



Professional Development Plan (PDP) and District Mentoring Plan

“ A highly qualified teacher is at the center of the education reform movement. Setting high standards for what our student population needs to know and be able to do when they complete their education, adopting measures to ascertain that students are reaching those standards, and engagement of the public in the interest and support of all students’ progress through public accountability, have provided the terrain of education reform. The improvement of teaching and learning depends on a knowledgeable and effective teacher in every classroom.”

-NYS Department of Education, Framework for Professional Development

July 1, 2016 – June 30, 2021

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Committee Participants

Participant	Role
Christine Reynolds	Superintendent
Timothy Jenny	High School Principal
Crystal Chrisman	Middle School Principal
Ruth Leavitt	Administrative Intern and Parent
Susan Butler	Elementary School Principal
Michelle Primeau	Principal for Special Education/CSE Chairperson
Lamphere, Jody	Elementary Teacher, Grade 3; Mentor Program Coordinator
Snell, Debra	Middle School Teacher, Grade 6 ELA; DTA President
Feldman, Tammy	Elementary School Teacher, Grade 1
Myers, Cindy	Middle School Teacher, Grades 7/8 Literacy
Gardner, John	Middle School Teacher, Grade 5 Science
Dutcher, Eileen	High School Teacher, Grade 9 English
Holly, Karen	High School Teacher, Grades 11-12 Chemistry/Human Anatomy
Simpson, Trista	Middle School Teacher, Special Education
No Representative	Higher Education Representative

District Demographic Information

The DCSD is located in north central New York State. In the 1980s, the District annexed the former Stratford Central School District, which was contiguous to the DCSD, creating a large, high-needs rural district of 186 square miles, the boundaries of which lie in two counties (Herkimer, Fulton), one village (Dolgeville), and five townships (Stratford, Salisbury Center, Manheim, Little Falls, and Ephratah). As of June, 2016, the estimated enrollment was 902 students, grades K-12. In addition, in the fall of 2016 the district will have 90 children in its three three- and four-year-old preschool classes. The 2015-2016 Free/Reduced lunch rate was 61%, the overall attendance rate of students was 95%, and the high school completion rate was 89%. 100% of teachers in the DCSD are highly qualified. 100% of classrooms have SmartBoard technologies and the entire District has wireless internet access. Dolgeville Elementary School will be on a Local Assistance Plan for the 2016-2017 school year. The Middle School and James A. Green High School are in good standing.

District Vision

The vision of the District stems from a speech made at the dedication of the first public school in Dolgeville. The speech was delivered by industrialist Alfred Dolge, President of the School Society. The timeless vision is simply, "Sending Students into the World Well-Prepared."

Statement of Purpose for the Professional Development Plan and Mentoring Plan

It is the intent of Dolgeville Central School District (DCSD) to foster ongoing professional growth and development, reflection, and refinement of professional practice for all of its faculty and staff in order to improve teaching and learning. This plan is a framework for a cycle of continuous improvement and efficacy for all faculty and staff.

Legal Requirements for Professional Development

Districts must develop Professional Development Plans that meet the requirements described in section 100.2 (dd) of the Regulations of the Commissioner of Education for the State of New York. The purpose of the Plan shall be to “improve the quality of teaching and learning by ensuring that staff participates in substantial professional development opportunities that are aligned with the Common Core Learning Standards of New York State in order to remain current with their profession and meet the learning needs of their students.”

Public school districts “are required to have a Professional Development Plan which describes the efforts made to ensure that professional development is continuous and sustained, that the methods and approaches for delivering professional development have been shown to be effective, and the manner in which the school district will measure the impact of professional development on student achievement and teachers’ practices.”

The Plan “shall include a description of how it will provide all of its teachers, teaching assistants and long-term substitute teachers with substantial professional development opportunities directly related to student learning needs.”

Holders of a professional teaching certificate and Level III teaching assistant certificates are required to complete 100 hours of professional development in every five-year cycle (a minimum of 20 hours per year) of professional license/certificate renewal. All professional development hours for teachers with professional certificates and TAs with Level III certificates will be logged into My Learning Plan. Decisions regarding the content, delivery, and providers of such professional development are within the purview of the DCSD and are made within the context of the District’s APPR, PDP, and Mentoring plans. By New York State Education Law, mentoring hours may count as professional development hours.

Lastly, the district’s Professional Development Plan must contain the following required components:

- A Needs Assessment
- Goals and Objectives for Professional Development
- Activities for Professional Development
- Elements of the District’s Mentoring Program
- Evaluation Standards for Professional Development

District Needs Assessment

Dolgeville Central School District is a high-needs rural district. Its students demonstrate, through a wide array of data, both quantitative and qualitative, that they have substantial needs in the following areas: academic, cognitive, social-emotional, fine and gross motor control, speech and language, behavioral, mental health, physical health, dental health, and eye care. Therefore, the district needs to ensure that professional development is wide-ranging to meet the wide-ranging needs of students. See Appendix 1 for a listing of data sources.

