

Fonda-Fultonville Central School District Professional Development Plan

2019 - 2022

Superintendent: Mr. Thomas Ciaccio

BEDS Code: 27060104

District: Fonda-Fultonville Central School District
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Composite of Professional Development Teams

Number of school buildings in district: 1 central school with three areas of grade designation (PK-4, 5-8, 9-12)

Indicate how school team(s), if any, will be represented on district team:

The district professional development team is comprised of at least one teacher representative from each grade configuration (PK-4, 5-8, 9-12) and administrative representatives from each school, the director of Curriculum and Instruction, the director of special education, IT department representatives, and a parent representative.

Professional Development Planning Team

1. Scope of Professional Development Team Responsibility:

The professional development team is involved in the following aspects of developing the professional development plan:

- ✓ *Goal Setting*
- ✓ *Need Analysis*
- ✓ *Planning/Developing Activities*
- ✓ *Plan Implementation*
- ✓ *Evaluation/Modifying Plan*
- ✓ *Resource Allocation*
- ✓ *Objective Setting*

2. On average, please identify the number of hours a teacher will be involved with professional development on an annual basis. This may include planning, delivery, application and/or evaluation of professional development activities.

A minimum of 20 hours

Need/and Data Analysis for Professional Development Plan

1. Describe how the professional development plan is aligned with Next Generation/current learning standards by content area and assessment, student needs and is articulated within and across grade levels.

Each goal is designed to improve, in general or in specific ways, student achievement of the state standards in student performance on state assessments. All goals are directly related to improved student achievement of the state standard or the students' achievement of the performance indicators.

The plan is a positive articulation within each grade cluster and at common grade levels. The Fonda-Fultonville Central School District has only one building at any set of grade levels. Much of the staff development work will occur at grade or building levels and through vertical grade discussions under the overarching district-wide professional development goals. In addition, articulation is occurring across building through the efforts of our K-12 department chairs and grade leaders which meet regularly. PD training occurs in a variety of settings.

Our pre-k, k-8 teachers are prioritizing Next Gen. standards and decomposing them down to teaching points. Pre-k - 12 grade core departments (ELA, Math, Science and S.S) are meeting in vertical grade bands (those below and above) twice throughout the 19-10 year for 75 min. Meetings to share out priority standard work in an effort to: discuss common vocabulary, identify gaps & redundancies- then plan to address them. 2020-2021 and 2021-2022 will involve revising and writing units as needed to align to Next Gen. Standards.

The BOE just adopted a universal data protocol, whereby ALL teachers (grade or department) will analyze data in 5 week intervals using an approved set of reflective questions at both the individual teacher level then as a cohort (grade/department).

2. Describe how the professional development plan is continuous, reflecting a multi-year approach to improve student performance.

This plan is primarily focused on the implementation of Next Generation ELA and Math standards, FFCSD benchmark testing (K-8), Formative Assessments, data collection, assessments based on Next Generation/current learning standards, and Dignity for All Students Act. Courses attached to a Regents Exam also plan PD around analyzing the test, using data to drive instruction and such.

The plan is an outgrowth of a continuous process of data review and analysis, the purpose of which is improvement in student achievement. This monitoring process falls to grade level leaders, department chairs, specific curriculum groups and is overseen by the district's Curriculum and Instructional leaders.

These teams are charged with developing school improvement plans that will address state standards and performance on state assessments. The development of the professional development plan grows out of the data analysis and school improvement process. Part of the process is planning professional development that will lead to improved student performance.

Needs Assessment Sources Used

Indicate the sources you used and include any additional detail needed to identify the basis of your needs analysis:

- ✓ School Report Card
- ✓ NYSED School Accountability Reports
- ✓ Student Attendance Rates
- ✓ Graduation and Dropout Rates
- ✓ Student performance results disaggregated by ethnicity, Gender, SES, and other special needs
- ✓ State Benchmarks for Student Performance
- ✓ Other Student Surveys
- ✓ Longitudinal Data
- ✓ Teacher Surveys
- ✓ Teacher Self-Assessment

District Resources

Fiscal: ESSA Title I
ESSA Title IIA
IDEA 611/619
District allocated PD Funding

Human: Several staff members and other providers who periodically share expertise on specific subjects are routinely involved in staff development. Among these people are:

