

**Fonda-Fultonville Central School District
Professional Development Plan**

2023 - 2026

Superintendent: Mr. Thomas Ciaccio

BEDS Code: 27060104

District: Fonda-Fultonville Central School District
Address: 112 Old Johnstown Road, Fonda, NY 12068
Phone: 518-853-3332 Fax: 518-853-4461
E-mail contact: mcollins@ffcsd.org

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 comprises 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, department or building levels and through vertical grade discussions under the overarching district-wide professional development goals. In addition, articulation is occurring across buildings 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 implementing Next Gen. standards. Pre-k-k, k-4 classroom teachers and academic intervention reading specialists are being trained in the Science of Reading LETRS training, K-4 classroom/special education teachers and 5-6 math and special education teachers are receiving training from Curriculum Associates, K-4 classroom/special education teachers are being trained in new comprehensive literacy program implementation, Pre-k - 12 grade core departments (ELA, Math, Science and S.S) are meeting in vertical grade bands (those below and above) annually year for 75 min. Meetings to share out priority standards, discuss common vocabulary, identify gaps/unfinished learning & redundancies- then plan to address them. During the summer of 2024 and throughout the 2024-2025 year 9-12 ELA, Math and Special Education teachers will crosswalk the Common Core Learning Standards and Next Generation Learning Standards, prioritize the standards and adjust curriculum as needed.

The District will continue to follow our 2019 BOE approved 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, K-4 literacy, k-6 math instruction, the Science of Reading 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
The American Rescue Plan Act of 2021
- 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, K-6 Literacy Consultant (2022-2024)

Other Providers:

- Capital Region BOCES
- WSWHE BOCES
- HFM BOCES
- Curriculum Associates
- Read Side by Side Consulting
- The Superkids Reading Program Consultants
- Questar
- CASDA
- Greater Capital Region Teacher Center
- Local Law Enforcement
- Lexia Learning- LETRS
- CDPHP (wellness workshops)

FFCSD
PROFESSIONAL DEVELOPMENT PLAN
2023-2026

Description of Teams for 2022-2023 (current) school year:

Administrators

Megan Collins Kristine Dickson
Eric Romano Jarrod Baker
Dave Zadoorian
Aaron Grady

Elem. Grade level Leaders

Kristen Wieczenski, Stacey Lee, Marci Carey,
Shannon Flood, Linda Hanson, Catherine (Katie) Briggs

Middle School Department Chairs

Sheri Lloyd, Ann Mahon, Steve Vunk, Theresa Heacock,
Randi Bell, Diane Scott

High School/District Department Chairs

Jennifer Wilson, Matthew Bloom, Wendi Waters, Lisa Vosburgh,
Ashlee Palandro, Laura Sullivan, Christopher Brush, Angela Bermas,
Ryan Fedele, Melanie Capron, Melissa Zumbolo

Teachers/Counselors/in-house trained professionals

Danielle Hindrichs, PK-12 instructional technology teacher
Jarrett Ladd, PK-12 School Resource Officer
Melanie Capron, Social Worker
Handle with Care Turn-Key trainers
Wendi Waters, Mentor Coordinator
Jennifer Zajackowski, 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 implement the Next Generation ELA and Math standards Pre-k, k-8 while raising awareness and capacity building for grades 9-12, 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 Wellness Committee will meet regularly to plan, promote and implement positive physical and mental well-being, in collaboration with our insurance provider CDPHP. The district will continue to address all aspects of the Dignity for All Students Act.