District Requirements for Professional Development Hours

While it is New York State Education Law that those staff members holding professional teaching certificates or level III teaching assistant certificates participate in mandatory hours of professional development, the DCSD recognizes the importance of and need for professional development for all staff members, regardless of their

certification status. Therefore, the District is committed to providing quality professional development opportunities, both in and out of the District, for all of its staff members.

District Goals and Objectives for Professional Development

Professional development in the Dolgeville Central School District will be consistent, pervasive, ongoing, and sustainable with the end goal being measurable improvements in attitudes, professional knowledge and understanding, and professional practices. Professional development shall be process oriented and cyclical, from needs assessment through implementation and evaluation.

In its commitment to providing quality professional development opportunities for its staff members, the District has adopted the following objectives:

- A vision and commitment to improve teaching and learning through:
 - Administrative support.
 - Communication of professional development initiatives with the whole school community.
 - Ownership of professional development initiatives by the whole school community.
- A plan for professional development initiatives and activities that is:
 - Research-driven.
 - Standards-based.
 - Developed in collaboration with stakeholders and participants.
 - Is fluid and incorporates additions/adaptations based on data, including reflections from participants.
- Delivery of professional development programs will be:
 - Sustained, intensive, and ongoing.
 - Standards- and research-based, including content-specific pedagogy.
 - Inquiry-based.
 - Focused on student work.
 - Job-embedded.
 - Facilitated and collegial, and will incorporate peer sharing/coaching.
 - Responsive to participants' reflections about delivery and results.
- Participants will practice knowledge/strategies/skills acquired through professional development activities by:
 - Incorporating new knowledge/strategies/skills into their instruction.
 - Allowing participants adequate time and duration for practice.
 - Through collaboration with other participants through team planning and teaching opportunities.
- Implementation of and reflection on knowledge/strategies/skills by
 - Practicing over a brief time period.
 - Reflecting individually on the impact of implementation on the behavior of teachers and students.
 - Encouraging an atmosphere of peer and collegial reflection.
 - Reflection of the impact on student work.
- Evaluation of the results of implementation of knowledge/strategies/skills by
 - Analyzing evidence of changes in classroom practices.
 - Analyzing feedback to presenters/planners for the purposes of refining and/or revising the professional development plan.
 - Analyzes the impact of professional development on student achievement.
 - Analyzing the impact of professional development on student achievement.

- Successive professional development plans and initiatives will be responsive to participant reflections, District data, and continued needs assessments.

Professional development in the Dolgeville Central School District will be consistent, pervasive, ongoing, and sustainable with the end goal being measurable improvements in attitudes, professional knowledge and understanding, and professional practices. Professional development shall be process oriented and cyclical, from needs assessment through implementation and evaluation, and shall be based on the New York State Professional Development Standards.

New York State Professional Development Standards

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

Teaching and Administrative Standards

To ensure knowledgeable and effective administrators, teachers, and paraprofessionals, District professional development initiatives and opportunities be designed to address elements of New York State Teaching Standards and Interstate School Leaders Licensure Consortium (ISLLC) Standards.