Superintendent of Schools
Director of Curriculum and Instruction
School Resource Officer
Building Principals
Department Chairpersons
Grade Level Leaders
Technology Administrator and Staff
Director of Student Support Services
Pre-k - 6 ELA and Math instructional coaches

Other Providers:

Capital Region BOCES
WSWHE BOCES
HFM BOCES
Curriculum Associates
Questar
CASDA
Greater Capital Region Teacher Center
Local Law Enforcement

**FFCSD
PROFESSIONAL DEVELOPMENT PLAN
2019-2022**

Description of Teams for 2019-2021 (current) school year:

Administrators

Megan Collins	Kristine Dickson
Darcy Williams	Jarrod Baker
Dave Zadoorian	Interim: Dr. Nellie Bush
Aaron Grady	

Elem. Grade level Leaders

Kimberly McClarren, Stacey Lee, Marci Carey,
Shannon Flood, Mary Sweet, Catherine (Katie) Briggs

Middle School Department Chairs

Barbara Barker, Ann Mahon, Steve Vunk, Theresa Heacock,
Matthew Melious, Elizabeth Malone

High School/District Department Chairs

Jennifer Wilson, Diane Vassi, Donna Stead, Chad Lenig,
Ashlee Palandro, Laura Sullivan, Amanda Flemming

Teachers/Counselors/in-house trained professionals

Sharon Kline and Amy Mulyca (Elementary, Instructional Coaches)
Danielle Knabe, PK-12 instructional technology teacher
Heather Harder, PK-12
Melanie Capron, Social Worker
Handle with Care Turn-Key trainers
Tamara Berberich, Mentor Coordinator
Amy Mulyca, AIS Coordinator

School Mission:

At Fonda-Fultonville, we work in partnership with our community to empower and challenge every student to become a lifelong learner and responsible citizen.

Multi-Year District Goal:

Through the use of grade levels and/or Departments, teachers and support staff will use data to drive curriculum, instruction, and intervention to meet

the needs of all students. The district has worked to adopt the Next Generation ELA and Math standards, data collection requirements, and new assessments coordinated with Next Generation/current learning standards. Faculty and staff will be evaluated for the use of effective strategies in teaching and learning. The district will continue to address all aspects of the Dignity for All Students Act.

2019-2022 Goals:

- All curricula will be aligned with the Next Generation/current learning standards by content area set by New York State Department of Education.
- All administrators and teachers will be trained in using research based effective teaching and learning strategies.
- All administrators and teachers will continue to use data to inform instruction, to provide interventions, and to ensure student achievement.
- All faculty, staff and administrators will develop safe environments in classrooms, hallways, cafeterias, locker rooms, etc. that are free of bullying or harassment in any form or manner.
- All faculty, staff and administrators will be trained to support the integration of technology to improve instruction, enhance student engagement and maximize learning in a 21st century classroom.

District Goal I: All curricula will be aligned with the Next Generation/current learning standards set by New York State Department of Education.

Theme: Curriculum Alignment

TARGET AREA: What will teachers know and be able to do as a result of professional development?	PROFESSIONAL DEVELOPMENT: How will the district/building address the professional development needs?	METHODS AND TIMELINE: When will this professional development occur?	EVALUATION: How will we know the professional development was effective?
ELEMENTARY SCHOOL: All teachers will plan and implement lessons based on the Next Generation/current learning standards	<ul style="list-style-type: none"> • Webinars & PD on NYS Next Generation Standards • Guest speakers • Consultant work • Turn-Key Trainers • Literacy Coach • Math Coach • New Teacher Induction Program-orientation plus 8 seminars year 1 and another 8 year 2. • Curriculum Writing/standards work 	<ul style="list-style-type: none"> • Summer curriculum • 10 hour contractual time • Faculty and department or grade level meetings • Release time • Superintendent Conference Days • Grade level collaborative planning sessions • PLCs • Bi-weekly grade level meetings • Cross-Grade level meetings • Summer Training 	<ul style="list-style-type: none"> • Teaching units and lessons will be aligned with the NYS Next Generation/current learning standards as evidenced by teaching points and/or scope and sequence maps • Feedback to PDP Team • Summer curriculum meetings with administration
All teachers will plan and implement lessons based on the Next Generation/current learning standards	<ul style="list-style-type: none"> • Professional Development Teacher will continue literacy work and push-in offerings • Teachers College Summer Training • Series of summer PD offered by, ELA coach Sharon Kline • Literacy across content areas • New Teacher Induction Program-8 seminars/year first two years in district • Curriculum writing/standards work 	<ul style="list-style-type: none"> • Summer curriculum • 10 hour contractual time • Faculty and department or grade level meetings • Release time • Superintendent Conference Days • Summer Training • PLCs • Common Team Planning Time 	<ul style="list-style-type: none"> • Teaching units and lessons will be aligned with the NYS Next Generation/current learning standards as evidenced by the maps • Teacher reflection on conference day evaluation forms • Feedback to PDP Team • Summer curriculum meetings with administration

