

Professional Development Plan

Sullivan West Central
School District



July 2012 – June 2016

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

SULLIVAN WEST CENTRAL SCHOOL DISTRICT

Professional Development Plan

BEDS Code: 59-502-04-0004

Superintendent: Dr. Nancy M. Hackett

Address: 33 Schoolhouse Road, Jeffersonville, NY 12748

Phone: (845) 482-4610

Year(s) Plan is Effective: 2012 - 2016

Composition of Professional Development Team

Teacher Representatives	6
Administrator Representatives	2
Paraprofessional Representatives	1
Parent Representatives	1
Higher Education Representatives	1

Number of School Buildings in District	2
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Professional Development Team Members

June 2009

Marianne Hegge, Chair	Teacher, Secondary English
Susan Barsky	Assistant Principal, Elementary
Michele Brockner	Teacher, Elementary
Gail Cicchetti	Teacher Aide, High School
Patrick Donovan	Teacher, Secondary Social Studies
Anne Knack	Teacher, Special Education
Joanne Lane	Assistant Superintendent
John Reggero	Parent
Sui-Ling Ruiz	Teacher, Special Education
Vicky VanFradenburgh	Teacher, Elementary

Introduction

As stipulated in Part 100 of the Commissioner's Regulations, the Sullivan West Central School District convened a team of teachers, administrators, paraprofessionals, a parent, a higher education representative, and a business partner to create a Professional Development Plan.

The purpose of professional development is to prepare and support educators to help all students meet or exceed state and local standards. We believe that a plan for better schools needs to start with a focus on student learning.

The Sullivan West Central School District accepts the following assumptions established by the State, in their document "Professional Development: A Strategy for School Improvement," as its basis for commitment:

- Professional development programs are the foundation for system change at the district and school level.
- When schools become places for educators to learn, they become schools on the way toward improvement.
- Improving the skills and knowledge of educators will result in the improved performance of students.
- The educational system today must produce students who are adaptable and ever learning that they may keep pace with the era of change in the society in which we live.

Organization of the Professional Development Plan

- Describe briefly how the District plan will ensure that the needs of the schools in the District are addressed.

The Professional Development Team reflects the diversity of the teachers, paraprofessionals, administrators, and the parents of the District. The teacher and paraprofessional members represent the elementary and high school levels. The parent member has been an active participant in the parent-teacher organization. The administrators on the team represent elementary and secondary principals, personnel, and instruction. The Teacher Center, SETRC, and higher education representatives also help to broaden our knowledge base. The members of the team are committed to working together to develop a plan for professional development of District staff that will enable each to meet the needs of our diverse student population.

- Professional Development Team members share responsibility.

The Professional Development Team was responsible for writing the initial District plan. It will be responsible for revising, evaluating, and implementing the plan annually. This team will assure that the District plan aligns with the District's six focus areas (differentiated Instruction, higher-order thinking skills, co-teaching, technology training, managing student behavior, and reading comprehension).

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

Staff currently has opportunities to participate in professional development during the school day, after school, on Saturday, and in the summer. There are five scheduled Superintendent's Conference days, which total 40 hours. New teachers participate in 10 hours of summer orientation and are provided additional professional development opportunities throughout the school year.

The Professional Development Team is committed to the importance of having educators develop their individual professional growth plan aligned with the District's six focus areas of differentiated instruction, higher-order thinking skills, co-teaching, technology training, managing student behavior, and reading comprehension.

Organization of the Professional Development Plan (Continued)

The Professional Development Team will increase the number of professional development opportunities. These opportunities are offered in a variety of formats including:

- Professional faculty meetings (maximum five hours)
- Department/Grade-level meetings
- New Teacher Orientation
- Training sessions for NYS assessments
- District-approved professional development programs
- Team/Department grading sessions for NYS assessments
- Shared decision-making committee meetings
- Superintendent's Conference Days
- National Board of Professional Teaching Standards Certification Process
- Graduate school and specialized institute coursework and seminars
- Participation in DLT, PDT, APPR, and SAVE
- Opportunities for teacher visitations to observe and model colleagues' strategies and lessons
- Analysis of School Report Card
- Presentations to other schools and professional workshops
- Collaborative instruction and/or planning activities
- In-service course instruction
- Conferences and workshops
- Professional reading/writing
- Research involvement
- Curriculum writing
- Contributing to SED committees
- Developing and sharing curriculum maps
- Participating in learning communities
- Supervision of Student Teachers
- Distance learning programs
- Mentoring (Paraprofessionals, Teachers, Administrators)