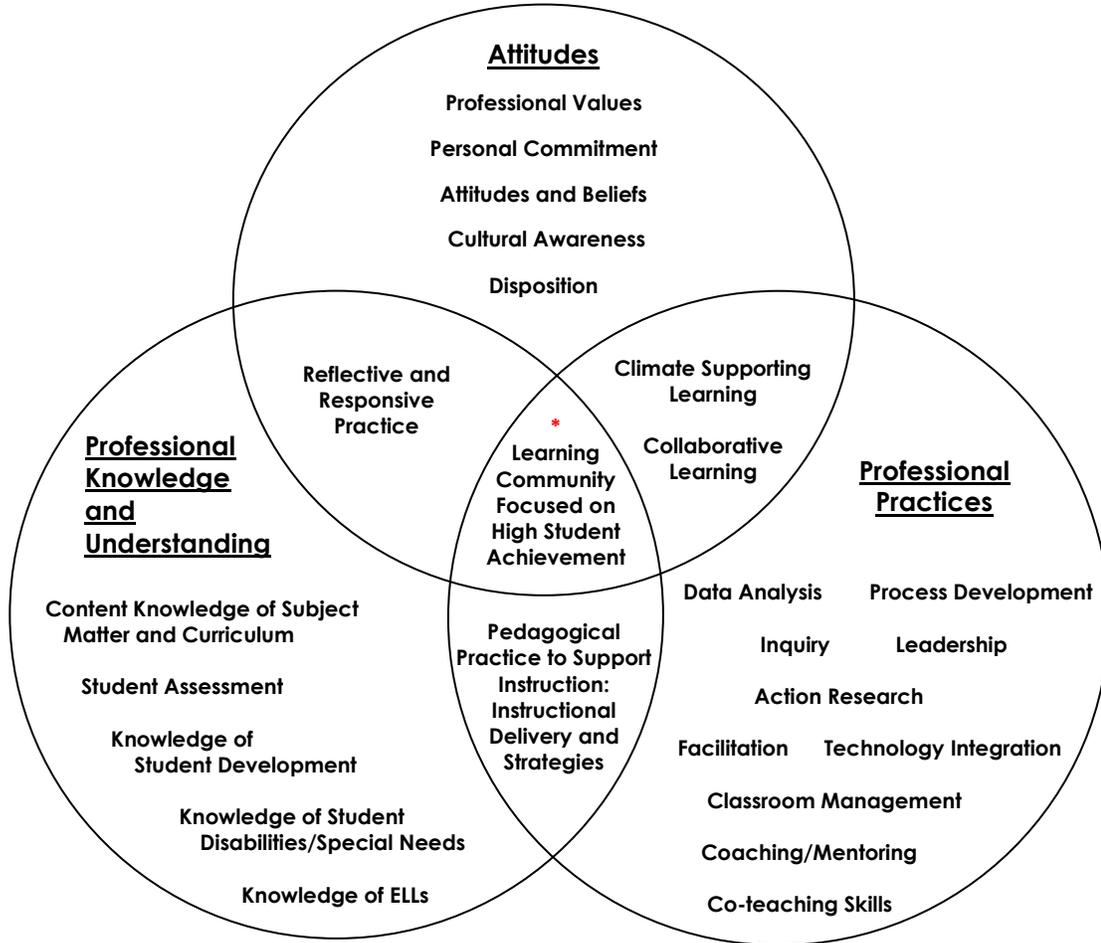
New York State Teaching Standards And Elements
<p>Standard 1: Knowledge of Students & Student Learning</p> <ul style="list-style-type: none">1.1 Knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels1.2 Knowledge of current, research-based knowledge of learning and language acquisition theories and processes1.3 Knowledge of and responsive to diverse learning needs, interests, and experiences of all students1.4 Knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning1.5 Knowledge of and responsive to the economic, social, cultural, linguistic, family, and community factors that influences their students' learning1.6 Knowledge and understanding of technological and information literacy and how they affect student learning
<p>Standard 2: Knowledge of Content and Instructional Planning</p> <ul style="list-style-type: none">2.1 Knowledge of the content they teach, including relationships among central concepts, tools of inquiry, and structures and current developments within their discipline[s]2.2 Teachers understand how to connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem solving related to real world contexts2.3 Uses a broad range of instructional strategies to make subject matter accessible2.4 Establishes goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement2.5 Designs relevant instruction that connects students' prior understanding and experiences to new knowledge2.6 Evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals
<p>Standard 3: Instructional Practice</p> <ul style="list-style-type: none">3.1 Uses research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning3.2 Communicate clearly and accurately with students to maximize their understanding and learning3.3 Set high expectations and create challenging learning experiences for students3.4 Explores and uses a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement3.5 Engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology3.6 Monitors and assesses student progress, seeks and provides feedback, and adapts instruction to student needs
<p>Standard 4: Learning Environment</p> <ul style="list-style-type: none">4.1 Creates a mutually respectful, safe, and supportive learning environment that is inclusive of every student4.2 Creates an intellectually challenging and stimulating learning environment4.3 Manages the learning environment for the effective operation of the classroom4.4 Organize and utilize available resources [e.g. physical space, time, people, technology] to create a safe and productive learning environment
<p>Standard 5: Assessment for Student Learning</p> <ul style="list-style-type: none">5.1 Design, select, and use a range of assessment tools and processes to measure and document student learning and growth5.2 Understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction5.3 Communicate information about various components of the assessment system5.4 Reflect upon and evaluate the effectiveness of their comprehensive assessment system, make adjustments to it and plan instruction accordingly5.5 Prepare students to understand the format and directions of assessment used and the criteria by which the students
<p>Standard 6: Professional Responsibilities and Collaboration</p> <ul style="list-style-type: none">6.1 Upholds professional standards of practice and policy as related to students' rights and teachers' responsibilities6.2 Engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning6.3 Communicate and collaborate with families, guardians, and caregivers to enhance student development and success6.4 Manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations6.5 Understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities
<p>Standard 7: Professional Growth</p> <ul style="list-style-type: none">7.1 Reflect on their practice to improve instructional effectiveness and guide professional growth7.2 Set goals for and engage in ongoing professional development needed to continuously improve teaching competencies7.3 Communicate and collaborate with students, colleagues, other professionals, and the community to improve practice7.4 Remain current in their knowledge of content and pedagogy by utilizing professional resources