TARGET AREA: What will teachers know and be able to do as a result of professional development?	PROFESSIONAL DEVELOPMENT: How will the district/building address the professional development needs?	METHODS AND TIMELINE: When will this professional development occur?	EVALUATION: How will we know the professional development was effective?
MIDDLE SCHOOL: All teachers will plan and implement lessons based on the NYS Next Generation/current learning standards related to their content	<ul style="list-style-type: none"> • Cross-Curricular Collaboration- Team Meetings • Curriculum writing/standards work • BOCES Trainings • New Teacher Induction Program-seminars 	<ul style="list-style-type: none"> • Summer curriculum • 10 hour contractual time • Faculty and department or grade level meetings • Curriculum Development Days • Superintendent Conference Days • Common Planning Time 	Teaching units and lessons will be aligned with the Next Generation/current learning standards as evidenced by the maps. Student performance on various assessments: iReady Growth, NYS Assessments, Common Formative Assessments, final exams
Further understanding of the various resources that are available to do work with academic vocabulary and text complexity. Time to align this and other curriculum.			
HIGH SCHOOL: All teachers will plan and implement lessons based on the NYS Next Generation/current learning standards	<ul style="list-style-type: none"> • Literacy across the curriculum • Standards alignment: Next Gen. priority standards pre-k -8 • Vertical Team Collaboration • New Teacher Induction Program-seminars 	<ul style="list-style-type: none"> • Summer curriculum • 10 hour PD required contractual time • Faculty and department meetings • Superintendent Conference Days • Common Planning Time • Curriculum Development Days 	Teaching units and lessons will be aligned with the Next Generation/current learning standards as evidenced by the maps and curricular materials. Student performance on various assessments: Regents Assessments, Common Formative Assessments, midterms, final exams, IB/AP Exams

District Goal II: All elementary and middle school administrators and teachers will be trained in research based effective teaching and learning strategies around Ready Math classroom and Balanced Literacy.
Theme: Balanced Literacy and Ready Math Classroom pilot-implementation

TARGET AREA: What will teachers know and be able to do as a result of professional development?	PROFESSIONAL DEVELOPMENT: How will the district/building address the professional development needs?	METHODS AND TIMELINE: When will this professional development occur?	EVALUATION: How will we know the professional development was effective?
ELEMENTARY SCHOOL: Teachers will demonstrate knowledge of best practices in their observations and administrators will demonstrate knowledge of best practices in their recommendations to teachers	<ul style="list-style-type: none"> • Ready Math Classroom k-5, Curriculum Associates • Math workshop model/centers • Balanced Literacy practices • Student discourse/engagement • Higher order thinking/Depth of knowledge questions 	<ul style="list-style-type: none"> • Summer curriculum • 10 contractual time • Faculty and department or grade level meetings • Release time • Superintendent Conference Days • Collaborative Planning Time • Curriculum, Instruction & Assessment meetings for administrators 	Improvement in teacher ratings on the selected APPR observation rubric. Grades 3 and up ELA and Math state test scores. iReady reading and math diagnostic scores. F & P levels
Teachers will demonstrate knowledge of best practices in their observations and administrators will demonstrate knowledge of best practices in their recommendations to teachers	<ul style="list-style-type: none"> • Professional Development Teacher push-in and/or planning to collaborate with teachers on lessons • Collaborative Work on Danielson Highly Effective Strategies • Staff and grade level meetings 	<ul style="list-style-type: none"> • Summer curriculum • 10 hour contractual time • Faculty and department or grade level meetings • Release time • Superintendent Conference Days • Bi-weekly meetings • Data meetings every 5 weeks (universal data protocol) • Curriculum, Instruction & Assessment meetings for administrators 	Improvement in teacher ratings on the selected APPR observation rubric

