



Professional Development Plan  
2021-2022

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## Mission Statement

The Starpoint Central School District provides opportunities that challenge and empower students to reach their maximum potential. Quality professional development empowers teachers to provide those opportunities. Professional Development is a dynamic and fluid process. If appropriate structures are in place (context), a variety of best practices (processes) are used, appropriate knowledge and skill acquisition are occurring (content), then professional development will impact student achievement.



## Professional Development Plan Overview

New York State has mandated that each school district create a Professional Development Plan (PDP). The PDP must identify how the district will provide substantial professional development opportunities that are directly related to student learning. The Starpoint Central School District plan identifies the initial steps that will be taken to increase the focus, amount, and quality of professional development for the instructional and support staff.

The PDP Committee has examined the Comprehensive District Education Plan (CDEP) for the Starpoint Central School District and has aligned the PDP with those goals as appropriate. A Needs Analysis Survey has been administered to staff. Results of that survey were utilized with existing data to develop and focus professional development activities and opportunities.

Our PDP has and will continue to have a significant impact on the culture of the Starpoint Central School District. The PDP, in conjunction with other mandated plans such as the Response to Intervention (RTI) Plan, Comprehensive District Education Plan (CDEP), and the Annual Professional Performance Review (APPR), will help to provide the platform for improvement decisions that are driven by student achievement. We anticipate that all staff will benefit from the increased, improved, and expected substantial professional development opportunities.

### *The PDP:*

- Includes a needs analysis, why the PDP is important, and how the district will provide PD across the grade levels that is directly related to student learning.
- Utilizes a survey of all Starpoint Staff to create a worthwhile PD program.
- Integrates instructional strategies, curriculum, and technology.
- Explains how professional development is provided to the district.
- Includes the models we use, definitions of those models, and when those hours are being met.
- Sets the expectations, a list of criteria, and a monthly reporting log for the Mentor/Mentee Program.
- Evaluates with surveys that provide feedback to both presenters and the committee.
- Is aligned with the current Learning Standards set forth by New York State.
- Outlines the requirement for Professional Certificate holders to complete 100 hours of professional growth every five years.

## **NYSED PROFESSIONAL DEVELOPMENT GUIDING PRINCIPLES**

- Subject matter content of professional development activities/experiences is clearly connected to student achievement of the NYS Learning Standards.
- Professional development activities/experiences are planned with the NYS Teacher Standards as underpinning.
- Professional development activities/experiences should respond to student achievement data including but not limited to assessment of school work, New York State assessments, School District Report Cards, and one other data related to local teaching and learning needs.
- Professional development is shaped by teaching staff needs, as evidenced by such data as aggregate results of annual professional performance reviews.
- The professional development planning process is dynamic, reflecting teaching staff and student performance benchmarks of increasing rigor as skill levels are attained.
- Professional development results in a demonstrated increase in teaching staff knowledge and understanding, teaching staff skillfulness, and teaching staff professional values.
- Professional development activities/experiences are assessed on an on-going and continuous basis for intended impact. Valid evaluation tools/methods must be used to determine modifications to planned activities/experiences.
- Professional development is, to the greatest extent possible, site-based and connected to daily school experiences.
- Professional development enables the teaching staff to deepen their knowledge base and remain current in their content area and instructional strategies.
- Teaching staff learning opportunities are clearly constructed, based on effective teaching research, and involve educators in the design and implementation of such opportunities.
- Content of courses, workshops, and other professional development experiences should be directly related to:
  - enhancing teacher/teaching assistant subject matter knowledge,
  - teacher/teaching assistant knowledge, use and application of appropriate teaching techniques,
  - broadening and enhancing teacher/teaching assistant abilities to apply more accurate and appropriate assessment methodologies, and
  - enhancing teacher/teaching assistant skills in effectively managing individual students and classroom in both heterogeneous and homogeneous settings.