Needs Assessment Sources

- School Report Card
- BEDS data
- Student attendance data
- Graduation and Drop-out rates
- Student performance results disaggregated by ethnicity, gender, and other special needs annually and longitudinally
- Milestones and NYS Assessments
- Curriculum surveys
- Sullivan West Central School District's Strategic Plan
- Annual District Goals
- American Federation of Teacher's (AFT) Principles of Professional Development
- Current funding sources
- Past Professional Development plans
- School Improvement Plans
- Adequate Yearly Progress information
- Building and District performance results
- Violent and Disruptive Incidents Report (VADIR)
- Teacher and Paraprofessional Needs Assessment surveys
- Teacher Center Needs Assessment Surveys

Mission Statement

The mission of professional development in the Sullivan West Central School District is to ensure opportunities for ongoing professional growth of all faculty and staff to achieve state, district, and site based objectives. This will be accomplished by creating a collaborative environment in which effective, research-based practices are used to provide excellence in teaching and learning.

Principles

(Based on AFT Principles for Professional Development)

- Professional development should ensure depth of content knowledge.
- Professional development should provide a strong foundation in the pedagogy of particular disciplines.
- In addition to content and pedagogical content knowledge, professional development should provide more general knowledge about the teaching and learning processes and about schools as institutions.
- Effective professional development is rooted in and reflects the best available research.
- Professional development should contribute to measurable improvement in student achievement.
- Effective professional development expects teachers to be intellectually engaged with ideas and resources.
- Effective professional development provides sufficient time, support, and resources to enable teachers to master new content and pedagogy and to integrate these into their practices.
- Professional development should be designed by representatives of those who participate in it, in cooperation with experts in the field.
- Professional development should take a variety of formats.

Definition

Professional development is a continuous process of individual and collective examination of practice. It should empower individual educators and communities of educators to make complex decisions, identify and solve problems, and connect theory, practice, and student outcomes. It should also enable teachers to offer students the learning opportunities that will prepare them to meet world-class standards in given content areas and to successfully assume adult responsibilities for citizenship and work.

Resources for Planning and Implementing the Sullivan West Central School District's Professional Development Plan

Professional Development Team (PDT)

This Team is comprised of general and special education teachers, paraprofessionals, administrators, parents, and representatives from higher education and business.

Responsibilities:

- Review and revise a Professional Development Plan in alignment with the District Strategic Plan and Annual District Goals
- Monitor the implementation of the Plan.
- Analyze data to determine professional improvement needs.
- Support implementation of research-based practices that would improve areas of need.
- Review professional development to determine delivery and services provided.
- Synthesize and prioritize professional development needs based on analysis of data and District and buildings' targeted areas.
- Support the use of a professional development communication system.
- Meet monthly and as needed.

Sullivan County Teacher Center (SCTC)

- Created through New York State Education Law 316.
- Governed by a Policy Board comprised of teachers, administrators, higher education representatives, business representatives, and parent representatives.
- Funded by New York State legislature.
- Serves educators in assisting students to meet the NYS Learning Standards.

Special Education Training and Resource Center (SETRC)

- Created through Individuals with Disabilities Education Act (IDEA).
- Funded by state and federal revenue.
- Serves needs of special education teachers and general education teachers who work with special education students.

Needs/Data Analysis for Professional Development Plan

- ◆ Describe how the professional development plan was aligned with New York State learning standards and assessments, student needs, and is articulated within and across grade levels.

School report card data and State assessments were analyzed. The results were correlated to teacher responses and input gathered from colleagues by members of the planning team. Annual reports from all professional development partners were shared and reviewed. District priorities for professional development were then determined.