TARGET AREA: What will teachers know and be able to do as a result of professional development?	PROFESSIONAL DEVELOPMENT: How will the district/building address the professional development needs?	METHODS AND TIMELINE: When will this professional development occur?	EVALUATION: How will we know the professional development was effective?
<p>MIDDLE SCHOOL:</p> <p>Teachers will demonstrate knowledge of, plan and deliver high quality, engaging, researched based learning strategies.</p> <p>Administrators will demonstrate knowledge of best practices and provide meaningful feedback to enhance professional and student learning.</p>	<ul style="list-style-type: none"> • Data Meetings with Dept. Chairs • Specialized Instruction PD • Data protocol every 5 weeks 	<ul style="list-style-type: none"> • Summer curriculum • 10 hour contractual time • Faculty and department or grade level meetings • Common planning time • Superintendent Conference Days • Team Meetings • Curriculum, Instruction & Assessment meetings for administrators 	<p>Improvement in teacher ratings on the selected APPR observation rubric</p> <p>Measurable Success on iReady Benchmark Assessments</p>

District Goal III: All administrators and teachers will continue to use data to inform instruction, to provide interventions, and to ensure student achievement.

Theme: Data Driven Instruction

TARGET AREA: What will teachers know and be able to do as a result of professional development?	PROFESSIONAL DEVELOPMENT: How will the district/building address the professional development needs?	METHODS AND TIMELINE: When will this professional development occur?	EVALUATION: How will we know the professional development was effective?
ELEMENTARY SCHOOL: Teachers will be able to gather data, share it in a grade level meeting and make adjustments to curricula and strategies.	<ul style="list-style-type: none"> ● iReady Data ● F&P Data ● Writing Prompt Data ● Phonics/Word Study Data ● Data Assessment Training ● Summative/Common Formative Assessment Training ● Ready Math Classroom Data ● Datamate Data 	<ul style="list-style-type: none"> ● Summer curriculum ● 10 hour contractual time ● Faculty and department or grade level meetings ● Common planning time ● Release time ● Superintendent Conference Days ● Consultant work (BOCES) 	<ul style="list-style-type: none"> ● Grade level meeting agendas and notes ● Test scores: iReady, state ELA and Math, F & P growth, writing rubric growth ● Teacher evaluations APPR
Teachers will be able to gather data, share it and make adjustments to curricula and strategies.	<ul style="list-style-type: none"> ● iReady Data ● Ready Math Classroom Data ● F&P Data ● Datamate Data ● Collaborative grading ● Math PD: Curriculum Associates ● Colleague Collaboration ● Continue work with Director of Curriculum and Instruction ● # teachers engaged in coaching cycles with math and/or literacy coach ● Dept. time scheduled once/month- 3rd Wed. 	<ul style="list-style-type: none"> ● Summer curriculum ● 10 hour contractual time ● Faculty and department or grade level meetings ● Release time ● Superintendent Conference Days ● Embedded PD provided by coaches 	<ul style="list-style-type: none"> ● Data protocol ● Grade level meeting agendas/notes