2023-2026 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 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"> ● Reviewing NGLS priority standards ● Guest speakers ● Grade level meetings ● Turn-Key Trainers ● Literacy Consultant ● Math Consultant ● New Teacher Induction Program-orientation plus 8 seminars year 1 and another 4 year 2. ● Lexia- LETRS Science of Reading two year training (8 modules) 	<ul style="list-style-type: none"> ● Summer Curriculum ● Faculty and department or grade level meetings ● Release time ● 10 hour contractual time ● Superintendent Conference Days ● Grade level collaborative planning sessions ● LETRS Science of Reading 48 hours/year outside of contractual hours ● 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 core curriculum resources, teaching points and/or scope and sequence maps ● Feedback to PDP Team ● 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 ● Series of summer PD offered by, ELA Consultant Sharon Kline ● Literacy Implementation (The Superkids Reading Program K-2, Read Side by Side 3-4). ● New Teacher Induction Program-8 seminars/year first two years in district ● Math Professional Development 	<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 ● 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 curriculum scope and sequence (units and lessons). ● Teacher reflection on conference day evaluation forms ● Feedback to PDP Team ● Curriculum meetings with

	will continue with Director of Curriculum and Instruction and Curriculum Associates (Michele Downing)	administration
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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 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 • Review priority Next Generation Learning Standards • BOCES Trainings • New Teacher Induction Program-seminars 	<ul style="list-style-type: none"> • 10 hour PD required contractual time • Summer Curriculum • Faculty and department level meetings • Superintendent Conference Days • Common Planning Time 	<p>Teaching units and lessons aligned with the Next Generation/current learning standards will be taught.</p> <p>Student performance on various assessments: iReady diagnostic growth, NYS Assessments, Common Formative Assessments, final exams</p>

Further understanding of the various resources that are available to do work with academic vocabulary and text complexity. Time to align this and other curricula.

HIGH SCHOOL: All teachers will plan and implement lessons based on the current Common Core learning standards while capacity building (phase 2) of the Next Generation Learning Standards.	<ul style="list-style-type: none"> • Literacy across the curriculum • Standards alignment: Next Gen. priority standards • 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 	<p>2023-2024 Algebra 1 and 9th English units and lessons will be aligned to NGL /current learning standards and implemented as evidenced by scope and sequence, lesson plans</p>
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			<p>and curricular materials.</p> <p>2024-2025 Geometry and English 10 teaching units and lessons will be aligned with the Next Generation/current learning standards and implemented as evidenced by scope and sequence, lesson plans and curricular materials.</p> <p>2025-2026- Algebra 2 and English 11 teaching units will be aligned with Next Generation Learning Standards/current standards as evidenced by scope and sequence, lesson plans and curricular materials.</p> <p>Student performance on various assessments: Regents Assessments, Common Formative Assessments, midterms, final exams, AP Exams</p>
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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: Literacy and Ready Math Classroom implementation

TARGET AREA: What will teachers know and be able to do as a result of professional development? ELEMENTARY SCHOOL:	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 professional development was effective?
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-4, Curriculum Associates • Providing actionable feedback • Literacy practices aligned to The Science of Reading • 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 & 4 ELA and Math state test scores. iReady reading and math diagnostic scores. Quality and frequency of student conversations (turn and talks, questions, discourse, etc.) Teacher/staff feedback is timely, actionable and specific
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 • Lexia- LETRS training • Implementation of the 	<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) 	Improvement in teacher ratings on the selected APPR observation rubric

	<p>Science of Reading strategies</p>	<ul style="list-style-type: none"> • Curriculum, Instruction & Assessment meetings for administrators 	
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<p>TARGET AREA: What will teachers know and be able to do as a result of professional development?</p>	<p>PROFESSIONAL DEVELOPMENT: How will the district/building address the professional development needs?</p>	<p>METHODS AND TIMELINE: When will this professional development occur?</p>	<p>EVALUATION: How will we know professional development was effective?</p>
<p>MIDDLE SCHOOL: Teachers will demonstrate knowledge of, plan and deliver high quality, engaging, researched based learning strategies. 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 • Academic Intervention Tier 2 trainings • Data protocol every 5 weeks • Math and Spec. Ed. grade 5 & 6 PD with Curriculum Associates • Grades 5 & 6 PD and support from Literacy Consultant 22-23 and 23-24 academic years. 	<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 (# of students meeting or exceeding growth targets and stretch growth)</p> <p>Academic Intervention Process and documentation implementation</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