The highest priorities for professional development in the District are those that have the greatest potential to impact student achievement and were priorities that have been expressed by the K-12 educators.

- ◆ Describe how the Professional Development Plan is continuous, reflecting a multi-year approach to improve students' performance.

This plan originally represented a one-year initiative focused mainly on a process for district-wide professional development. At the end of the year, the plan was evaluated based on current needs and on the six focus areas of differentiated Instruction, higher-order thinking skills, co-teaching, technology training, managing student behavior, and reading comprehension. Annually, the plan is evaluated and revised.

The needs assessment sources identify areas that would most likely require attention over several years.

Identified areas of need from our data sources are:

- Six Focus Areas – Differentiated Instruction, Higher-order Thinking Skills, Co-teaching, Technology Training, Managing Student Behavior, and Reading Comprehension for general and special education students in a variety of settings
- Curricula aligned with the New York State Learning Standards
- Instructional practices that meet the academic needs of our diverse students
- Curriculum Audit
- Student data to evaluate student achievement
- Increasing the graduation rate
- Integration of Instructional technology
- Effective family/school communication
- School Improvement Planning

The Professional Development Team recognizes that there will need to be a commitment from the Sullivan West Central School District to focus on job-embedded professional development, to allocate time for professional development, and to provide resources to support professional development. In addition, the District Strategic Plan and the Curriculum Audit Plan will be used to guide the professional development planning at the building and District levels.

Sullivan West Central School District Professional Development Plan

Goal #1: Improve student achievement for all through quality professional development.

- Objective #1: To align the District's professional development initiatives with the District's Strategic Plan.
- Objective #2: To implement effective, research-based professional development practices based on the six focus areas of differentiated Instruction, higher-order thinking skills, co-teaching, technology training, managing student behavior, and reading comprehension.
- Objective #3: To educate the extended school community as to the purpose of professional development.
- Objective #4: To support the new teacher induction program for probationary teachers that includes orientation, one-on-one support, and on-going professional development.

Goal #2: Effectively and efficiently utilize resources to achieve quality professional development.

- Objective #1: To develop a process to equitably provide resources and support for professional development.
- Objective #2: To target fiscal and human resources to the PDP identified professional development initiatives.

Sullivan West Central School District Professional Development Plan

Goal #1: Improve student achievement for all through quality professional development.

Objective #1: To effectively coordinate the District's professional development initiatives.

Strategy	Activity	Person(s) Responsible	Proposed Timeline	Performance Measure/Data Source
Identify the professional development needs	Collect			
	♦ Collect summary of Teacher Needs Assessment for Professional Development from each building	Member of PDT	January 09	Collected
	♦ Collect summary of SRP Needs Assessment for Professional Development from each building	Member of PDT	January 09	Collected
	♦ Collate and summarize the Assessments	PDT	March 09	Needs identified
	♦ Collect and compile all District plans that identify actions for professional development	PDT	Ongoing	Summary of all plans
	♦ Identify and implement a record-keeping method to help instructional staff and the District monitor professional development progress and required hours tracked by person, building, and District.	Superintendent's office	Sept. 08	Operational record-keeping system implemented
	♦ Compile a list of services from regional professional development agencies.	PDT	June 09	List completed
	♦ Compile an abstract of the grants from professional development agencies or funded programs.	Administration	Dec. 09	Abstract of grants available

Strategy	Activity	Person(s) Responsible	Proposed Timeline	Performance Measure/Data Source
Identify the professional development needs	Process <ul style="list-style-type: none"> Identify PDT contact person for each building Identify needs (focus areas) of educators Align focus areas of educators 	PDT PDT PDT	June 09 January 09 Sept. 09	List of contacts Results graphed Alignment summary to Administration List of services provided by each agency
	Disseminate <ul style="list-style-type: none"> Develop and publish a district-wide professional development plan as a reference to be included in the faculty handbook and SWCSD website. Develop a district-wide professional development calendar of all professional development activities that is posted on web site and district-wide calendar 	PDT PDT	August 09 August 09	Plan published in handbook and on web site Calendar published on web site and district-wide calendar
	<ul style="list-style-type: none"> Distribute PDP to all building leadership teams 	PDT	Sept. 09	PDP distributed to each building

Accomplished to Date:

Goal #1 Objective #1

- Implemented the responsibilities listed under Resources for Planning and Implementing
- Synthesized and developed a database of professional development initiatives/needs by building/district using a professional development needs assessment to reflect alignment with the District Strategic Plan.
- Identified and aligned professional development with the District's focus areas (inclusion strategies, differentiated instruction, and interdisciplinary instruction)

Goal #1: Improve student achievement for all through quality professional development.