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TARGET AREA: What will teachers know and be able to do as a result of professional development?	PROFESSIONAL DEVELOPMENT: How will the district/building address the professional development needs?	METHODS AND TIMELINE: When will this professional development occur?	EVALUATION: How will we know the professional development was effective?
MIDDLE SCHOOL: Teachers will be able to gather data, share it and make adjustments to curricula and strategies. Dept. Chair Data Leads - how do we analyze data to improve instruction/curriculum	<ul style="list-style-type: none"> • Common summative and formative assessment • Data protocol • Using data to inform instruction • Dept. time scheduled once/month-3rd Wed. 	<ul style="list-style-type: none"> • Summer curriculum • 10 hour contractual time • Faculty and department or grade level meetings • Release time • Superintendent Conference Days 	<ul style="list-style-type: none"> • Data protocol • Teacher evaluations • Student summative assessment data
HIGH SCHOOL: Teachers will be able to gather data, share it in and make adjustments to curricula and strategies.	<ul style="list-style-type: none"> • Dept. time scheduled once/month-3rd Wed. • Department time scheduled into Conference days • Curriculum days • Summer Curriculum Hours offered • Track Quarterly: <ul style="list-style-type: none"> ○ Failures ○ Attendance Stats ○ Student Performance Data ○ Progress Reports ○ Midterms, Finals, Common & State Assessments • Colleague Collaboration • Continue work with Technology Department on providing data review 	<ul style="list-style-type: none"> • Summer curriculum • 10 hour contractual time • Faculty and department or grade level meetings • Release time • Superintendent Conference Days 	<ul style="list-style-type: none"> • Data protocol • Teacher evaluations • Student summative assessment data

District Goal IV: All faculty, staff and administrators will develop safe environments in classrooms, hallways, cafeterias, locker rooms, online, etc. that are free of bullying or harassment in any form or manner. In 2019-2020 the Elem. and Middle School buildings will pilot No Place for Hate. The H.S. will consider No Place for Hate for the 2020-2021 year so it is pre-k-12. School safety committee will meet monthly and we will host an active shooter drill summer 2019.

Theme: Safety, Dignity for All Students Act & No Place for Hate

TARGET AREA: What will teachers know and be able to do as a result of professional development?	PROFESSIONAL DEVELOPMENT: How will the district/building address the professional development needs?	METHODS AND TIMELINE: When will this professional development occur?	EVALUATION: How will we know the professional development was effective?
ELEMENTARY SCHOOL: Teachers will know the best ways to reduce bullying, harassment and conflict in all areas of the school and online.	<ul style="list-style-type: none"> ● DASA Training ● Building level character education programming- No Place for Hate ● Class Meetings and school wide assemblies on <u>Wish Tree</u> and No Place for Hate. 	<ul style="list-style-type: none"> ● Summer curriculum ● 10 hour contractual time ● Faculty and department or grade level meetings ● Release time ● Superintendent Conference Days 	<ul style="list-style-type: none"> ● Reduction in reported incidents of bullying and harassment ● Faculty/staff surveys ● Wishtree mural ● Student awards
Teachers will know the best ways to reduce bullying, harassment and conflict in all areas of the school and online.	<ul style="list-style-type: none"> ● DASA training/updates ● Character Education Committee summer curriculum hours and shared during monthly staff meetings ● Character Ed. Assemblies ● TCIS Strategies during staff meetings 	<ul style="list-style-type: none"> ● Summer curriculum ● 10 hour contractual time ● Faculty and department or grade level meetings ● Release time ● Superintendent Conference Days 	<ul style="list-style-type: none"> ● Reduction in reported incidents of bullying and harassment ● Student and faculty/staff surveys

TARGET AREA: What will teachers know and be able to do as a result of professional development?	PROFESSIONAL DEVELOPMENT: How will the district/building address the professional development needs?	METHODS AND TIMELINE: When will this professional development occur?	EVALUATION: How will we know the professional development was effective?
MIDDLE SCHOOL: Teachers will know the best ways to reduce bullying, harassment and conflict in all areas of the school and online. Fall Presentation to staff and students on No Place for Hate.	<ul style="list-style-type: none"> • DASA updates • Book Study: <u>Wishtree</u> • No Place for Hate • New Teacher Induction Program-seminars 	<ul style="list-style-type: none"> • Summer curriculum • 10 hour contractual time • Faculty and department or grade level meetings • Release time • Superintendent Conference Days • After school • New Teacher Induction: 2019-20 School year 	<ul style="list-style-type: none"> • Reduction in reported incidents of bullying and harassment • Student and faculty/staff surveys • No Place for Hate pledges
High School: Teachers will know the best ways to reduce bullying, harassment and conflict in all areas of the school and online.	<ul style="list-style-type: none"> • DASA updates • New Teacher Induction Program-seminars 	<ul style="list-style-type: none"> • New Teacher Induction: 2019-20 School year • Faculty and department or grade level meetings 	<ul style="list-style-type: none"> • Reduction in reported incidents of bullying and harassment • Student and faculty/staff surveys
School Safety Committee:	ALICE training Active Shooter Drill SRO	1st Annual Superintendent's Conference Day (most recent- 9/2/19) & new teacher orientation Active Shooter Drill 8/21/19 Train teachers and admin. On lockdowns, lockouts, evacuations, hold in place and shelter in place.	<ul style="list-style-type: none"> • Reduction in reported incidents of bullying and harassment • Student and faculty/staff surveys • Frequency, duration and quality of safety drills. • Safety committee debrief meetings with SRO and safety committee.