Interstate School Leaders Licensure Consortium (ISLLC) Standards			
Facilitating the development, articulation, implementation, and stewardship of learning that is shared and supported by all stakeholders	Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth	Ensuring management of the organization, operation, and resources for a safe, efficient and effective learning environment	Acting with integrity, fairness, and in an ethical manner
A. Collaboratively develop and implement a shared vision and vision	A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations	A. Monitor and evaluate the management and operational systems	A. Ensure a system of accountability for every student's academic and social success
B. Collect and use data to identify goals assess organizational effectiveness and promote organizational learning	B. Create a comprehensive, rigorous, and coherent curricular program	B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources	B. Model principles of self-awareness, reflective practices, transparency and ethical behavior
C. Create and implement plans to achieve goals	C. Create a personalized and motivating learning environment for students	C. Promote and protect the welfare and safety of students and staff	C. Safeguard the values of democracy equity and diversity
D. Promote continuous and sustainable improvement	D. Supervise instruction	D. Develop the capacity for distributed leadership	D. Consider and evaluate the potential moral and legal consequences of decision making
E. Monitor and evaluate progress and revise plans	E. Develop assessment and accountability systems to monitor student progress	E. Ensure teacher and organizational time is focused to support quality instruction and student learning	E. Promote social justice and ensure that individual student needs inform all aspects of schooling
	F. Develop the instructional and leadership capacity of staff		
	G. Maximize time spent on quality instruction		
	H. Promote the use of the most effective and appropriate technologies to support teaching and learning		

Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources	Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources	Understanding, responding to, and influencing the political social, economic legal and culture context
A. Collect and analyze data and information pertinent to the educational environment	A. Collect and analyze data and information pertinent to the educational environment	A. Advocate for children, families and caregivers
B. Promote understanding, appreciation, and use of the community's diverse cultural, social and intellectual resources	B. Promote understanding, appreciation, and use of the community's diverse cultural, social and intellectual resources	B. Act to influence local, district, state, and national decisions affecting student learning
C. Build and sustain positive relationships with families and caregivers	C. Build and sustain positive relationships with families and caregivers	C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies
D. Build and sustain productive relationship with community partners	D. Build and sustain productive relationships with community partners	

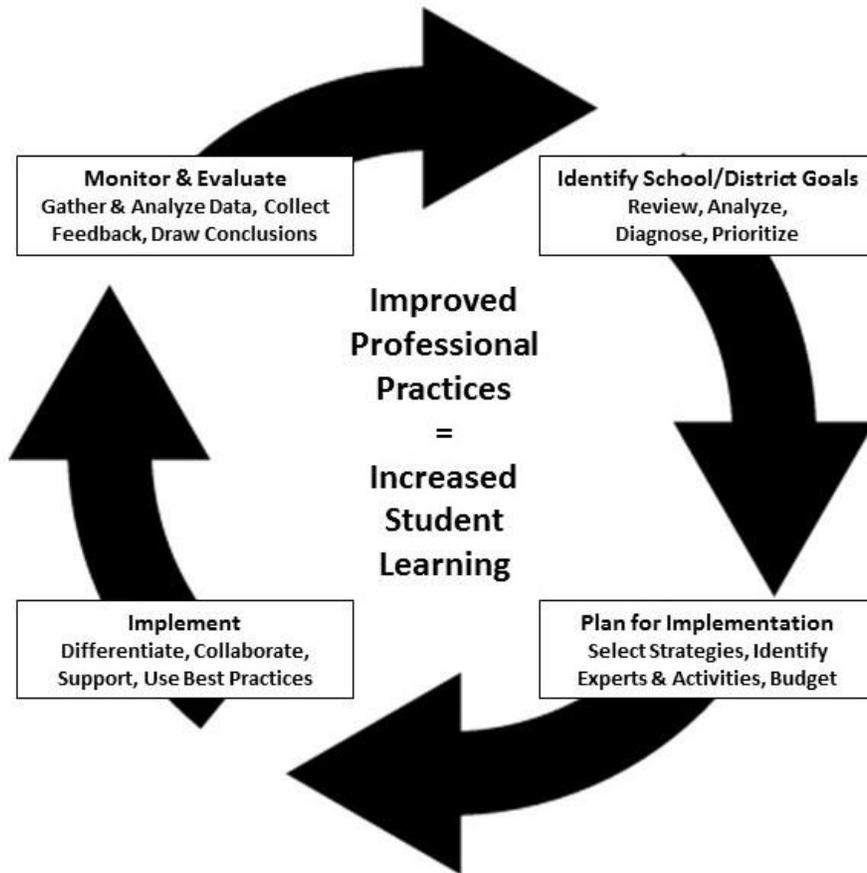
Professional Development Domains

To ensure that the multiple needs of students, families, faculty, and administration are met, professional development will address the following domains:



*Providing a safe environment for all school community members.

The Professional Development Cycle



Acceptable Professional Development Providers

Please see Appendix 2 for a list of acceptable professional development providers.

Acceptable Professional Development Activities

- All PD activities are subject to District approval.
- All PD hours will be recorded in .5 increments.
- Full day workshops equal 6 hours; half day workshops equal 3 hours.
- All PD hours must be logged into My Learning Plan. PD Certificates must be submitted to the District Office for credit.

