations;
- Visit the newly-hired faculty member's classroom for observation and providing of feedback;
- Share information with the newly-hired faculty member related to building or district procedures, guidelines and expectations;
- Promote self-awareness and facilitate reflective practices;
- Link newly-hired faculty member to appropriate resources;
- Share teaching and classroom management strategies;
- Offer guidance related to scheduling, planning, and organization.

At the same time there are parallel responsibilities of the newly-hired faculty member, some of which are to:

- Participate in the new-teacher orientation program;
- Participate in mentoring staff development activities, during and after school hours;
- Work with the mentor teacher for up to one year. This can be extended, if needed, for a second year;
- Observe or meet with the mentor for up to 60 hours per year;
- Keep a log/journal of activities including dates, meeting times, and topics;
- Invite the mentor into new teacher's classroom for observations;
- Visit the mentor's classroom for observation;
- Share questions and concerns with the mentor related to building or district procedures, guidelines, and expectations;

- Engage in self-awareness and reflective practices;
- Explore teaching and classroom management strategies;
- Seek guidance related to scheduling, planning and organization.

## 5.1 MENTOR COORDINATOR

The role of a mentor coordinator is essential to the smooth functioning of the mentor program. This is the person who will act as the manager of any process inherent in the mentor program as well as being the chair of the mentoring subcommittee of the Professional Development committee. The selection of the mentor coordinator is the province of the Professional Development committee and in the case of multiple nominations for this position, the committee should vote on the nominees in such a manner as to have a single person gain a majority of the votes of the committee. This may involve some type of run-off process.

The role of the mentor coordinator will be characterized by working closely with both the mentors, newly-hired faculty members, and Assistant Superintendent of Curriculum and Instruction. In a sense, the coordinator of the mentor program is the bridge between the mentors, newly-hired faculty members, and the administration of the district. In every case, the mentor coordinator should be a member of the Scotia-Glenville Teachers Association or a retired teacher. Remuneration for this position will be a stipend of \$1,200 for each year of acting as coordinator. The amount of release provided to the mentor coordinator will be three days. Specific responsibilities of the mentor coordinator should include but not be limited to:

- Chair the mentoring subcommittee of the Professional Development Committee;

- Develop, administer, and analyze evaluation surveys in collaboration with the mentor subcommittee;
- Organize the mentoring portion of the New Teacher summer orientation;
- Develop, in conjunction with the Assistant Superintendent of Curriculum and Instruction, staff development opportunities for mentors and newly-hired faculty members both during and after the work day;
- Organize, in conjunction with the Assistant Superintendent of Curriculum and Instruction, training for the new mentors scheduled to become active;
- Track the mentor pairings and the active mentors;
- Determine, with input from various sources, the need for extended mentor pairings to a second year.

## 5.2 CONFIDENTIALITY

It is critical that everyone involved in the mentor program appreciate the confidential nature of the mentoring relationship and understand that the mentor's role is not evaluative. The mentor teacher must have an absolute understanding that professional or personal information about the newly-hired faculty member cannot be shared with anyone else in the organization including (and especially) the supervisor(s) of the newly-hired faculty member. Only in this way can trust be built between the mentor and newly-hired faculty member, and only in this way can the mentor program not become an arm of the important but separate functions known as supervision and evaluation.

It is envisioned that the mentor can and should be in touch with the mentor coordinator, especially as it regards the decision to be made about a continuation year for the mentoring relationship. Input regarding this decision will also be supplied by supervisors of the newly-hired faculty member and as well by newly-hired faculty member. Under

no circumstances, however this input should be given to the mentor coordinator in a collaborative fashion between supervisors and mentors.

### 5.3 WHAT'S POSSIBLE IN A PAIRING

The all appointed mentors would receive a stipend. The full year stipend is currently \$1000 and will be pro-rated for other tiers.

1. **Tier 1** Full year mentoring (Sept to June) (60 hours)
  - This will be provided for any newly-hired faculty member who require mentoring for NYS certification
  - Includes 3 release days
2. **Tier 2** Half year mentoring (Sept to Jan) (30 hours)
  - This will be provided for any newly-hired faculty member who is new to district and have less than 5 years of prior teaching experience
  - Includes 2 release days
3. **Tier 3** Quarter year of mentoring (Sept to Nov) (15 hours)
  - This will be provided for any newly-hired faculty member who is new to district and more than 5 years of teaching experience
  - Includes 1 release day

## 6.0 *EVALUATION*

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The district will make every effort to gather relevant data regarding the mentoring program, evaluate data on a regular basis, and make every reasonable effort to augment, adjust and improve the existing program. Evaluation of the mentoring program will include an examination of existing mentoring relationships, a record of activities engaged in by those participating in the program, and evidence of the mentoring program's degree of success. The outcomes of the evaluation program will include but not be limited to: adjusting the status of mentor pairings; identifying and enhancing the use of those professional development activities that provide the greatest gains for mentors and newly-hired faculty members; and recommending program changes that are procedural in nature.

One of the primary objectives of the mentoring plan is to help new faculty members through the difficult first year. Research indicates that many bright and capable teachers leave the profession after experiencing a lack of consistent and effective support in their first year. However, it should be recognized that in some cases, the departure of a teacher from the district might not be related to the effectiveness of the mentoring program and may in fact be best for both the newly-hired faculty member and the District.