District Goal V: Continue to support the integration of advanced technology applications to improve instruction, enhance student engagement and maximize learning in the 21st century classroom.

Theme: Technology integration, student engagement

TARGET AREA: What will teachers know and be able to do as a result of professional development?	PROFESSIONAL DEVELOPMENT: How will the district/building address the professional development needs?	METHODS AND TIMELINE: When will this professional development occur?	EVALUATION: How will we know the professional development was effective?
ELEMENTARY SCHOOL: Teachers will know how effective classroom technology increases student engagement, achievement and interactive learning.	<ul style="list-style-type: none"> • Director of Technology and technology integration coach will survey staff and offer PD responsive to teacher's needs. • Administration will identify PD needs. 	<ul style="list-style-type: none"> • Faculty and department or grade level meetings • Superintendent Conference Days • After school technology training (weekly) 	<ul style="list-style-type: none"> • Increased student engagement observed in teacher observations and informal walkthroughs/classroom visits • Student surveys • Staff surveys
Middle & High Schools: Teachers will know how effective classroom technology increases student engagement, achievement and interactive learning.	<ul style="list-style-type: none"> • Director of Technology and technology integration coach will survey staff and offer PD responsive to teacher's needs. • Administration will identify PD needs. • Grades 5 and 9 are piloting a 1:1 Chromebook initiative 2019-2020 and will meet quarterly to discuss best use of technology and problem solve barriers collaboratively. 	<ul style="list-style-type: none"> • Faculty and department or grade level meetings • Superintendent Conference Days • After school technology training (weekly) 	<ul style="list-style-type: none"> • Increased student engagement observed in teacher observations and informal walkthroughs/classroom visits • Student surveys • Staff surveys

To: Professional Certificate Holders
From: Fonda-Fultonville Central School District

Continuing Teacher and Leader Education (CTLE) Section 3006 of the Education Law

Acceptable CTLE shall be study in the content area of any certificate title held by the individual or in pedagogy, and include any required study in language acquisition addressing the needs of English language learners as described in section 80-6.3 of Commissioner's Regulations. Acceptable CTLE must be conducted through activities designed to improve the teacher or leader's pedagogical and/or leadership skills, targeted at improving student performance, including but not limited to formal CTLE activities. Such activities shall promote the professionalization of teaching and educational leadership, as applicable, and be closely aligned to district goals for student performance.

The district will be required to upload, through the online TEACH system, information related to the CTLE programs and activities provided to certificate holders including: participants, number of hours provided, and the type of CTLE programs or activities provided.

The following activities meet the criteria listed above and will count for CTLE credit for the 2018-2022 school years:

List of Providers

Any PD listed in MyLearningPlan sponsored by district personnel- time varies

Staff hired to provide PD:

Megan Collins, Director of Curriculum and Instruction

Kristine Dickson, Director of Spec. Ed.