<p>TARGET AREA: What will teachers know and be able to do as a result of professional development?</p>	<p>PROFESSIONAL DEVELOPMENT: How will the district/building address the professional development needs?</p>	<p>METHODS AND TIMELINE: When will this professional development occur?</p>	<p>EVALUATION: How will we know professional development was effective?</p>
<p>ELEMENTARY SCHOOL: Teachers will be able to gather literacy and math data, share it in a grade level meeting and make adjustments to curricula and strategies.</p>	<ul style="list-style-type: none"> ● iReady Data ● DIBELS Data ● Writing Prompt/Rubric 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 	<ul style="list-style-type: none"> ● Grade level meeting agendas and notes ● Test scores: iReady, state ELA and Math, phonemic awareness/phonics growth, writing rubric growth ● Teacher evaluations APPR
<p>Teachers will be able to gather data, share it and make adjustments to curricula and strategies.</p>	<ul style="list-style-type: none"> ● iReady Data ● Ready Math Classroom Data ● DIBELS Data ● Datamate Data ● Collaborative grading ● Math PD: Curriculum Associates ● Colleague Collaboration ● Continue work with Director of Curriculum and 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 ● Embedded PD provided by consultants or Director of Curriculum and Instruction 	<ul style="list-style-type: none"> ● Data protocol ● Grade level meeting agendas/notes ● Classroom walkthroughs

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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 professional development was effective?
<p>MIDDLE SCHOOL:</p> <p>Teachers will be able to gather data, share it and make adjustments to curricula and strategies.</p> <p>Dept. Chair Data Leads - how do we analyze data to improve instruction/curriculum?</p>	<ul style="list-style-type: none"> Common summative and formative assessment Data protocol Using data to inform instruction Dept. time. 	<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
<p>HIGH SCHOOL:</p> <p>Teachers will be able to gather data, share it in and make adjustments to curricula and strategies.</p>	<ul style="list-style-type: none"> 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 	<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

	<ul style="list-style-type: none"> • Colleague Collaboration • Continue work with Technology Department on providing data review 	
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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. The Elem. and Middle School buildings will continue No Place for Hate. The H.S. will consider No Place for Hate for the 2023-2024 year so it is pre-k-12. School safety committee will meet monthly.

Theme: Safety, Dignity for All Students Act, Diversity, Equity and Inclusion & No Place for Hate