In order to assess the effectiveness of the mentoring program in the short term, mentors and newly-hired faculty members will be required to complete semi-annual program assessment surveys. This survey will be designed to establish the relative health of the mentor/new hire teacher relationships, the effect of the mentoring program on the newly-hired faculty members' professional progress, procedural changes that could enhance the program, and those activities judged to be most helpful to the newly-hired faculty

member. The mentor coordinator and the Assistant Superintendent of Curriculum and Instruction will evaluate results of the survey.

At the end of the year, mentors and newly-hired faculty members will complete a full year program evaluation, and as a group, meet to discuss the findings. The objectives of this evaluation will be similar to those of the semi-annual surveys, but will focus on the entire mentoring experience. Again, the results will be analyzed by the mentoring coordinator and the Assistant Superintendent of Curriculum and Instruction.

One of the goals of the mentor program is to ensure that the mentor teacher's participation will have positive outcomes for both the mentor and the new faculty member. In addition to investigating the positive effects on the newly-hired faculty member, the semi-annual and year-end evaluation results will be used to analyze the program's effect on the experienced teacher acting as mentor.

In an effort to establish the effect of the mentoring program on the new teachers' development of skills, the Assistant Superintendent of Curriculum and Instruction will review all new teacher observations and evaluations. The mentoring relationship must be kept as free as possible from the influence of evaluation; however the use of evaluations should help to identify, to some degree, the effectiveness of the program. Again, this evaluation must be done without prior data for comparison. Despite this, every effort will be made to identify those elements of new teacher progress that are influenced by the mentor program.

## APPENDIX A

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## SCOTIA-GLENVILLE CENTRAL SCHOOLS

### Mentoring Program Mentor Application Form

*The mentor's role is to model professional learning and practice, focus on student learning and achievement and support the beginning teacher's professional growth. The mentor-beginning teacher relationship is collaborative and offers both beginning and experienced teachers the opportunity to reflect on educational philosophies, teaching strategies and practices.*

To become a mentor, candidates should meet the following criteria:

- Tenure in the district
- Positive professional demeanor
- Match to existing needs of the district
- Evidence of participation in ongoing professional development
- Passion for teaching and learning
- Success in teaching
- Evidence of strong communication skills
- Willingness to share

**Please populate the following information and submit this application to Sharon Riggi at the DO by Thursday, June 1.**

Name:

Building:

Current Teaching Assignment:

Grade Level(s):

Certification Area(s):

Please attach a brief narrative detailing your attributes, skills and experiences that would make you a good mentor for new teachers.

Please have your immediate supervisor sign below, indicating their endorsement of your participation in the mentoring program.

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Print Name

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Signature



## **Attachment III**

Sample CTLE Certificate



The University of the State of New York  
**THE STATE EDUCATION DEPARTMENT**  
 Office of Teaching Initiatives  
 89 Washington Avenue  
 Albany, New York 12234  
[www.highered.nysed.gov/tcert](http://www.highered.nysed.gov/tcert)

### Completion of Approved Continuing Teacher and Leader Education (CTLE) Hour(s) Certificate

All CTLE must be completed with Approved Sponsors and be reported using this form in addition to any electronic reporting requirements.

Requirements:

Please complete Section I and retain your copies for eight years. It is not necessary to send a copy of this form to the Office of Teaching Initiatives unless it is requested in the event of an audit or for use in obtaining an initial re-issuance.

**A separate form must be completed for each training.**

Instructions for the Approved CTLE Sponsor:

Please complete Sections II and III. These sections must be completed by the Approved CTLE Sponsor authorized individual. Sponsors must verify that the trainee completed the activity, the title, date(s) and number of hours awarded. Records must be retained for a period of eight years. You may use an alternative form or format, however that alternative must capture the same information that is requested on this form.

Section I			
First Name: <b>Karen</b>	Last Name: <b>Swain</b>	Middle Initial:	
Date of Birth: ____ / ____ / ____	Last 4 Digits of the Social Security Number: _____		
Section II			
Name of Venue:			
Street Address:	City:	State: <b>NY</b>	Zip Code:
CTLE Activity Title: <b>McKinney Vento Annual Training22-23 SY</b>			
Select One or More Areas of Activity: ___ Pedagogy <input checked="" type="checkbox"/> Content ___ English Language Learning			
CTLE Date(s): from <b>9/21/2022</b> to <b>9/21/2022</b>			Number of hours awarded: <b>1.00</b>
Section III			
I certify that the individual listed in Section I completed the CTLE cited above pursuant to Subpart 80-6 of the Regulations of the Commissioner of Education.			
Approved Sponsor Name: <b>Scotia-Glenville Central School District</b>			
Print Name of Authorized Certifying Officer: <b>Karen Swain</b>			
Signature of Authorized Certifying Officer: <i>Karen Swain</i>			
Approved Provider Identification Number: <b>1202</b>			Date: <b>6/5/2023</b>
Email: <b>kswain@sgcsd.net</b>			Phone #:

(Rev.06/2016)