Acceptable PD Activities	Approval By	Number of Hours
Faculty Workshops	Building Administrator	Seat Hours
Grade Level or Curriculum Area Workshops	Building Administrator	Seat Hours
Team Workshops	Building Administrator	Seat Hours
Workshops or Trainings	Building Administrator	Seat Hours
Facilitating or Presenting a Workshop	Various	Length of Presentation/ Training Times Two
Serving as a Turnkey Trainer	Various	Length of Training Times Two
Assessment Scoring	Building Administrator	Seat Hours
Curriculum Development	Building Administrator	Seat Hours
Data Analysis	Building Administrator	Seat Hours
Serving as a Teacher Mentor	Mentoring Committee	Year One: 30 hours
Master Teacher Observation of Another Teacher, including Student Teachers	Building Administrator	Seat Hours
Teacher Observation of a Master Teacher	Building Administrator	Seat Hours
Action Research	Building Administrator	Agreement with BA based on product
Study Circles or "Critical Friends" Activities	Building Administrator	Agreement with BA based on product
Peer Coaching/Helping/Support	Building Administrator, Mentoring Committee	Agreement with BA based on individual need
Development of New Courses or Programs	Building Administrator	6 hours/day of prep
Cooperating Teacher for Student Teacher	Building Administrator	30 hours/assignment
Service on District- or Building- or BOCES-Wide Planning or Leadership Teams (CDEP, APPR, Mentoring, Athletic Code, Code of Conduct, Building Teams, Health & Safety, PDP, etc.)	Building Administrator, Superintendent	Seat Hours
College Classes, including On-Line Classes, Linked to the Professional Domains (page 6)	Building Administrator, Superintendent	15 PD Hours for Each 1 Credit of Study
Workshops or Trainings – <i>Those that require follow up work will be considered for additional hours.</i>	Building Administrator, Superintendent	Seat Hours
Membership on BOCES-Wide or Other Regional Committee (Teacher Center Board, Model Schools Committees, CAC, etc.)	Building Administrator, Superintendent	Seat Hours
Service as Elected Officer in Professional Org.	DTA	15 hours
Service as Teacher Center Director	DTA	45 hours/semester
Service as Teacher Center Board Member	DTA	Seat Hours
Service as Teacher Center Building Ambassador	DTA	5 Hours
Regional Scoring	Building Administrator	Seat Hours
National Board Certification During 5-year CTLE Cycle	Superintendent	100 hours
NYSED Test Development	Building Administrator, Superintendent	Seat Hours
NYSED Curriculum Development	Building Administrator, Superintendent	Seat Hours
State Professional Standards and Practices Board	Building Administrator, Superintendent	Seat Hours
Published Educational Journal Article	Building Administrator, Superintendent	15 hours
Presentation in Professional Periodical or Journal of Major Paper or Research Project	Building Supervisor, Superintendent	45 hours

DOLGEVILLE CENTRAL SCHOOL
Mentoring and Induction Plan Policies and Procedures
“One Key to a Successful Teaching Experience”
Revised Summer, 2016

Purpose

- Increase the comfort level and knowledge base of new teachers in the district
- Integrate new teachers into the learning community and provide sharing opportunities
- Provide support and practical help in the classroom (example: observations and team teaching)
- Ease the transition from teacher preparation to practice, thus increasing the retention of teachers in the school
- Increase the skills of new teachers, and in turn, improve student achievement in accordance with State Learning Standards

Mentor Qualifications

- Tenured teachers will be appointed by the administrative team. Non-tenured teachers only by approval of the committee and/or administrator.
- Currently employed full time in the district. An exception may be made if a retired teacher of the district is deemed most appropriate.
- Demonstrates outstanding teaching skills, creativity and mastery of the subject matter they teach.
- Good interpersonal relationship qualities.
- Exhibits leadership qualities and enthusiasm for teaching.
- Willingness to serve as a mentor.

Selection/Pairing of Mentors

- The Superintendent will determine appropriate pairings of mentors and mentees. The district mentor coordinator will be consulted for input.
- The building principal will oversee the process in each building
- Adjustments and changes can be made to the pairing by mutual consent. This change will be made by the building principal and/or the committee.
- Teachers in need of additional support may require extended mentoring time.
- Extended mentoring/induction time is available to all new teachers at the recommendation of the mentor and discretion of the building principals.
- List of mentors previously trained and identified as qualified.

Role of Mentors

- Regulatory Mandate - Role of mentor is to provide guidance and support to the new teacher.
- Desired Effect of Regulation – to ease the transition into the practice of teaching and enhance their skills to improve student achievement.
- The mentor will act to orient the new teacher to the school culture and instructional practices employed by the district.
- The mentor will serve as a non-evaluative support structure for the new teacher and will facilitate in, not supplant, the teacher’s performance of his/her duties.
-

Mentoring Activities

Regulatory Mandate – Teacher Mentoring Program may include specific types of mentoring activities, including but not limited to:

- inducting the new teacher to the school culture
- orienting the new teacher to the policies and procedures of the school and the district as a whole
- modeling instruction for the new teacher
- observing instruction and providing constructive feedback which will lead to improved instructional practices
- instructional planning with the new teacher
- peer coaching
- team teaching
- periodic meetings with Mentor Program Coordinator

Mentors should –

- share teaching and classroom management techniques
- facilitate interaction with colleagues
- assist new teachers with self-evaluation

Mentor Training

Regulatory Mandate – The Teacher Mentoring Program must also provide instruction to mentors which will assist them in fulfilling their duties. Those activities include, but are not limited to:

- the role and responsibilities of a mentor
- time management methodology
- knowledge and understanding of mentoring activities
- knowledge and understanding of Max Thompson (Learning-Focused Strategies) and Harry Wong (The First Days of School, New Teacher Induction, and video series). See appendix I for additional suggested readings.
- knowledge, understanding, and personal implementation of the Learning-Focused model

Note: Mentoring activities can be used to fulfill CTLE requirements for maintenance of professional certification.