<p>TARGET AREA: What will teachers know and be able to do as a result of professional development?</p> <p>ELEMENTARY SCHOOL: Teachers will know the best ways to reduce bullying, harassment and conflict in all areas of the school and online.</p>	<p>PROFESSIONAL DEVELOPMENT: How will the district/building address the professional development needs?</p> <ul style="list-style-type: none"> • DASA Training • Building level character education programming- No Place for Hate • Class Meetings and school wide assemblies on Character Education and No Place for Hate. 	<p>METHODS AND TIMELINE: When will this professional development occur?</p> <ul style="list-style-type: none"> • Faculty and department or grade level meetings • Release time • Superintendent Conference Days 	<p>EVALUATION: How will we know professional development was effective?</p> <ul style="list-style-type: none"> • Reduction in reported incidents of bullying and harassment • Faculty/staff surveys • Murals and showcase displays • Student awards
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<p>Teachers will know the best ways to reduce bullying, harassment and conflict in all areas of the school and online.</p>	<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
<p>TARGET AREA: What will teachers know and be able to do as a result of professional development?</p>	<p>PROFESSIONAL DEVELOPMENT: How will the district/building address the professional development needs?</p> <ul style="list-style-type: none"> • DASA updates • No Place for Hate • School Counselors • New Teacher Induction Program-seminars 	<p>METHODS AND TIMELINE: When will this professional development occur?</p> <ul style="list-style-type: none"> • Summer curriculum • 10 hour contractual time • After school • Faculty and department or grade level meetings • Release time • Superintendent Conference Days • New Teacher Seminars 	<p>EVALUATION: How will we know professional development was effective?</p> <ul style="list-style-type: none"> • Reduction in reported incidents of bullying and harassment • Student and faculty/staff surveys • No Place for Hate pledges
<p>MIDDLE SCHOOL: Teachers will know the best ways to reduce bullying, harassment and conflict in all areas of the school and online.</p>	<ul style="list-style-type: none"> • DASA updates • No Place for Hate • School Counselors • New Teacher Induction Program-seminars 	<ul style="list-style-type: none"> • Summer curriculum • 10 hour contractual time • After school • Faculty and department or grade level meetings • Release time • Superintendent Conference Days • New Teacher Seminars 	<ul style="list-style-type: none"> • Reduction in reported incidents of bullying and harassment • Student and faculty/staff surveys • No Place for Hate pledges
<p>High School: Teachers will know the best ways to reduce bullying, harassment and conflict in all areas of the school and online.</p>	<ul style="list-style-type: none"> • DASA updates • New Teacher seminars 	<ul style="list-style-type: none"> • New Teacher Seminars • 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 School Resource Officer	1st Annual Superintendent's Conference Day & new staff/teacher orientation 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.
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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

<p>TARGET AREA: Will what teachers know and be able to do as a result of professional development?</p> <p>ELEMENTARY SCHOOL: Teachers will know how effective classroom technology increases student engagement, achievement and interactive learning.</p>	<p>PROFESSIONAL DEVELOPMENT: How will the district/building address the professional development needs?</p> <ul style="list-style-type: none"> ● The Director of Technology and technology integration coach will survey staff and offer PD responsive to teacher's needs. ● Administration will identify PD needs. ● Grade 4 1:1 Chromebook initiative ● Increase # Chromebooks in k-3 classrooms 	<p>METHODS AND TIMELINE: When will this professional development occur?</p> <ul style="list-style-type: none"> ● Faculty and department or grade level meetings ● Superintendent Conference Days (weekly) 	<p>EVALUATION: How will we know professional development was effective?</p> <ul style="list-style-type: none"> ● Increased student engagement observed in teacher observations and informal walkthroughs/classroom visits ● Student surveys ● Staff surveys
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<p>Middle & High Schools:</p> <p>Teachers will know how effective classroom technology increases student engagement, achievement and interactive learning.</p>	<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 5-12 1:1 Chromebooks 		<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
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Attachment I
UPDATED xxx

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 studied 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 2022-2025 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
Sharon Kline, pre-k - 6 literacy consultant 2022-2024
Danielle Hindrichs, instructional technology specialist
Jarrod Baker, Networks and Systems Coordinator
Department Chairs

Consultants/community partners/local BOCES:

Curriculum Associates
The Superkids Reading Program consulting
Read Side by Side consulting: Read Side by Side
CASDA offerings
HFM BOCES Offerings
WSWHE BOCES Offerings
Capital Region BOCES

Questar BOCES
ASHA - American Speech/Hearing Association
NERIC
NYSUT
ASCD
SAANYS
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
NYCASA - 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
Edvizia (datamate)
Lexia Learning: LETRS (Science of Reading)
Really Great Reading (phonemic awareness/phonics)

Mentoring Plan

Fonda-Fultonville Central School District Mentoring Plan

Mission Statement

The mission of the Fonda-Fultonville Central School District Mentoring Program is to provide a support system for new teachers, bring new teachers to high levels of competency more quickly, and improve their ability to assist students to achieve academic success consistent with the NYS learning standards.

