

PROFESSIONAL DEVELOPMENT PLAN  
STATEMENT OF CERTIFICATION

School District: Greenville CSD

BEDS Code: 190701040000

The superintendent certifies to the Commissioner that:

- (1) The planning, implementation and evaluation of the plan were conducted by a professional development team that included a majority of teachers and one or more administrator(s), curriculum specialist(s), parent(s), higher education representative(s), and others identified in the plan.
- (2) The requirements of CR 100.2(4d) to have a professional development plan for the succeeding school year have been met.
- (3) The school district or BOCES has complied with the professional development plan applicable to the current school year.
- (4) The plan focuses on improving student performance and teacher practice as identified through data analysis;
- (5) The plan describes professional development that:
  - is aligned with state content and student performance standards;
  - is aligned with New York State Professional Development Standards (at <http://www.highered.nysed.gov/ed/teslteachers/nd.html>);
  - is articulated within and across grade levels;
  - is continuous and sustained;
  - indicates how classroom instruction and teacher practice will be improved and assessed;
  - indicates how each teacher in the district will participate; and
  - reflects congruence between student and teacher needs and district goals and objectives.
- (6) The plan describes how the effectiveness of the professional development will be evaluated, and indicates how activities will be adjusted in response to that evaluation.
- (7) The plan complies with CR 100.2(4d) to:
  - describe and implement a mentoring program for new teachers;
  - provide teachers holding a professional certificate with opportunities for completing 175 hours of professional development every five years;
  - ensure that level III teaching assistants and long-term substitute teachers participate in professional development activities;
  - state the average number of hours each teacher is expected to participate in professional in the school year(s) covered by the plan;
  - describe how all teachers will be provided professional development opportunities directly related to student learning needs as identified by multiple sources of data, including but not limited to school report cards;
  - provide staff with training in school violence prevention and intervention; and
  - provide professional development to all professional and supplementary school staff who work with students with disabilities.
- (8) The plan has been reviewed and/or revised in accordance with the most current version of 100.2 (4d).  
(The latest version of CR 100.2(4d) can be found at: <http://www.p12.nysed.gov/part100/parts/1002.html#dd>.)
- (9) The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

<u>Tammy J. Sutherland</u> Print Name of Superintendent of Schools
_____ Original Signature of Superintendent of Schools
_____ Date

Adopted by the Board of Education on Date: _____
_____ Original Signature of President, Board of Education



## **Greenville Central School District**

### **Professional Development Plan**

The Professional Development Plan meets the requirements of the 100.2 (dd) Regulations of the State of New York.

The purpose of this plan is to improve student learning by providing meaningful, focused, professional development opportunities that are aligned with the Learning Standards of New York State (NYS). The Greenville Central School District targets its efforts at meeting the needs of individual students. High quality professional learning can help teachers better identify and meet the needs of each student, thus leading to increased and enhanced student learning. The professional development standards established by the National Staff Development Council (Appendix A) provide a framework to guide the district in planning and evaluating targeted professional development learning.

The purpose of professional development as articulated by the National Staff Development Council and New York State Education Department will inform our plan and direction:

**“Every educator engages in effective professional learning every day so every student achieves.”**

### **Core Beliefs Guiding the Professional Development Plan**

1. High quality professional development is focused, sustained, work embedded, collaborative and purposeful professional learning that results in student achievement.
2. Professional development programs, facilitated by administrators and teacher leaders, support faculty in assuming leadership roles to enhance learning communities.
3. Professional development that is focused on student learning is aligned with curriculum, instruction, and the culture of the district.
4. Recognizing the most beneficial model for adult learning identifies individual performance objectives for each teacher, the District strives to provide differentiated, varied, and embedded professional development opportunities.

### **Committee Members**

Tammy J. Sutherland, Superintendent of Schools

Donna M. Accuosti, Director of Human Resources

Justin Bruce, Physical Education Teacher

Carrie Caputi, Curriculum Specialist

Melissa Palmer, Staff Development Facilitator, Greenville Faculty Association President

Brook VanFleet, Director of Special Education and Pupil Personnel Services

### **Goals and Objectives**

The Board of Education of the Greenville Central School District adopted major focus areas to systematically enhance student learning.