## NEW YORK STATE TEACHER STANDARDS

*\*updated in 2017*

### **Purpose:**

New York has clearly identified the knowledge and skills a teacher must have to meet the learning needs of students. The following New York State Teacher Standards are embedded with the content of the Starpoint Central School District PDP:

### **The New York State Learning Standards are:**

- **Standard 1: Knowledge of Students and Student Learning:** Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.
- **Standard 2: Knowledge of Content and Instructional Planning:** Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.
- **Standard 3: Instructional Practice:** Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.
- **Standard 4: Learning Environment:** Teachers work with all students to create a dynamic learning environment that supports achievement and growth.
- **Standard 5: Assessment for Student Learning:** Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.
- **Standard 6: Professional Responsibilities and Collaboration:** Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.
- **Standard 7: Professional Growth:** Teachers set informed goals and strive for continuous professional growth.

## Needs Analysis

To ensure the continued and improved academic achievement of all students, we must dedicate resources, and time to improving the skills of all staff. Creating a culture of perpetual learning is vital to that goal as teachers, administrators, and staff members. Therefore, our plan for professional development must be created to be responsive to all staff needs that will increase student performance.

Grade levels and departments annually review student performance to set goals for the upcoming year based on the data from the prior year. The data sources referenced for this plan include, but are not limited to:

- District CDEP Plan
- Item analysis and overall performance on New York State Assessments
- Grade/content specific benchmark data
- Graduation rates
- Regents diploma rates
- Professional Development Evaluation Forms (Appendix A)

To drive the process, a Professional Development Needs Assessment (Appendix B) will also be completed in January to assess the needs of the Starpoint Central School District.

## Goals and Objectives

The Professional Development Committee continuously examines the goals of the District, CDEP, buildings, grade levels, departments, and individuals. The following objectives have been identified as areas of focus in order to meet our goals. The Professional Development Committee will meet periodically to monitor the progress of the plan to ensure the goals are being achieved.

### Objectives

Goal 1- Align district curriculum and instruction with State and/or National Standards, Curriculum, and Assessments.

#### Objective

The District will provide opportunities to modify and revise scope and sequence of teacher curriculum to align with continually changing state standards.

Goal 2- Ensure that all staff develop the skills, knowledge, strategies, and decision-making to effectively implement curriculum and best instructional practices.

#### Objective

The District will provide opportunities for teachers to learn and implement Research Based Instructional Strategies.

Goal 3- Support the integration of advanced technology applications to improve instruction, enhance student engagement, and maximize learning in the 21st Century.

#### Objective

The District will provide opportunities and support to collaborate and develop the knowledge, skills, and practices related to computers, computer applications, and instructional technology.

## **Professional Development Models and Strategies**

As per NYSED regulations via [www.highered.nysed.gov](http://www.highered.nysed.gov), acceptable Continuing Teacher and Leader Education (CTLE) hours are described as, “activities designed to improve the teacher or leader’s pedagogical and/or leadership skills, targeted at improving student performance, including but not limited to formal CTLE activities.” All PD activities are developed in accordance with acceptable CTLE activities and must have prior approval in order to be eligible for CTLE hours. Examples of acceptable CTLE activities are found in Appendix C.

### **Intended Plan Goals**

The outcomes listed below identify needs and provide evaluation criteria in three areas:

#### **Student Goals:**

- Meet or exceed the standards in knowledge and performance
- Become active participants in their learning
- Maximize their potential
- Become independent learners
- Assume increasing responsibility for their learning
- Improve achievement
- Make connections between school and the real world
- Move from one benchmark level to the next at appropriate intervals

#### **Professional Practice Goals:**

- Expand instructional and assessment methodologies
- Keep pace with educational research practices
- Develop eclectic teaching strategies
- Engage in professional dialogue and reflection
- Gather, interpret, and utilize data to inform instruction
- Seek opportunities for staff development which support professional development
- Assume a leadership role

#### **Organizational Goals:**

- Commit to continuous improvement through professional/staff development
- Commit to continuous improvement through introspective self-study
- Become reflective of and responsive to the community
- Enhance organization’s effectiveness
- Conduct deliberate planning to achieve coherence and cohesiveness
- Assume a leadership role; be proactive

**Teachers are encouraged to participate in 20 hours of Professional Development each school year. For Initially or Professionally certified staff, an average of 20 hours per year (100 total hours per 5 years) are required. Staff will document their professional development hours using, according to state law.**

## **Evaluation**

The goal of professional development evaluation is to establish correlations and gather evidence, linking professional development initiatives with measurable progress. These established goals and objectives are focused on promoting increased student achievement.