Melanie Capron, counselor

Amy Mulyca, pre-k - 6 math coach

Sharon Kline, pre-k - 6 literacy coach

Danielle Knabe, instructional technology specialist

Jarrod Baker, Networks and Systems Coordinator

Department Chairs

Consultants/community partners/local BOCES:

Curriculum Associates

Teachers College

CASDA offerings

HFM BOCES Offerings

WSWHE BOCES Offerings

Capital Region BOCES

Questar BOCES
ASHA - American Speech/Hearing Association
NERIC
NYSUT
ASCD
SAANYS
Center for Educational Leadership (Coaches Academy)
Greater Capital Region Teacher Center
Solution Tree
Handle with Care
Center for Leadership in Education
Council for Prevention
Campbell House Psychological Associates - Behavior Management
Center for Autism & Related Disabilities (out of UAlbany)
Parent Network of the Capital Region
NYCASE - New York Council of Administrators of Special Education (non profit educational advocacy group)
The Teacher Center for Effective Teaching the Greater Capital Region
Therapeutic Crisis Intervention - Cornell University College of Human Ecology
CDPHP
Castle Learning
NYSCOSS and LEAF, Inc.
Utica National School Safety
Bureau of Education Research
NYSCATE
ISTE
Edvista (datamate)

MENTOR PROJECT:

The Core Team Membership: Mentor Coordinator, Tamara Berberich, Fonda-Fultonville Teacher Association President, Lynn Trevett, Director of Curriculum and Instruction, Megan Collins, Superintendent, Thomas Ciaccio

Facilitator Selection: Recommendations by the core team with final selection by Superintendent, as approved by the Board of Education.

Selection Process to become a mentor is as follows:

- Tenured candidate submits an application to the Core Team for initial review.
- Core Team will arrive at recommended candidates.
- Core Team will select the individuals from mentors proposed and Superintendent will approve before being appointed by the BOE.
- Mentors are appointed by the Board of Education.

Mentor Assignment: Upon completion of the mentor training, mentors will be assigned to work with beginning teachers. Final approval for the assignments will be the responsibility of the Core Team. Where possible, every effort will be made to assign mentors to beginning teachers according to grade level, subject matter, teaching style and building location.

Confidentiality: The information obtained by a mentor through interaction with the new teacher while engaged in the mentoring activities of the program shall not be used for evaluating or disciplining the new teacher; unless withholding such information poses a danger to the life, health, or safety of an individual, including but not limited to students and staff of the school; or unless such information indicates that the new teacher has been convicted of a crime, or has committed an act which raises a reasonable question as to the new teacher's moral character; or unless the school district or BOCES has entered into an agreement, negotiated pursuant to Article 14 of the Civil Service Law whose terms are in effect, that provides that the information obtained by the mentor through interaction with the new teacher while engaged in the mentoring activities of the program may be used for evaluating or disciplining the new teacher.

Expectations: The expectations of the mentor are:

1. Participate in summer training and training during the year (up to two days total).
2. Four contact hours per month with mentee.

New Teacher Seminars:

Effective 2019-2020 academic year, In addition to mentoring, new teachers will attend 8 seminars facilitated by the Director of Curriculum and Instruction in year 1 and another 8 year two.

Mentoring Duration: The length of term for mentoring is one year; however, if a new teacher is hired during the school year, a mentor will be assigned for the remainder of the year and, if employment continues into the next school year, the mentoring will continue until one year of

mentoring is complete.

Mentoring for current employees. Mentoring for long-term substitutes who will work more than 40 days, a mentor will be assigned for the duration of their employment.

Training: The Fonda-Fultonville Central School District will provide training for mentors, which may include the study of theory of adult learning, and the theory of teacher development.

Role of the Mentor is:

- Support the beginning teacher and assist in his/her professional development and growth.
- Maintain/protect confidentiality with the beginning teacher.
- Demonstrate appropriate interpersonal skills such as effective listening, caring, kindness, and understanding.
- Orient the beginning teacher to the building, district and the community.
- Share knowledge, ideas, materials and resources with the beginning teacher.
- Model instructional strategies and professional development.

Types of Mentoring Activities may include:

- Modeling instruction for new teacher.
- Observing instruction.
- Assisting in instructional planning with new teacher.
- Peer coaching techniques.
- Reviewing time management methodology.
- Orienting the new teacher to the school culture.

Times: Two observation/conference days will be allocated for both mentor and mentee. These days are in addition to the three visitation/conference days granted by the contract.

Records: It is the district's responsibility to maintain records: the names and teacher certificate numbers, types of mentoring activities and the number of hours of mentoring each beginning teacher received.

Handbook: The handbook will be revised for mentors and mentees by the Mentor Coordinator and the Core Team as needed.