2014-17 BOE Goal #1: The Greenville Central School District will increase student academic achievement to include, but not be limited to, the areas of Instructional Technology, Proficiency in English Language Arts (ELA) and Mathematics, District Curriculum Alignment, High School Completion and Graduation Rates while developing the social, emotional and physical well-being of our students.

The Professional Development Plan, activities, and initiative priorities encompass but are not limited to the following areas:

#### **1. Emphasize literacy instruction**

Sequence of reading skills K-5

Professional Development

CCLS in ELA and Literacy across Content Areas

Fountas & Pinnell

Journeys Common Core

Wilson training

Study/research groups

Thousand Book Club

Pre-K Literacy Night

Big Universe Learning, K-8

Overdrive

#### **2. Utilize assessment data to guide instruction for all students**

Grade level or Department review of data

BLT and QEC review of student data

Building Level RtI Teams

K-12 state and local assessment and screening data (i.e., AIMSweb, Fountas & Pinnell)

IB/AP

Professional development K-12 Feedback Surveys

Kindergarten Screening

Education for the Future

Open Room Technology Survey

#### **3. Provide a 21<sup>st</sup> century education that is characterized by rigor, relevance, and relationships**

Effectively integrate technology to support and advance teaching, learning, and student achievement

Support GCSO 21<sup>st</sup> Century Commencement Outcomes

District Planning Committee

Quality Education Committee

Technology Committee – to implement a K-12 technology plan and K-12 student technology benchmarks  
OpenRoom/Questar III Technology Support  
International Baccalaureate and Advanced Placement  
SUNY Albany – University in the High School  
Syracuse University  
SUNY Cobleskill  
Columbia-Greene Community College dual enrollment  
Naviance

Build capacity for professional learning and curriculum support via:

Curriculum Specialist

Staff Development Facilitator

Technology Coaches

Book study

Conferences, workshops, institutes, distance and on-line learning supportive of the Regents Reform Agenda, Response to Intervention, Students with Disabilities, curriculum mapping and alignment, teacher leadership, professional learning communities, the GCSD mentor program, and teacher/principal evaluation

**4. Maintain and enhance the safe and inviting learning and work environments that respect diversity of learners and promote social and academic success**

All employees are required to attend annual training in school violence prevention and intervention.

All employees are required to attend the following District trainings: Right to Know, SAVE, DASA, Sexual Harassment and Diversity, Wellness, and Autism Awareness (and Bloodborne Pathogens for applicable employees).

**Character Education & Diversity**

**Elementary**

Immigration Day

Helping Hands

Multi-cultural assemblies

Jump-Rope-for-Heart, American Heart Association

Nature's Classroom

Responsive Classroom

Solution Circle

Buddy Bench

Apple a Day

**Middle School**

Project Wisdom

Project Adventure

PBIS

Junior National Honor Society community service

Junior FFA

Guest speakers on current health related topics

Social Media Safety Assemblies

**High School**

Community Service

Guest speakers on current topics

Sage College Character Ed Conference

National Honor Society community service  
Coaches Against Cancer  
Interact Club  
Yellow Ribbon  
Yellow Dress  
Career Day/Workshops  
Student Projects  
FFA  
International Baccalaureate  
Cyber Safety and Youth-at-Risk Survey  
Columbia-Greene Patroon Conference Leadership Development  
Post Prom Party  
SADD: Accident Simulation  
Gay Straight Alliance Student Group

**District wide**

Autism Awareness Training  
Annual ELL Strategies  
Annual Therapeutic Response Training and Re-certification  
Annual Overview of Procedures and Teacher Responsibilities regarding Individualized Education Plans, 504 Plans, and Response to Intervention  
Teacher Consultation and Support by Response to Intervention Building Level Teams and RtI Case Manager  
Teacher Consultation and Support by Related Service Providers through a School-based Model Approach  
Training in the use of Assistive Technology  
Training on CDOS Learning Standards  
Pizza Symposium

**5. Provide an aligned K-12 curriculum**

Unit Planning in eDoctrina  
Questar III-facilitated Curriculum Work

**6. Recruit and retain high quality teachers and administrators**

Continue to provide mentoring program for new teachers (Appendix C) and administrators.  
Provide professional development to meet needs identified by the Annual Professional Performance Review Committee of new and experienced teachers  
Enhance opportunities for teachers to address individual professional learning needs in cooperation with principals  
Enhance/develop leadership capacity and skills for teachers and administrators  
Support teachers pursuing National Board of Professional Teaching Standards certification  
Support administrators pursuing National Board Certification in Administration and "Excellence in Administration"

**PROCESS**

**Role of Committees in Identifying Professional Development Needs and Priorities**

The work of the district Quality Education Committee [QEC] and the Professional Practices Committee [PPC] will inform and further identify curriculum and professional development priorities.