Surveys, needs assessments, and student data will be used to monitor the quality and effectiveness of each objective of the Professional Development Plan. In turn, such data will be used to plan for future professional development offerings.

An annual review will be conducted by the Professional Development Plan Committee to discuss the evaluation data and any changes to be made to this plan. The recommendations that come from that meeting will be sent to the Board of Education for review and approval.

Starpoint Central School District's Professional Development Evaluation Form is available in digital format through Google Forms (see Appendix), which will be shared at the culmination of any and all professional development. This form can be accessed through the district website, and should be completed at the immediate conclusion of all Professional Development activities; otherwise it should be completed within 48 hours.

## **Mentor Program**

### **Procedure for Selecting Mentors**

The Starpoint CSD will establish a set procedures for the selection of mentor candidates which will be published and made available to all administration and teaching staff. The selection procedure will include the following:

A)The development of a Selection Committee will consist of members of the faculty and administration. A majority of the members of the committee will be teachers for the Starpoint CSD, and will fairly represent each of the four school buildings. Each bargaining unit president will be encouraged to appoint committee members who possess a broad knowledge of the faculty.

1. The committee will post openings for mentor positions as per district hiring policy;
2. Teachers who are interested in becoming a mentor will complete the Mentor Application and return by the set due date; (See attached sample Mentor Application)
3. The committee will conduct individual interviews with each of the candidates and forward recommendations to the Superintendent of Schools for review; and,
4. Candidates will be informed of their selection as a mentor.

The Selection Committee will take the following under consideration when selecting the candidates for mentors:

- a) permanent certification in the same area of certificate title as the intern;
- b) mastery of pedagogical skills and superior teaching abilities;
- c) demonstrated mastery of subject matter;
- d) willingness to participate in program;
- e) positive interpersonal relationship qualities; and,
- f) successful Selection Committee interview process

B) Decisions of the Selection Committee will be by consensus. Open and frank discussions, which will be held confidential, will help the committee to determine the best candidates. A list of eligible mentors will be submitted to the Superintendent of Schools at the earliest possible time, and will include recommended pairings. In the event that the Superintendent rejects a recommended mentor, the committee will reconvene to make additional selections.

C) Contingency plans will allow for adjustments in mentor/intern pairing. If a mentoring relationship exhibits signs of personality conflict, is irretrievably broken down, or does not meet the needs of the beginning teacher, another mentor will be assigned as a replacement. The Selection Committee will provide additional support outside of the formal mentor program, to assure all parties that an adjustment is not seen as a failure on the part of the new teacher or mentor.

## **Role of the Mentors**

The mentor will fulfill a variety of roles for the intern. The mentor will act as guide, advocate, confidante, subject expert, and reflective partner. Mentors for the Starpoint CSD will be a source of guidance and support which invites honesty, risk-taking, and self-reflection about the practice of teaching, on the part of the intern.

a) The mentor will create an individualized mentoring plan at the beginning of the school year to guide their activity. Release time will be provided for conferencing, observation, joint planning, and assessing impact on students and will amount to 10% of instructional time for both the mentor and intern. The mentor activities will include, but are not limited to the following:

- Participation in training activities and support sessions designated by the program;
- Regular meetings with the intern to provide support and coaching;
- Preparation of triannual reports for documentation of release time activity;
- Modeling techniques and behaviors for the benefit of the intern;
- Review of the intern's background and education and provide recommendations for further study;
- Participate in professional development workshops on mentoring;
- Participate in the creation of lesson plans to be taught by the intern; and,
- Familiarizing the intern with the school's physical plan, staff, supportive services, and other resources.