Objective #2: To implement effective, research-based professional development practices based on the six focus areas of differentiated Instruction, higher-order thinking skills, co-teaching, technology training, managing student behavior, and reading comprehension.

Strategy	Activity	Person(s) Responsible	Proposed Timeline	Performance Measure/Data Source
1. Align all professional development with District goals	♦ Develop criteria for determining and identifying professional development that aligns with District goals and improvement plans.	PDT, DLT	Feb. 09 – June 2012	Professional development is aligned with District goals. Criteria is developed and communicated
2. Support the implementation of effective research-driven practices	♦ Provide a variety of professional development (See Page 7)	PDT, Administration	July 09 – June 2012	A variety of professional development opportunities are offered and listed in faculty handbook and on website
	♦ Provide professional development to support: <ul style="list-style-type: none"> - SAVE initiatives - Completion of the 175 hour requirement for teachers who hold Professional Certification - Completion of the 75 hour requirement for teaching assistants who hold Level III Certificates 	PDT, Administration	July 09 – June 2012	Professional development opportunities are offered and evaluations completed

3. Support the needs of specific disciplines	<ul style="list-style-type: none"> ♦ Identify the needs by content area. ♦ Schedule professional development throughout the school year. 	PDT	July 09 – June 2012	Content specific professional development opportunities are identified and offered. Professional development schedule is created, kept updated, and placed on web site.
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Accomplished to Date:
Goal #1 Objective #2

- ♦ Created and updated professional development plan that is aligned with District goals.

Goal #1: Improve student achievement for all through quality professional development.

Objective #3: To educate the extended school community as to the purpose of professional development.

Strategy	Activity	Person(s) Responsible	Proposed Timeline	Performance Measure/Data Source
Disseminate professional development information to higher education, parents, business partners, local politicians, foundations, and the SWCSD staff	♦ Develop strategies to disseminate information concerning professional development opportunities and benefits.	PDT	Sept. 09	List of strategies completed and disseminated
	♦ Develop a process for collecting professional development information and share collected information for inclusion in District newsletter and web site.	PDT	Sept. 09	Professional Development information is collected and included on the District web site
	♦ Create, publicize, and use a professional development page on the District web site and other media resources.	Director of Technology, Webmaster, Public Relations Director, Newsletter Coordinator, PTSO	Sept. 09	Professional development is available and used on the District web site, as well as in the media

Goal #1: Improve student achievement for all through quality professional development.

Objective #4: To implement a new teacher induction program for probationary teachers that includes orientation, one-on-one support, and on-going professional development.

Strategy	Activity	Person(s) Responsible	Proposed Timeline	Performance Measure/Data Source
1. Determine new hires that will receive one-on-one support	♦ Identify new teachers including certification and experience information	Central Administration	August 09	New teachers are identified
	♦ Prioritize one-on-one support based on the following: 1. Initial certification – no experience 2. Transitional B certification – no experience 3. Provisional certification – no experience 4. Less than three years experience 5. Three or more years experience	Mentor/Intern Committee (M/IP)	August 09	One-on-one support pairs are identified
2. Implement programs that provide one-on-one support for interns	♦ Follow guidelines of the M/IP	M/IP Committee	July 09 – June 2012	New teachers receive one-on-one support
	♦ Assist schools in developing creative schedules to accommodate mentor/intern meeting requirements	Elementary & High School Principals	Aug. 09	Schedules are available for review