The following committees will provide data and needs assessment for informed decisions:

District Planning Committee[ DPC]  
Building Level Teams [BLT]  
Building-based literacy leadership teams in all buildings  
District Technology Committee  
Teams and Departments  
GATE Committee  
Mentor Panel  
Code of Conduct  
APPR  
District Health & Safety Committee  
Building Response to Intervention teams  
District Communications Committee  
District Health & Wellness Committee

The Quality Education Committee and Professional Practices Committee will provide ongoing needs assessments to promote systematic professional learning and student growth. Committees will use data that includes, but is not limited to, the following:

- School Report Card
- NYS Assessments
- Ongoing formative, diagnostic assessments
- Education for the Future Survey/Data Analysis
- Teacher identified needs to guide recommendations and action plans

The Professional Practices Committee will work with this data to more clearly identify teacher learning needs and plan assessment of impact on teaching and student learning.

The Instructional Administrators, Curriculum Specialist, and the Staff Development Facilitator are responsible for reviewing a variety of sources of information about the performance of students and learning needs.

#### **Role of the Professional Practices Committee**

The role of the committee will continue to be fluid and will guide the identification of appropriate professional development activities and designs to meet the goals established by the Board of Education as supported by shared decision making groups. This committee will work with and advise the Staff Development Facilitator to coordinate programs for teachers, assess impact, and make recommendations for program design to the Curriculum Specialist and the Quality Education Committee.

#### **Target Activities**

Provide ongoing professional learning for committee members and leaders including Summer Institute, online learning, and collegial work.

Implement a planning process that engages all stakeholders in the annual revision of this plan as a result of annual needs assessment. This process will include, but not be limited to:

- Professional Development Content
- Form and Design
- Needs
- School and District Goals
- Educators' Skills and Knowledge
- Student Achievement Patterns and Identified Needs

**Annual Strategies for Planning and Evaluation**

Professional development designs that are ongoing, sustained, and work-embedded will be emphasized along with after-school/summer in-service, workshop, and course designs. Upon completion of professional development activities participants will complete the District Evaluation Tool via My Learning Plan. The evaluations are then reviewed by the PPC Committee for future recommendations. Priorities will include research-based adult learning and national and NYS standards for professional development when making decisions about program content, design, and assessment (Appendix B).

Focus on student learning as core needs assessment and outcome measures of professional development efforts

Identify and enhance specific school-based programs and designs to support faculty in cooperation with the development of QEC and PPC goals and directions

Promote the use of technology to support adult learning

Expand online opportunities for individuals and groups of teachers to enhance instructional practices

Improve program assessment and evaluation

Develop faculty capacity and expertise so that Greenville educators will serve as professional development resources and leaders in building learning communities

**Designs for Professional Learning**

We will continue to enhance professional learning and the development of learning communities with a variety of designs to support a balanced and differentiated approach. The District offers a variety of professional development options:

<b>Individually Guided/Focused Experience</b>	<b>Observation or Assessment and Reflection</b>	<b>Development or Improvement Process</b>	<b>Training</b>	<b>Inquiry</b>
Case study	Instructional or leadership coaching	Examining student work	Workshops	Study groups
College courses	Mentoring new teachers and administrators	Curriculum development and refinement	Conferences	Action research
Online courses	Supervising student teachers and interns	Committee work and leadership	Online tutorials and courses	Lesson study
Conference participation (individual) with reflection	Working with mentor or supervisor on identified goal/learning	Research team participation	One-to-one training and tutorials	Classroom visits and reflection
Required Professional Hours	National Board Certification application	Social networking for learning (e.g. Skype, wikis, blogs)	Presentations, seminars, webinars	Project/grant activities
In-service courses			In-service	Individual research
			College courses	Social networking for learning
				Technology exploration