b) By regulation, confidentiality of information obtained by the mentors in their work with the interns, must be strictly maintained. The information obtained by a mentor through interaction with the intern while engaging in mentoring activities will not be used for evaluation or discipline purposes, unless withholding such information poses a danger to the life, health, or safety of an individual, including students, and school district staff. Confidentiality of mentor/intern interactions will be protected in the following ways:

- The mentor will be forbidden to discuss the intern with any administrators without written consent from the intern;
- No material relating to the Starpoint CSD MTIP will be used for evaluation purposes other than those used during mentor/intern interaction;
- All participants will be required to maintain complete confidentiality concerning mentor/intern interactions. Assistance will be provided by a member of the Selection Committee; and,

The use of confidential information pertaining to the mentor/intern will be prohibited from use in rehiring decisions.

## **Preparation for Mentors**

The training needs of mentors and interns will be addressed, and will be a priority in developing the Starpoint CSD MTIP Program. Administrators for the Starpoint CSD recognize the need for professional development of mentors and interns in the areas of learning theory, teacher development, knowledge of beginning teacher needs, conferencing skills, coaching techniques, reflective practice, and effective communication. Every component of training will consistently support the district's mission and vision and focus on the NYS Education Department's priority areas as outlined in the State's ESSA plan, including: NYS Learning Standards and aligned curricula; data-driven instruction and the use of meaningful assessment; evidence-based observation aligned to the New York State Teaching Standards and the district's evaluation models.

All mentors and interns will participate in workshops and conferences, which are included in the district's professional development plan. Intern training and other growth opportunities will be driven primarily by the needs of the interns. Other activities that will contribute to the success of the program include:

- Mentors will attend a two-day workshop, Coaching Training for Mentors, presented in cooperation with SUNY Buffalo College;
- During the introduction meeting, the mentor and intern will discuss building the intern's education background and the mentor will share information about the district, such as configuration and logistics of the district and the building they will be working in and Starpoint's educational culture;
- Interns will receive training in Classroom Management, Charlotte Danielson's Framework for Teaching, and basic use of Google Software;
- Essential Elements, the required lesson plan format for the district, will be presented by Madelyn Hunter as part of the orientation workshop. Mentors will attend the presentation with the interns;
- Mentors and interns will be trained on and expected to employ Kagan Cooperative Learning Structures, which creates an atmosphere of achievement through holding all students accountable for participation in group work;
- The mentors and interns will complete multiple non-evaluative classroom observations throughout the year. For some of the observations the use of SWIVL device will provide a pathway to capture video data and provide a platform for feedback and reflection: and,
- Mentors and interns will participate in group discussion panels with pre-selected topics on the teaching profession.

## **Mentoring Activities**

### **Project Timeline:**

#### **July**

- Mentor/Intern Introduction Meeting (1 day)
- Mentor Coaching Training (1 day)

#### **August**

- New Teacher Orientation - Essential Elements Training, Video Coaching Training, District Discovery Day (Bus tour, luncheon, mentor/intern meeting) (2 days)
- Superintendent's Conference Day - Preparing for the First Day(1 day)

#### **September**

- Classroom Management Discussion Panel, Overview of Open House Procedures, Gradebook/Planbooks/Plan Books/AIS Plans (1 day)

#### **October**

- Observation and Reflection, Overview of APPR Observation (1 day)
- Kagan Cooperative Learning Structures Workshop (2 day)

#### **November**

- Report Card Preparation Day ELEM/MS (1 day)
- Parent Teacher Conference Preparation (1 day)
- Midterm/Performance-Based Assessment Planning MS/HS (1 day)

### **December**

- Reflection of MTIP Program by Mentor and Intern, Planning (1 day)
- Observation and Reflection (1 day)