Strategy	Activity	Person(s) Responsible	Proposed Timeline	Performance Measure/Data Source
3. Continue to provide an initial orientation program for interns	♦ Convene a committee including representatives from the Administration and WSUT	M/IP	July 09	Committee develops agenda for orientation. Orientation takes place. Evaluation of orientation is positive. New hires attend orientation Orientation is conducted Orientation is presented to late hires
	♦ Inform new hires	M/IP	July 09	
	♦ Conduct a summer orientation program	M/IP	August 09	
	♦ Adapt program for late hires	M/IP	Jan. 2010	
4. Establish a process that addresses needs of those providing the one-on-one support	♦ Provide mentor preparation in-service course ♦ Conduct collegial circles (participant directed) ♦ Provide on-going professional development on topics such as constructive feedback, coaching, data	M/IP and Teacher Center M/IP PDT, M/IP	July 09 – June 2012 July 08 – June 2012 July 09 – June 2012	Mentor in-service course is held Collegial circles are held Professional development is provided for mentors

Strategy	Activity	Person(s) Responsible	Proposed Timeline	Performance Measure/Data Source
5. Implement a professional development program to support interns	♦ Provide in-service courses appropriate for interns	PDT, M/IP	July 09 – June 2012	In-service courses are provided
	♦ Develop a process to inform interns of available resources and professional development opportunities	M/IP	July 08 – June 2012	Interns participate in professional development
	♦ Conduct collegial circle groups	M/IP	Sept. 09 – June 2012	Interns will attend collegial circles
	♦ Update new teacher handbook	New Member Committee Chair	On-going	New Teacher handbook distributed
	♦ Provide on-going professional development topics such as class management, parent conferences, lesson planning, use of results of student performance and other data	PDT, M/IP	Sept. 09 – June 2012	Professional development is provided for interns

Goal #2: Effectively and efficiently utilize resources to achieve quality professional development.

Objective #1: To develop a process to equitably provide resources and support for professional development.

Strategy	Activity	Person(s) Responsible	Proposed Timeline	Performance Measure/Data Source
Seek and advocate for funding/resources to support professional development initiatives aimed at improving student achievement	♦ Establish a standard financial profile for grant-writing purposes	Central Administration	Sept. 09	Summaries are reviewed and used in grant applications Professional development activities are supported by available grants Funding opportunities for identified initiatives are identified Grants are written to support professional development
	♦ Determine which grant opportunities could support identified initiative	Central Administration	Ongoing	
	♦ Promote awareness of funding opportunities for identified initiatives	Central Administration	Ongoing	
	♦ Provide technical support to write grants	Central Administration	Ongoing	

Goal #2: Effectively and efficiently utilize resources to achieve quality professional development.

Objective #2: To target fiscal and human resources to PDP identified professional development initiatives.

Strategy	Activity	Person(s) Responsible	Proposed Timeline	Performance Measure/Data Source
1. Develop a process to more effectively utilize resources for the delivery of professional development	♦ Share information regarding professional development initiatives with BLTs	PDT	June 09	Schools receive information and use for coordinated planning
2. Provide support for sites to facilitate the implementation of site professional growth plans and SWCSD resources	♦ Support and implement the alignment of instruction with adopted curriculum and standards	Administration	July 09 – June 2012	PDP goals as they pertain to site professional development plan goals are met

Strategy	Activity	Person(s) Responsible	Proposed Timeline	Performance Measure/Data Source
3. Identify and support most efficient and cost effective means for providing professional development	♦ Explore on-line professional development course options	PDT	July 09 – June 2012	On-line professional development is offered Benefits of in-service and one-day professional development options are determined Substitutes are available for job-embedded professional development Time and training for building level staff developers are provided
	♦ Compare in-service or site-based options vs. one-day professional development options	PDT	July 09 – June 2012	
	♦ Provide job-embedded professional development with use of district substitutes	PDT	July 09 – June 2012	
	♦ Provide time and training for building level staff developers	PDT	July 09 – June 2012	

Sullivan West Central School District
BEDS Code: 59-502-04-0004

Professional Development Plan

STATEMENT OF ASSURANCES

The Superintendent certifies that:

- ◆ Planning, implementation, and evaluation of the Professional Development Plan was conducted by a professional development team that included teachers, administrators, and others identified in the plan.
- ◆ The Plan focuses on improving student performance and teacher practice as identified through data analysis.
- ◆ The Plan describes professional development that:
 - is aligned with state content and student performance standards;
 - is articulated within and across grade levels;
 - is continuous and sustained;
 - indicates how each teacher in the District will participate; and
 - is structured to allow teachers with a professional certificate reasonable opportunity to complete at least 175 hours of professional development every five years.
- ◆ The Plan indicates an evaluation of the effectiveness of the professional development and a mechanism to adjust activities based upon the evaluation.
- ◆ The Plan, or the annual update to the plan, was adopted at a public meeting by the Board of Education

Dr. Nancy M. Hackett
Superintendent of Schools

Date

APPENDIX

Executive Summary

Professional Development Evaluation

The attached materials are to be used for all building and district professional development. They are intended to assist presenters with expectations for professional development as well as to evaluate the effectiveness of the professional development in meeting staff needs.

1. Page 1 is to be checked for the type of professional development delivered.
2. Page 2 is to be completed by each participant.
3. Page 3 is to be compiled by the presenter/organizer of the professional development and is a compilation of data.

This evaluation data will be used for future planning and for grant writing.

SULLIVAN WEST CENTRAL SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT EVALUATION

Course/Workshop Title: _____

Instructor: _____ Date: _____

Type of Workshop/Expectation from Professional Development Program:
Please check the type of professional development provided, and complete the rubric on the back.

_____ **Awareness**—Expectation: Increase in participant's knowledge base or understanding. Program designed to introduce new ideas, concepts, or programs. Involves short period of time and can include large numbers of people. Time demands range from 20 minutes to three hours.

_____ **Skill-Development**—Expectation: Use of knowledge and skills in teaching and assessment practices. Program is interactive, hands-on; presenter models and provides guided practice to help participants introduce one or more skills into their teaching and assessment practices. Time demands range from three to eight hours for highly specific and isolated skills (i.e. use of specific manipulative materials in mathematics) to 15 to 30 hours for more complex and integrated skills (i.e. designing rubrics or integrating lessons). Sessions can be delivered in-house or by participated in an agency-sponsored program or other kind of outside conference.

_____ **Curriculum/Assessment Development and Implementation**—Expectation: Diversified and appropriate use of best practices in learner-centered curriculum, instruction, and assessment. Interactive, hands-on; presenter models and provides guided practice and opportunities for self and peer review, refinement, and reflection. Program seeks to help participants develop learner-centered and appropriate curriculum and assessment materials and processes. Timed demand ranges from 50 to 150 hours. Sessions can be delivered in-house, at agency-sponsored programs, or at outside conferences.

_____ **Leadership Development Program**—Expectation: Participants develop and implement professional development programs for other teachers and educational stakeholders. Interactive, hands-on; presenter models and provides guided practice and opportunities for self and peer review, refinement, and reflection. Program seeks to help participants facilitate adult learning of teachers and other educational stakeholders. Time demand ranges from 120 to 300 hours (including time to learn what one needs to teach). In the short term, this is a program that invests significant resources on one person. In the long term, this can significantly reduce the costs of awareness, skill-development, and curriculum and assessment development programs.

Name: _____ Years in Position: _____

Position: Teacher _____ Paraprofessional _____ Administrator _____ Other _____

Please rate the proficiency level in each of the following areas:

	Always	Sometimes	Never
INSTRUCTOR:			
Actively engages participants in learning through a variety of strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presenter's expertise, credibility, and preparedness are evident	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides opportunities and time to process and reflect on the information presented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content, strategies, and best practices are modeled throughout the workshop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitors and adjusts instruction to meet all participant needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
COURSE CONTENT:			
Content connected to NYS Learning Standards and student achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clear, meaningful, accurate information related to teaching and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PARTICIPANT IMPACT:			
Can use professional development learned to design learning experiences that relate to my students' needs and abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback and structured time provided to plan and apply information learned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plan to implement information learned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
STUDENT ACHIEVEMENT:			
See and understand the impact of these strategies/ practices and evidence produces improved student achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student (staff) skill acquisition will be affected by my my participation in this professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Mentor/Intern Program - Contract Language - July 1, 2014 – June 30, 2018

Section 1307:

All newly-hired teachers who do not have at least two years of prior public school teaching experience, and teachers holding transitional certificates (Commissioner's Regulation) shall participate in the District's Mentor/Internship Program as part of professional development. The purpose of the program is to enhance student achievement.