				Professional Learning Communities
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Supported professional learning designs/activities may include but are not limited to the following:

- Workshops, courses, institutes (including follow-up support)
- Superintendent’s Conference Day learning opportunities
- Study groups (book groups, research)
- Collegial investigations/action groups focused on addressing an identified issue, problem, or goal
- Faculty, grade level, department meetings when appropriate
- Visitations to other schools and colleagues’ classrooms with reflection and follow up
- Shadowing experiences (teachers/students)
- One-to-one support (coaching, mentoring) including demonstration lessons and reflection
- Online learning opportunities
- Collaborative planning for instruction
- College courses and other individual learning
- Mentoring of new teachers and administrators
- National Board Certification and other professional portfolio development
- Individual professional development/growth projects
- Curriculum development and revision
- Collaborative review of student work and common assessments
- CPR/AED, First Aid Certification/Re-certification (as applicable)

**Expected Teacher Participation**

Professional development opportunities will be made available to all teachers. Opportunities may be targeted for specific groups, teams and schools. Teachers are invited and encouraged to participate in activities and identify additional opportunities to meet needs. Leadership roles are assumed by teachers as they engage in meaningful, work-embedded responsibilities at building, district, regional, and state levels. Teachers are supported and compensated for approved graduate work and professional learning and are required to perform a minimum of 21 Professional Hours annually.

**Support and Documentation for Required Professional Development Hours for Certification of Teachers, Teaching Assistants, and Administrators**

The continued improvement of professional development opportunities will strengthen our ability to support differentiated professional learning for teaching assistants, extended-term substitutes, teachers and administrators. The Professional Practices Committee will review and ensure opportunities for those with Initial and Professional certification to complete professional development hours as required by NYS Education Department. All certificated professionals, including Level III Teaching Assistants, will have training in language acquisition (i.e teaching strategies and integrated content instruction). Professional employees will have a record of all professional development related to certification (e.g MyLearningPlan). Acceptable professional learning and leadership activities will be developed in collaboration with the teachers and administrators. These will be published and reviewed/updated regularly.

All teachers new to the profession will participate in a district mentoring and induction program.

**Resources and Major Partners**



Technology, literacy, RtI, quality teaching, leadership, curriculum development and assessment for learning  
Greater Capital Region Teacher Center  
NYC Teacher Center  
Carey Center for Global Good  
International Baccalaureate Organization  
CASDA  
NYSUT  
Questar III  
Needham Risk Management  
National Board of Professional Teaching Standards (NBC)  
Capital Region BOCES  
Tech Valley High School  
Greenville Education Foundation and Community Foundation of the Greater Capital Region Association  
SAANYS  
Columbia-Greene Community College  
Syracuse University  
SUNY Cobleskill  
Cornell University  
SUNY Albany  
Wayne-Finger Lakes BOCES  
Albany and Greene County Chambers of Commerce  
NYSCOSS  
Hudson Valley Community College  
The College of St. Rose  
Sage Colleges  
Sherry Guice Literacy  
Greene County School Districts  
Center for Autism and Related Disabilities (CARD)  
Parsons Child and Family Center (SATRI)  
R-BERN  
NYSSLAT Training  
NYSAA Training  
Creative Teacher Inc.

**Additional course content to explore**

ASCD: *Understanding by Design* and other curriculum and teaching courses (online)  
National Staff Development Council  
Staff Development for Educators  
Bureau for Educational Research  
Professional Education Systems, Inc.

**Procedures for Submitting and Revising This Plan**

The plan will be developed and reviewed by the Professional Practices Committee based on identified needs and submitted annually to the Superintendent of Schools and the Board of Education for review and consideration. It will be utilized by QEC, Cabinet, and District stakeholders for guiding professional development.

## **Appendix A**

### **National Staff Development Council Staff Development Standards**

National Staff Development Council Standards provide guidance, research and best practice in adult learning. This research and framework will help to inform Greenville's professional development program development over the next three years.

#### **Context Standards:**

**Learning Communities:** Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district.

**Leadership:** Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement.

**Resources:** Staff development that improves the learning of all students requires resources to support adult learning and collaboration.