Mentor Training Activities

How	Time	Who
Initial Training workshop facilitated by District Mentor Program Coordinator BOCES/MRTC Workshops, if needed	One day of mentor training and discussion of <u>New Teacher Induction</u> and <u>The First Days of School</u> , both by Harry Wong	Experienced mentors or teachers <ul style="list-style-type: none"> • pre-K-grade 4 • grades 5-8 • grades 9-12

Time Allotment for Mentoring

Regulatory Mandate – The Teacher Mentoring Program must allocate an undefined period of time to the program, including but not limited to:

- scheduling common planning sessions (if possible)
- releasing the mentor and new teacher from a portion of their instructional and/or non-instructional activities.
- providing time for mentoring during Superintendent Conference days, before and after school days, and during summer orientation sessions.
- Mentors will receive a standard stipend of \$500 per year.

*Release time is allowed for new teachers and assigned mentors to participate in activities such as classroom observations or attendance at workshops. The Mentor and New Teacher will be granted one day of release time per quarter for instructional planning, Etc. The Mentor and New Teacher will be granted two days each for observation of instructional practices (time to be determined by the Mentor and New Teacher).

*Teachers requiring substitute teaching coverage will follow standard district procedures for securing a substitute teacher.

Other Requirements

Prohibited Use of Information Obtained by Mentor through Program

Regulatory Mandate – A school district is prohibited from using information obtained by a mentor through his/her interaction with a new teacher for evaluation or discipline of that teacher unless:

1. withholding such information poses a danger to the life, health or safety of an individual, including students and staff
2. the information indicates that the new teacher has been convicted of a crime or has committed an act which falls into question the teacher's moral character, or
3. the school district has entered into a collective bargaining agreement that provides that the information obtained by the mentor through interaction with the new teacher while engaged in the mentoring activities of the program may be used for evaluating or disciplining the new teacher.

*New previously tenured teachers or experienced teachers coming into the district will work with the Mentor Program Coordinator to design an individualized mentor program plan tailored to meet their specific needs.

* Long term substitutes (more than 40 consecutive days) and mid-year replacements will need to be mentored through an individualized mentor plan.

*Mentors of long-term substitutes or mid-year replacements will be compensated at a rate of \$50 per month.

Maintenance of Records Documenting Program Implementation

Regulatory Mandate – A school district is required to maintain documentation of the implementation of the mentoring program.

- Use of Mentor/Teacher Program Log Sheet
- Mentor Program Coordinator will keep all documentation on file for seven (7) years post end of mentoring program

Mentoring/Induction Program Structure

A. Components of the Program

- One year program. Year 2 is optional with an Individualized Plan.
- August orientation and bus trip within the school district followed with lunch and meeting with available school staff (Administration, Psychologist, Social worker, Business Office Staff, DCS Teachers' Association president, Transportation Coordinator, Heads of Building and Grounds, Cafeteria Manager)
- Information on building/district policies and procedures
- Training on special education documents (IEPs, 504 plans), referral to Child Study teams, and the legal issues specific to working with special education students.
- Listing of community events, businesses and restaurants

B. Outline of Program Structure

Year	Books	Summer	School Year	Release Time
<p>Year 1</p> <ul style="list-style-type: none"> • Mentees under this structure will be inexperienced/ first year teachers new to our district • Other mentees will formulate an individualized mentoring plan and may or may not fall under the standard Year One structure. 	<p><u>The First Days of School</u> by Harry Wong</p> <p><u>Learning-Focused Strategies Notebook</u></p>	<p>Mentee –</p> <p>1 day: Induction and Mentoring</p> <p>1 day: Learning Focused Training</p> <p>2 days: Planning and Preparation</p> <p>(Reimbursement through claim form submission)</p> <p>Mentor –</p> <p>1 day – covered under standard stipend</p>	<p>Mentee – All mentees will receive Days 3 and 4 Learning Focused Strategies training.</p> <p>Mentor –In addition to release time afforded to them, they will work with their mentee on a regular basis (appropriate to the mentee's individualized needs) to ensure a smooth transition to the practice of teaching.</p> <p>Both mentors and mentees, regardless of plan format, will be required to attend bi-monthly reflection meetings facilitated by the Mentor Program Coordinator</p>	<p>All mentors and mentees will be afforded one day of release time per quarter for instructional planning, etc. Each mentor and new teacher will be afforded two days, each, for observation of instructional practices.</p>

- Recognition for receiving tenure - certificate presented to mentee at time of tenure at Board of Education meeting.