Section 1308:

(A) The mentoring program shall be coordinated by a mentor/intern advisory committee with membership consisting of three administrators selected by the Superintendent and four members selected by WSUT. A quorum shall require the presence of five committee members. This committee shall meet at least every other month. Its responsibilities will include:

1. Recruiting and training mentors from all disciplines.
2. Informing all new staff who must participate in the internship program and conducting an orientation session that introduce them to all aspects of the program.
3. Matching mentors and interns based upon teaching assignment and proximity with the matches recommended to the Superintendent for approval who shall in turn make a recommendation to the Board of Education.
4. Monitoring the varied components of the program including mentor pay and time sheets, monthly mentor and intern reports, the quality and nature of the mentor/intern contacts.
5. Give mentor/intern pairs feedback on at least a bi-monthly basis using the "Bi-Monthly Advisory Committee Response" form.
6. Intervening when mentor/intern pairings are unsuccessful and making adjustments or changes when necessary.

(B) Only those tenured teachers who have received mentor training at a reputable training center shall be eligible for selection as a mentor. Such training shall be compensable with in-service credits.

(C) Mentoring activities shall take place before and/or after regular school hours, during common preparation time and possibly during Superintendent's Conference days. If common preparation time is unavailable to the mentor and intern, up to three days per school year or the equivalent per school year shall be made available to those mentors-interns for mentoring activities.

Section 1309:

Mentors and interns shall be responsible for maintaining written logs indicating that mentoring time of at least forty (40) hours during the school year has taken place.

Section 1310:

Mentoring activities may include meetings, classroom visitations, lesson planning, curriculum and assessment development, staff development, etc.

Section 1311:

The Building Principal and the mentor shall be responsible for the coordination of mentoring activities, such as facilitating classroom visits and arranging for substitute

coverage for those mentors and interns who do not have common planning time in which to carry out mentoring activities.

Section 1312:

The Mentor/Internship Program is non-evaluative and mentors shall not divulge information to be used for evaluating or disciplining the intern, unless withholding such information poses a danger to the life, health, safety of an individual, including, but not limited to, the 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.

Section 1313:

The mentor/intern ratio shall not exceed 1:3.

Section 1314:

Mentors shall be compensated in accordance with Appendix B stipend schedule per intern per annum for mentoring up to three (3) interns. Interns shall be compensated by in-service credit for the forty (40) hours of mentor/internship activities. The role of the mentor shall include, but not be limited to, providing guidance and support to the new teacher.

Section 1315:

1. The District will compensate the teacher bargaining unit member who serves as the Chair of the Mentor-Intern Committee with a stipend of \$750 per year and the teacher bargaining unit members who serve as Members of the Mentor-Intern Committee with stipends of \$350 per year.
2. It is understood that any and all meetings of the Mentor-Intern Committee will be held after normal school hours and will not result in teachers missing an classes or other ordinary assigned duties. It is expected that the Mentor-Intern Committee will meet for at least 12 hours per school year and that the Chair and Members will attend each meeting, absent exigent personal circumstances. The stipends established by this agreement will be considered full payment for any and all time the Chair and/or Members devote to Mentor-Intern Committee meetings and related work.

Section 1316:

The Mentor/Internship Program shall be evaluated on an annual basis, reflecting upon its efficacy in enhancing student achievement, by receiving the written comments of the mentors, interns and principals regarding the adequacy of time available for mentoring activities, resources made available and suggestions for improvement to enhance the program. The information to be presented shall not include evaluative comments about either the mentor or the intern. The evaluation shall be submitted to the District's Professional Development Team. Upon reviewing the same, the team shall issue a written report to the Superintendent and Board of Education for their consideration. Such report shall include a list of mentors and interns who have completed the minimum 40 hour requirement.