#### **Process Standards:**

**Data-driven:** Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.

**Evaluation:** Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.

**Research-based:** Staff development that improves the learning of all students prepares educators to apply research to decision making.

**Design:** Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal.

**Learning:** Staff development that improves the learning of all students applies knowledge about human learning and change.

**Collaboration:** Staff development that improves the learning of all students provides educators with the knowledge and skills to collaborate.

#### **Content Standards:**

**Equity:** Staff development that improves the learning of all students prepares educators to understand and appreciate all students, create safe, orderly, and supportive learning environments, and hold high expectations for their academic achievement.

**Quality teaching:** Staff development that improves the learning of all students deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

**Family Involvement:** Staff development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately.

## **Appendix B**

### **Ten Standards for High Quality Professional Development NYSED**

- 1. Designing Professional Development:** Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
- 2. Content Knowledge and Quality Teaching:** Professional development expands educator's content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
- 3. Research-based Professional Learning:** Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research.
- 4. Collaboration:** Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.
- 5. Diverse Learning:** Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
- 6. Student Learning Environments:** Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
- 7. Parent, Family and Community Engagement:** Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.
- 8. Data-driven Professional Practice:** Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
- 9. Technology:** Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
- 10. Evaluation:** Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

## **Appendix C**

### **Greenville Central School District Mentoring Program**

#### **Overview (2015-16)**

##### ***Purpose***

The future success of our students depends on the development of the professionals within Greenville Central School. To assure that happens, and in accordance with NYS law, we have an obligation to recruit and retain quality teachers. We recognize this process is part of a larger induction program that fosters growth and improvement over all. This can best be achieved when:

- A safe supportive environment is provided to teachers new to the profession to ease the transition from teacher training to the realities of the classroom
- Best instructional practices are shared and implemented
- New teachers are thoroughly familiar with school curriculum, programs and routines
- New teachers learn and become acclimated to the culture of the school
- A passion for the teaching profession is reinforced and sustained

##### ***Rationale or Philosophy***

Greenville Central School District and its staff are committed to developing a collaborative professional learning community that will improve student achievement and promote the growth of school wide instructional excellence.

##### ***Goals***

- Identify and assess specific aspects of school, culture, routines, procedures and curriculum that need to be shared with new teachers at GCS within appropriate time frames
- Mentors have common language and sense of best instructional practices as well as knowledge of strategies of teaching teachers
- Create mutually beneficial partnerships between new teachers and mentors

##### ***Definitions***

Program – Greenville Central School District Mentoring Program

- Mentor Committee
  - Superintendent

- o 1 Administrator
- o 2 teachers from each level, elementary, middle, high school
- o 1 Greenville Faculty Association representative (acts as liaison to the Association)
- Mentor Chairperson – coordinates program
- New Teacher – all first year teachers new to profession
- Content Mentor – teacher partnered with new teacher in content area when possible
- Mentor Pool – collection of content mentors

### ***Roles and Responsibilities***

#### ***Board of Education***

- Approve plan and changes
- Maintain confidentiality
- Provide reasonable resources
- Approve content mentor/new teacher partnerships

#### ***Superintendent***

- Liaison to Board of Education
- Maintain confidentiality
- Member of Mentoring Committee
- Recommend content mentor/new teacher partnerships to Board of Education

#### ***Building Principals \*, Assistant Principals, Pupil Personnel Director***

- Maintain confidentiality
- Serve as member of Mentoring Committee– 1 Administrative Representative
- Reduce extra duties of mentor whenever possible
- Provide common planning time for Mentor/New Teacher partnerships whenever possible
- Provide input to Mentor Committee regarding Content Mentor/New Teacher partnerships
- Facilitate release time for Content Mentor/New Teacher
- Provide needed resources

#### ***Department Chairs/Team Leaders***

- Maintain confidentiality
- Provide resource support to Content Mentor/New Teacher

#### ***Mentor Committee***

- Maintain confidentiality
- Govern and oversee the program
- Review and add new content mentor applicants to the Mentor Pool

- Recommend to Superintendent Content Mentor-New Teacher partnerships
- Annually review the program and propose changes to the Superintendent, Board of Education and Greenville Faculty Association