Mentor Teacher Program Log Sheet
 (To be handed in to the mentor coordinator at each monthly meeting and at the end of each year of the program)

Mentor: _____

Mentee: _____

Year of Program	Date of meeting	Length of meeting	Process Used (both mentor and mentee will need to initial the appropriate box)
			<input type="checkbox"/> Meeting <input type="checkbox"/> Visitation <input type="checkbox"/> In-Service Workshop <input type="checkbox"/> Other – Please specify: _____
			<input type="checkbox"/> Meeting <input type="checkbox"/> Visitation <input type="checkbox"/> In-Service Workshop <input type="checkbox"/> Other – Please specify: _____
			<input type="checkbox"/> Meeting <input type="checkbox"/> Visitation <input type="checkbox"/> In-Service Workshop <input type="checkbox"/> Other – Please specify: _____
			<input type="checkbox"/> Meeting <input type="checkbox"/> Visitation <input type="checkbox"/> In-Service Workshop <input type="checkbox"/> Other – Please specify: _____
			<input type="checkbox"/> Meeting <input type="checkbox"/> Visitation <input type="checkbox"/> In-Service Workshop <input type="checkbox"/> Other – Please specify: _____
			<input type="checkbox"/> Meeting <input type="checkbox"/> Visitation <input type="checkbox"/> In-Service Workshop <input type="checkbox"/> Other – Please specify: _____
			<input type="checkbox"/> Meeting <input type="checkbox"/> Visitation <input type="checkbox"/> In-Service Workshop <input type="checkbox"/> Other – Please specify: _____
			<input type="checkbox"/> Meeting <input type="checkbox"/> Visitation <input type="checkbox"/> In-Service Workshop <input type="checkbox"/> Other – Please specify: _____

Dolgeville Central School District
New Teacher/Mentor Information Form

New Teacher Information	
Name:	SSN:
Address:	
Home Phone:	Cell Phone:
Certification(s)	
<p>By my signature below, I indicate that I have both received and read the policies and procedures of the DCS Mentor/Induction Program. My signature also indicates my willingness to participate in the program.</p>	
_____	_____
Signature	Date

Mentor Information	
Name:	SSN:
Address:	
Home Phone:	Cell Phone:
Certification(s)	
<p>By my signature below, I indicate that I have both received and read the policies and procedures of the DCS Mentor/Induction Program. My signature also indicates my willingness to participate in the program.</p>	
_____	_____
Signature	Date

Suggested Readings

Teaching Strategies and Practices

- *Classroom Instruction that Works* – Marzano, Pickering, and Pollock
- *Classroom Management that Works* – Marzano, Marzano, and Pickering
- *The Core Six Essential Strategies for Achieving Excellence with the Common Core* – Silver, Dewing, and Perini
- *Rigor Is Not a Four-Letter Word* – Blackburn
- *Rigor for Students with Special Needs* – Blackburn and Witzel
- *Big Skills for the Common Core* – Hugelmeyer and Benjamin
- *Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What You Can Do About It* – Jensen
- *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character* - Tough
- *Failure Is NOT an Option: 6 Principles for Making Student Success the Only Option* – Blankstein
- *What Great Teachers Do Differently: 17 Things That Matter Most* – Whitaker
- *Teach Like a Pirate* - Burgess

APPENDIX 1:

DATA SOURCES

Administrative APPRs	Non-Completion Rates	STAR Math Reports
BEDS Reports	Number of Risk Assessments	STAR Reading Reports
Climate Surveys	NYS 3-8 Assessment Results	Student Attendance Rates
Counselor Caseloads	Referrals to Outside Agencies	Student Evaluations of Staff
DASA Reports	Regents Examination Results	Student-Teacher Ratios
Family Poverty Rates	School Report Cards	Teacher APPRs
Free/Reduced Lunch Rates	Special Education Rates	Therapist Caseloads
Graduation Rates	Staff Evaluations of Administrators	Uncertified Teacher Counts
Kindergarten Readiness Survey	Staff Turnover Rates	VADIR Reports
Kindergarten Screening Results	STAR Early Literacy Reports	

APPENDIX 2:

PROFESSIONAL DEVELOPMENT PROVIDERS

Company/Organization	Website/Contact Information	Physical Address
AEI Speakers Bureau	www.aeispeakers.com	214 Lincoln Street, Suite #113 Allston, Ma 02134
American Speech-Language-Hearing Association (ASHA)	www.asha.org	
Any and all Federal, State, County, Town, and Village agencies		
Any and all fully accredited institutions of higher education		
Any and all New York State BOCES and their component districts		
Any and all New York State Model Schools providers		
Any and all New York State Regional Information Centers		
Any and all New York State Regional Teachers Centers		
Association for Supervision and Curriculum Development (ASCD)	www.ascd.org	1703 North Beauregard Street Alexandria, VA 22311-1714
Association of Career and Technical Education Administrators	www.acteainc.org	
Association of Mathematics Teachers of New York State	www.amtnys.org	
Bureau of Educational Research (BER)	www.ber.org	915 118 th Ave SE PO Box 96068 Bellvue, WA 98009-9668
Capital Area School Development Association (CASDA)	www.casdany.org	5 University Place, Suite 409 Rensselaer, NY 12144
Career and Technical Education Technical Assistance Center	www.nyctecenter.org	1585 Route 146 Rexford, NY 12148
Catholic Charities of Herkimer County	www.ccherkimercounty.org	61 West Street Ilion, NY 13357
Center for Autism and Related Disabilities	www.centerforautism.com	6 North Main Street, Suite 110 Fairport, NY 14450
Champlain Valley Educational Services	www.cves.org	3092 Plank Road Mineville, NY 12956
Children’s Institute	www.childrensinstitute.net	274 Goodman Street N Rochester, NY 14607
Council on Children and Families	www.ccf.ny.gov	52 Washington Street #99 Rensselaer, NY 12144
Crisis Prevention Institute	www.crisisprevention.com	10850 West Park Place, Suite 600 Milwaukee, WI 53224
Data Analysis Technical Assistance Group	www.datag.org	1971 Western Avenue #240 Albany, NY 12203
Ferrara Fiorenza PC	www.ferrarafirm.com	5010 Campuswood Drive East Syracuse, NY 13057
Genesee Valley Educational Partnership	www.gvboces.org	80 Munson Street LeRoy, NY 14482
Google for Education	www.edutrainingcenter.withgoogle.com	
Herkimer Area Resource Center (HARC)	www.archerkimer.org	111 5 th Avenue Herkimer, NY 13350
International Society for	www.iste.org	1530 Wilson Boulevard, Suite 730

Technology in Education		Arlington, VA 22209
Kids Herkimer/Oneida	www.kidsoneida.org	310 Main Street Utica, NY 13501
Learner Centered Initiatives	www.lcited.org	990 Stewart Avenue Garden City, NY 11530
Learning-Focused Schools	www.learningfocused.com	
Mohawk Valley Supervisors and Administrators Organization		
NASA	www.nasa.gov	
National Association of School Psychologists	www.nasponline.org	4340 East West Highway, Suite 402 Bethesda, MD 20814
National Education Association	www.nea.org	
New York State Association for Health, Physical Education, Recreation and Dance	www.nysahperd.org	77 North Ann Street Little Falls, NY 13365
New York State Association of Foreign Language Teachers	www.facebook.com/NYSAFLT	
New York State Association of School Business Officials	www.nyasbo.org	453 New Karner Road Albany, NY 12205
New York State Council for the Social Studies	www.nyscss.org	
New York State Council of School Superintendents	www.nyscoss.org	7 Elk Street #3 Albany, NY 12207
New York State Distance Learning Consortium	www.nysdlc.org	
New York State English Council	www.nysecteach.org	18 Hidden Drive Monroe, NY 10950
New York State Occupational Therapy Association	www.nysota.org	PO Box 609 Glenmont, NY 12077
New York State School Boards Association	www.nyssba.org	24 Century Hill Drive, Suite #200 Latham, NY 12110
New York State United Teachers	www.nysut.org	7 Ellinwood Court New Hartford, NY 13413
November Learning, Inc.	www.novemberlearning.com	12 Hataway Road Marblehead, MA 01945
NYS Association for Computers and Technology in Education	www.nyscate.org	8 Airport Park Blvd. Latham, NY 12110
NYS Association of Family & Consumer Science Educators	www.nysfcse.org	
Oneida/Herkimer School Library System	www.oneida-boces.org/sls	4747 Middle Settlement Road New Hartford, NY 13413
Peaceful Schools	www.peacefulschools.com	1005 W Fayette Street, Suite 1C New Hartford, NY 13413
Premiere Motivational Speakers Bureau	www.premierespeakers.com	1270 Avenue of the Americas New York, NY 10020
Red Cross	www.redcross.org	
Regional Bilingual Education Resource		10 Empire State Blvd. Castleton, NY 12033
Regional Special Education Technical Assistance Support Center	www.nys.rse.tasc.com	41 State Street, Suite 403 Albany, NY 12207

Rural Schools Association	www.cardi.cals.cornell.edu/ programs/rsa	24 Century Hill Drive, Suite 200-A Latham, NY 12110
School Administrators Association of New York State	www.saanys.org	8 Airport Park Blvd. Albany Airport Park Latham, NY 12110
Science Teachers' Association of New York State	www.stanys.org	
Skills USA	www.skillsusa.org	14001 Skills USA Way Leesburg, VA 20176-5494
TED	www.ted.com	
The Kelberman Center	www.kelbermancenter.org	2608 Genesee Street Utica, NY 13502
The Neighborhood Center	www.neighborhoodctr.org	624 Elizabeth Street Utica, NY 13501
United Cerebral Palsy (UCP)	www.ucp.org	1825 K Street NW, Suite 600 Washington, DC 20066
United Way of the Valley and Greater Utica Area	www.unitedwayvgu.org	201 Lafayette Street, Suite 201 Utica, NY 13329
Utica National Insurance Group	www.uticanational.com	
YWCA Mohawk Valley	www.ywcamv.org	1000 Cornelia Street Utica, NY 13502