Statement of Program

The Mentoring Program is a joint effort of the Fonda-Fultonville Teachers' Association and the Fonda-Fultonville Central School District to meet the professional needs of teachers entering the district. Both parties believe that the District will benefit from a program that provides both support to teachers new to the district and recognition to many of the outstanding experienced teachers on the faculty. The Mentoring Program is designed to encourage the experienced tenured teachers to share their knowledge, talents and skills with teachers new to the District.

Policies and Procedures

The Mentoring Committee's charge is to serve as the governing body for the program. This group, through an application process, selects a coordinator from the FFTA membership. The Mentoring Program Committee in conjunction with the Program Coordinator oversees the Mentoring Program. The committee consists of a minimum three FFTA members appointed by the President and an administrator from each building particularly if there is a mentor in that building (and/or minimum of one administrator selected by the superintendent with duty rotating if no mentees in the program), There will be a maximum of seven members on the committee. The committee, chaired by the Program Coordinator, administers the policies and procedures of the program.

The duties of the committee will be as follows:

- Review letters of application for the Coordinator and Mentor positions; establish a pool of approved mentors.
- Make mentor-mentee adjustments as needed.
- Oversee mentors and fulfill job responsibilities such as when a mentor is not fulfilling his/her duties.
- Create, with the assistance of the Program Coordinator, a "new teacher binder".
- Create a survey for first- and second-year teachers and mentors regarding training and/or professional development that may have helped them. Assess and add ideas to the mentoring program.

FFCS MENTORING PLAN

Roles

Mentoring Program Coordinator: The Mentoring Program Coordinator will be responsible for carrying out the Mentor Plan in-collaboration of the Program Committee. The coordinator's duties are to:

- Chair mentoring committee and building level group meetings.
- Collect and review quarterly reports from mentors.
- Set training and workshop schedules for both mentors and mentees in coordination with the Director of Curriculum or district designee.
- Accept applications from mentors, copy and distribute them to the committee in a timely manner.
- Coordinate evaluation process.
- Make recommendations to the committee for program adjustments as needed.
- Mediate mentor/mentee relationship as necessary.
- Attend initial mentor/coordinator training sessions.
- Responsible for communications with committee, mentors, and mentees.
- Assist the Mentoring Committee with the preliminary pairing of mentor/mentees.
- Oversee turnkey training of new mentors.
- Maintain a confidential, non-evaluative relationship with mentees and mentors.
- Report to the Board of Education at least once per year and provide an administrative update bi-monthly.

Mentors: The mentors will be selected through an application process. Members should apply in writing to their administrator when the position is posted. It is generally posted in the annual spring posting period. The mentor's role is to guide and support the mentee. The Committee strives to select experienced, tenured teachers who have demonstrated an understanding of the art and craft of teaching. The role of the mentor shall not be construed as limiting or supplanting the authority of school administrators or to supervise and/or evaluate the performance of the mentees.

The following criteria and duties will be expected of these mentors:

Criteria

- Hold tenure in the district,
- Certified in same content area as the mentee if possible.
- Have 5 years total teaching experience, exhibit a high standard of professionalism, and be approved by the Mentor Committee.

Duties

- Set up and attend 30-minute meeting with mentee weekly and document time, general topics of discussion, and goals developed.
- Complete monthly reports.
- Attend mentor training as recommended by the committee.

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- Mentors must set up observations throughout the year for the mentee to observe other teachers. (4 times per year minimum and 40 minutes minimum per visit).
- Meet with the mentoring program coordinator in the fall, winter and spring.
- Help arrange visitations for mentee and plan other appropriate activities as identified and suggested in monthly report form.
- Be sensitive to the emotional and physical needs of a new teacher.
- Encourage self reflection and self evaluation.
- Use reflective coaching skills with the focus on the positive skills of the mentee. Goals should be growth oriented, not directly correcting or judging the mentee.
- Ask open-ended questions
- Practice effective listening skills
- Maintain confidentiality except: Where an evaluative role for the mentor is stipulated contractually. Where 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. Where information emerges that raises a reasonable question regarding the new teacher's moral character.