*Mentor Chairperson*

- Maintain confidentiality
- Has completed Mentor training
- Chair Mentor Committee – create agendas and meeting minutes
- Notify Content Mentors and New Teachers of partnerships as approved by the Board of Education
- Participate in the development of a homepage for the program on the District Website
- Identify content areas in need of recruitment within the mentor pool
- Recruit mentors
- Distribute/collect mentor applications
- Invite mentors to Summer Institute
- Provide support materials for mentors
- Participate in the development of and maintain a mentor guide/handbook
- Keep an electronic mentor list updated annually
- Help teacher as needed with portfolios as per APPR requirements
- Report to the Board of Education
- Recommend changes to program and process
- Address program/process problems as needed
- Regular contact with Content Mentor and New Teacher
- Report program evaluation to Mentor Committee at the end of the school year

*Content Mentor*

- Maintain confidentiality
- Has completed mentor training
- Analyze and reflect on instruction and share with the New Teacher
- Assist New Teacher in understanding and implementing professional responsibilities within the entire school community
- Participate in evaluation of the program and process
- Advocate for the New Teacher
- Meet with New Teacher partner one hour per week
- Invited to attend the Summer Institute
- Maintain records of Mentor/New Teacher meetings

- Attend meetings with Mentor Chairperson and other content mentors
- Participate in release time as specified in the Induction Program
- Regular contact with Mentor Chairperson and New Teacher
- Provide feedback on Mentor Program

*New Teacher*

- Maintain confidentiality
- Meet with Mentor regularly
- Understand and implement professional responsibilities
- Invited to participate in the Summer Institute
- Regular contact with Mentor Chairperson and Content Mentor
- Provide feedback on Mentor Program

*Faculty and Support Staff*

- Maintain confidentiality
- Share expertise
- Serve as a resource where applicable
- Nominate self/colleague for mentor pool
- Provide support and encouragement for Mentor and New Teacher

*Greenville Faculty Association*

- Maintain confidentiality
- Negotiate initial plan and future changes

*Professional Practices Committee*

- Discuss professional development needs and opportunities as they relate to the Mentor Program
- Provide input for the Summer Institute

*Mentor Qualities and Characteristics*

- Passion for profession and content expertise
- Role model- uses best instructional practices
- Approachable/good listener/reflective
- Solves problems
- Respected by others
- Able to keep confidences
- Caring/diplomatic
- Tenured (unique circumstances will be considered by the committee)
- Patient/calm – does not overreact

- Willing to serve and make the time commitment
- Flexible

### ***Mentor Selection and Assignment***

Potential mentors can be nominated by an administrator, a colleague, or may self-nominate.

#### ***Process***

- An e-mail letter will be sent soliciting applicants for content mentor positions.
- Nominees will receive an e-mail letter stating that they have been nominated and an application.
- Nominees will submit a mentor application.
- The Mentor Committee reviews applications and adds new content mentors to the mentor pool.
- The Mentor Committee recommends Mentor-New Teacher partnerships to the Superintendent.
- Mentor-New Teacher partnerships are approved by the Board of Education.

### ***Needs Assessment and Program Modification***

- Carried out by Mentor Panel
- Content Mentor use New Teacher input to guide the content of release days
- Annually review the recruitment of content mentors
- Budget and future program planning

### ***Program Evaluation and Revision***

- Mentor Chairperson gathers feedback from New Teacher and Content Mentor.
- Mentor Chairperson reports program evaluation to Mentor Committee at the end of the school year.



Dear Colleague,

Congratulations! You have been nominated to be a mentor. If you are interested, the next step is to complete the attached application. Before you apply, there are some things you should know.

Mentor teachers receive a \$1850 stipend. Only those partnered with a new teacher receive the stipend. You may be in the mentor pool but if you are not partnered with a new teacher you are not eligible for the stipend.

Mentoring a new teacher is a time commitment. You must be available to:

- Attend training
- Meet with your partner a minimum of one hour per week
- Attend monthly mentor – new teacher meetings

If you are willing to make the commitment, please complete the attached application.