### **January**

- Observation and Reflection (1 day)
- Mentor Follow Up Coaching Training (1 day)
- Regents administration and scoring MS/HS (1 day)

### **February**

- Observation and Reflection (1 day)
- Overview of State Assessment Protocols (1 day)

### **March**

- Observation and Reflection (1 day)
- Superintendent’s Conference Day - Best Practice Workshops
- Reflection of MTIP Program by Mentor and Intern, Planning (1 day)

### **April**

- Observation and Reflection (1 day)

### **May**

- Observation and Reflection (1 day)

### **June**

- Reflection of MTIP Program by Mentor and Intern, Planning (1 day)

### **Time Allotted for Mentoring**

#### Release-Time Requirements:

Release time will be provided in a manner which is educationally sound and responsible, and consistent with Education Law, Section 3303(4). Mentors and interns will have collaborative time at least once a month and log 150 hours of contact time for the first year of the program. The Starpoint CSD MTIP will include provisions for allotted time, releasing the mentor and intern from a portion of their instructional and/or non-instructional duties. Mentor/intern time will also align with the school calendar (i.e. Superintendent Conference Days, Report Card Days, Parent-Teacher Conference Days, Regents Rating Days, etc.), and include a combination of full day and half day contact time throughout the school year and summer.

- Proposed Time Configuration:* Each of the four schools that make up the Starpoint CSD have their own master class schedule. Specific time configurations for each mentoring team may differ, and will be determined

by the building principal, in consultation with the mentor, intern, and replacement teacher. Release time for conferencing, observation, joint planning, and assessing the impact on students will be provided equally throughout the year and will amount to 10% of instructional time for both the mentor and intern.

b) *Related Issues:* The Starpoint CSD utilizes a substitute teacher service provided by AESOP, a BOCES service. Blocks of time will be pre-scheduled with replacement teachers who are certified in the appropriate subject area. Building Secretaries will: consult with the building principal and mentors; provide suggestions of individuals who have previously served as replacement teachers for the District, and will be a good match for the mentoring team; and, coordinate replacement teachers scheduling with AESOP. Retaining the same replacement teachers for the school year will lend consistency and stability to the program. The replacement teachers will be regarded as important members of the mentoring team and will consult with the mentor and intern with regard to planning and classroom management practices.

## References

In designing our mentoring program, the following schools' mentoring plans were referenced:

Albion CSD  
Cheektowaga CSD  
Clarence CSD  
Frontier CSD  
Grand Island CSD  
Kenmore Town of Tonawanda Schools  
North Collins CSD  
Oswego CSD  
Salmon River Central Schools  
Silver Creek CSD

The following websites were used.

Office of Teaching Mentor Regulations

[http://www.highered.nysed.gov/tcert/certificate/newreg\\_mentoring.htm](http://www.highered.nysed.gov/tcert/certificate/newreg_mentoring.htm)

New York State Mentor Internship Program

<http://www.highered.nysed.gov/tcert/resteachers/mentorinternship.htm>

The following books were used:

Breaux, Annette L. 101 'Answers' for New Teachers and Their Mentor - Effective Teaching Tips for Daily Use. Larchmont, NY: Eye on Education, 2003

Danielson, Charlotte, and Thomas L. McGreal. Teacher Evaluation To Enhance Professional Practice. Alexandria, VA: ASCD, 2000.

Danielson, Charlotte. Enhancing Professional Practice A Framework for Teaching. Alexandria, VA: ASCD, 1996.

Diaz-Maggioli, Gabriel. Teacher-Centered Professional Development. Alexandria, VA: ASCD, 2004.

**Appendix A**  
**Professional Development Evaluation Form**

**Appendix B**  
**Professional Development Needs Assessment**

**Appendix C**  
**Approved CTLE List**

**Appendix D**  
**Comprehensive District Education Plan**  
**CDEP Plan**

**Appendix E**  
**Annual Professional**  
**Development Calendar**