Layers of support

1. Brand new teacher or teacher not previously granted tenure (in-comes without tenure requiring a 2-year program

a. Requirements for two-year new teacher seminar program-

Year 1: attends 6 seminars-5 working sessions after school with the final session being a celebration with the BOE

Year 2: attends 2 working seminars and does 2 observations

2. New teacher without tenure in Fonda assignment.

Year 1: attends 6 seminars-5 working sessions after school with the final session being a celebration with the BOE.

Year 2: not required unless administration feels a need for a second year

3. New teacher with previous tenure in Fonda assignment working in a new tenure track.

Not required to attend new teacher seminars but will have a mentor

For the mentoring experience to be most effective it is expected that the mentees are charged to carry out the duties as follows:

- Attend weekly meetings with mentor,
- Observe other teachers — mentor, other building teachers, and/or teachers of special subjects,
- Attend scheduled workshops and orientation program,

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- Effectively listen to mentor, reflect, and ask for assistance when needed,
- Work with their mentors to set individual goals based on his/her own reflections and knowledge gained while observing peers, and
- Participate in program evaluation.

THE PROGRAM

Mentor Selection:

The Mentor position is open to all teachers who meet the qualifications as identified above. Each spring the district sends a letter to the staff seeking these Mentor applications for the following year. The Mentoring Committee will establish a pool of approved mentors. The mentoring coordinator and committee will pair mentors and mentees from the established pool.

Training of the Coordinator, Mentors, and Mentee's:

The Mentoring Program Committee expects the Program Coordinator, Mentors and Mentees to participate in especially designed training programs. The training will be characterized by the following criteria:

- Teachers Association.

Orientation:

An orientation for first year teachers, teachers new to the district and teachers currently in the district who may move to a position in a building they are not working in is foundational to the Mentoring Program. This orientation covers, but is not limited to:

- how to access resources within the school,
- building orientation,
- introduction to building staff,
- employee benefits (business office),
- union orientation,
- items to do: first day, first week, first month, monthly, quarterly, and
- health and safety procedures.

Additional Programming:

The Mentoring Program will include a variety of programs as developed by the Coordinator under the advice of the Mentoring Program Committee. The content depends on the interest and needs of the mentees or on those identified by the mentors. Some topics include but are not limited to:

- effective discipline workshop,
- parent-teacher conferences,
- classroom management, and
- refer to mentoring handbook for additional topics.

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Evaluation of the Mentor, Mentee, and Program

The Mentoring Program Committee coordinates the evaluation of the Fonda-Fultonville Central School District Mentoring Plan. The results of the evaluation will be shared with all of the stakeholders in addition to the Board of Education, the Superintendent of Schools, the FFTA and the NYS Education Department as required.

The Mentoring Program is evaluated informally as well as formally. During the year, conversations between the Coordinator, principals, mentees, and mentors provide an opportunity for informal evaluations and assessment of the program.

The mentor and mentee will participate in the evaluation of the program from a personal perspective using monthly reports. The reports will be used to collect information on the satisfaction of new teachers and mentors with the program. Mentors and mentees will also be asked to give input for program improvement, the parts of the program that were helpful, and those parts that were not. This will assist the committee in determining whether or not the Mentoring Program is meeting the needs of the mentees.

In the event a new teacher decides to leave the district, the Superintendent or his/her designee will conduct an exit interview to determine the reason. The Mentoring Program Committee will collect this information to see if a pattern of reasons can be determined; if necessary the Mentoring Plan will be modified.

Improvement may be identified in the Mentoring Plan each year as indicated by the reflective feedback from all stakeholders.

The Fonda-Fultonville Board of Education, the Fonda-Fultonville Central School District and the Fonda-Fultonville Teacher's Association are committed to the mentoring program. This represents a program that will be adapted as needed to increase its effectiveness. The program will be regularly evaluated by all involved stakeholders to ensure success.