Completed applications are due 00/00/0000

Sincerely,

Sheila Brady  
Mentor Chairperson

# Greenville Central Schools

## *-Mentor Application-*

Name \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_ Phone Number \_\_\_\_\_

City \_\_\_\_\_ District Building \_\_\_\_\_

Number of years of service in district \_\_\_\_\_

A complete application includes:

- Professional Development
- Professional Reflection

*The application should be returned to the Mentor Committee, c/o Sheila Brady (Mentor Chairperson)*

### *Professional Development*

**Directions:** Respond to the following professional development information on a separate sheet of paper. Attach your responses to the application.

1. List all conferences, workshops, in-service courses, college classes, and any other professional development you have been involved with in the last 3 years. (mylearningplan portfolio)
2. List all committee work within your building or within the district that you have participated in the last 3 years.
3. List all of the professional organizations you are affiliated with along with any professional literature/magazines that you subscribe to.

### *Professional Reflection Questions*

Directions: Respond in a narrative form (1/2 page each) to 3 of the following. Attach your responses to the application.

1. Describe a recent professional development experience that was meaningful to you. How did you implement some aspect of that experience in your classroom? What was the impact on students?
2. What would you like to learn from a new colleague?
3. Identify 3 qualities/characteristics that will help you be a great mentor.
4. How will you support a new colleague with implementing and reflecting on new ideas?
5. What would be the best use of your time with a new colleague?

Signature \_\_\_\_\_ Date \_\_\_\_\_

**Mentor Program Evaluation**

**Mentor**

1. I have been a mentor \_\_\_\_ time(s),
2. How do you describe the quality of your experience as a mentor in the program?  
Excellent                  very good                  I'm not sure                  deficient
3. Did your mentor training help prepare you fro your mentor experience?  
Yes                          somewhat                          I'm not sure                  no
4. Would you like additional mentor training?  
Yes                          perhaps                          probably not                  no
5. How clearly were your mentor responsibilities defined?  
Very clearly                  somewhat clearly                  a little ambiguous                  very ambiguous
6. Was the program coordinator accessible and easy to talk to and get advice from when necessary?  
Always                          sometimes                          not often                          never
7. How would you describe your relationship with your new colleague?  
Excellent                  very good                          acceptable                          deficient
8. Do you consider the time spent with your new colleague sufficient?  
Yes                          almost                          not really                          no
9. Do you consider the time spent with your new colleague favorable for him/her?  
Yes                          a little                          not really                          no
10. Did you get something from your relationship with your new colleague?  
Yes                          a little                          not really                          no
11. Would you have preferred to meet less frequently with your new colleague?  
Yes                          sometimes                          not really                          no
12. Would you have preferred to meet more frequently with your new colleague?  
Yes                          sometimes                          not really                          no
13. What is a strength of the program?

14. What is a weakness of the program?

15. What supports should be in place for you as a mentor?

**Mentor Program Evaluation**

**New Colleague**

1. How would you classify the mentor program?

Excellent                  very good                  good                  deficient

2. Did you enjoy being part of this program?

Yes                  a little                  not much                  no

3. Do you consider your meetings with your mentor helpful?

Yes                  a little                  not much                  no

4. Would you have liked to meet with your mentor more often?

Yes                  sometimes                  not often                  no

5. Did your mentor help you to better fulfill your role at school?

Yes                  a little                  not much                  no

6. Did you learn new things from your mentor?

Yes                  a few                  not many                  no

7. Did you feel comfortable speaking with your mentor about things – good or bad?

Yes                  a little                  not really                  no

8. Did you feel comfortable speaking with the program coordinator about your experiences – good or bad?

Yes                  a little                  not really                  no

9. What do you feel is a strength of the program?

10. What do you feel is a weakness of the program?

11. What changes/improvements do you recommend for the program?

12. What types of support and in what areas do you foresee a need for next year?

**Greenville Central School District 2015-16**

<b>Year</b>	<b>Mentor</b>	<b>Professional Development</b>	<b>Collaboration Time</b>	<b>Group Share</b>	<b>Professional Participation</b>
First year	Content Mentor  Mentor Chairperson	Summer Institute  release day as requested  conferences and in-service courses as requested	Summer Institute  weekly with content mentor  monthly with mentor chairperson	Research Diversity Collaboration Outcomes Connectivity to PDP	Mentor Days Group Share Meeting Days Team/Department Meetings Faculty Meetings Superintendent's Conference Days Summer Institute In-service courses Professional development opportunities

