

Averill Park Central School District

Professional Development Plan 2019-2020

Re-adopted by Board of Education
November 18, 2019



Mission Statement

*To meet the needs of and create opportunities for
every student every day.*

AVERILL PARK CENTRAL SCHOOL DISTRICT

DISTRICT PROFESSIONAL DEVELOPMENT TEAM

Members

James Franchini

Mathew Hladun

Kim Nugent

Robert Messia

Denis Sibson

Kate Dorgan

Brian Rhode

Melissa Weatherwax

Susan Ford

Gordon Kaedy

Beth Magill

Sera Deo

Jane Lobosco

Lisa Jeschke

Kristin Card

Peter Schaefer

2019-2020

Superintendent of Schools

Assistant Superintendent of Schools for Teaching and Learning

Director of Personnel Development

Principal

Principal

Director of Special Education

Interim Director of Professional Development & Lead Evaluator

Teacher/Tech Integration Specialist/Community Member

Teacher

Teacher/APTA President

Teacher/Curriculum Specialist/Mentor Coordinator/Community Member

Teacher/Parent/Community Member

Teacher/Intervention Specialist

Teacher/Parent/Community Member

Teacher/Data Coordinator

Higher Education Representative

AVERILL PARK CENTRAL SCHOOL DISTRICT

District Name: Averill Park Central School District
BEDS Code: 491302060000
Superintendent: James Franchini
Address: 146 Gettle Road, Station 1
Averill Park, New York 12018
Phone: (518) 674-7055
Fax: (518) 674-3802
Email: franchinij@apcsd.org
Year(s) Plan is Effective: 2019-2020

STATEMENT OF ASSURANCES

The superintendent certifies that:

- Planning, implementation and evaluation of the professional development plan were conducted by a professional development team that included teachers, administrators, and others identified in the plan.
- The plan focuses on improving student performance and teacher practice as identified through data analysis.
- The plan describes professional development that:
 - is aligned with state content and student performance standards;
 - is articulated within and across grade levels;
 - is continuous and sustained;
 - indicates how 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.
- The plan indicates an evaluation of the effectiveness of the professional development and a mechanism to adjust activities based upon the evaluation.
- The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

Signature (Superintendent of Schools)

Date

PHILOSOPHY

The professional development plan within Averill Park is designed to prepare and support adults to help all students achieve high standards of learning and development.

- Professional development programs are the foundation for systems change at the district, and school level.
- When schools become places for adults to learn, they become schools engaged in continuous improvement.
- Improving the skills and knowledge of adults will result in the improved performance of students.
- Professional development in Averill Park is focused on the standard based curriculum, student performance, and a variety of factors impacting teaching and learning.

DISTRICT VISION STATEMENT

To create passionate learners who contribute positively to their community and the world.

PROFESSIONAL DEVELOPMENT PRIORITIES

The Averill Park Central School District is responsible for providing a guaranteed and viable curriculum for our students.

Our professional imperative is to set and maintain academic standards for our students' performance.

We work as a collaborative team with the goal of improving our students' achievement to meet academic standards.

We collect and monitor evidence of our students' achievement to develop strategies that improve learning.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

The Averill Park School District will annually provide opportunities for faculty to engage in high-quality professional development. A number of these activities are eligible to obtain CTLE credit towards the 100 hour requirement set forth by the state education department. NYSED defines eligible CTLE opportunities as follows: Acceptable CTLE must be conducted through activities designed to improve the teacher or leader's pedagogical and/or leadership skills, targeted at improving student performance, including but not limited to formal CTLE activities. Such activities shall promote the professionalization of teaching and educational leadership, as applicable, and be closely aligned to district goals for student performance.

Hours allocated within the teachers' school year to meet this requirement include:

- Superintendent's Conference Day 10/9/2019 - AP Transforms to address , Differentiation, Instructional Technology, and the Social and Emotional needs of all students, including diverse learners
- Monthly PLC meetings
- Team collaboration meetings within the school day
- Workshops, conferences, book study groups, in-service offerings, and technology integration opportunities
- Online courses and webinars
- Release time during the school day for guided curriculum work
- Annual school violence prevention and intervention training
- Annual health and safety trainings
- Teacher evaluation using Danielson Frameworks to promote professional growth of all staff as per Annual Professional Performance Review plan (APPR)

RECORD-KEEPING

The district utilizes the online program StaffTrac. This program allows faculty to register for in-district offerings; register for out-of-district offerings listed; apply for in-service credit; request permission and financial support to attend out-of-district conferences and workshops; and submit verification of each. Faculty can track their individual professional development activities as well as have a record of each.

PROFESSIONAL DEVELOPMENT RESOURCES

Approved providers to support Professional Development for 2019/2020 include:

- AP Central School District
- Questar III BOCES
- Capital Region BOCES
- Greater Capital Region Teacher Center
- NYSED
- NYSUT Educational Learning Trust
- CASDA
- DATAG
- Rensselaer Co. Office of Mental Health
- Learning Forward
- FASTBridge
- SAANYS
- NYSSBA
- RBERN
- Educational Vistas
- 95% Group Inc.
- NERIC
- NYSCATE
- ExploreLearning
- The Reading League
- RtI-TAC – SUNY Buffalo
- Lexia Learning

NEEDS ASSESSMENT/DATA ANALYSIS FOR PROFESSIONAL DEVELOPMENT

The Averill Park Central School District looks at multiple factors in determining professional development needs. An analysis of these needs assists in planning activities for the year. PLC Team meetings provide for horizontal and vertical articulation concerning standards as well as assessment. Data is analyzed by PLC Teams on an ongoing basis in order to improve student progress and to determine professional development goals, objectives, strategies and activities.

A. Data from Student Assessment

- School Report Cards
- BEDS data (Basic Educational Data System)
- Student attendance rates
- Student standardized assessment results
- Universal Screening Data
- On-going formative and summative student performance results
- Curriculum based measures
- Graduation statistics
- Colleges attended by graduates or employment statistics

- College placement assessments
- Follow up on non-completers
- Academic Intervention Services (AIS) progress
- Comparative data on commencement assessments
- AYP (annual yearly progress) of all subgroups

B. Feedback from:

- Curriculum Teams/RtI Problem Solving Teams
- District Instructional Technology Committee
- In-service/staff evaluation
- Mentoring Program
- Students
- Teachers
- Administration
- Support staff
- School Board
- Parents and Community members
- Annual evaluation process

GOALS, OBJECTIVES AND ACTIVITIES

Each building has a Building Learning Team (BLT) made up of a variety of stakeholders working to plan, design, monitor and evaluate progress toward meeting each of the district level goals.

Goal 1: Students will graduate college and career ready

Goal 2: Students will productively engage in their school community

Goal 3: School staff will ensure student growth through the utilization of data

To meet the goals listed above, each year, the buildings will develop measurable learning objectives. These objectives, developed by the BLT at each level are shown below with corresponding professional development activities necessary to support the meeting of these objectives.

High School

Goal 1 Objectives:

In 2018-2019, 743 students (or 83% of the total student population) ended the year having attained mastery (85% or better) in 3 or more of their classes. During the 2019-2020 school year, we will aim to increase this by 5% (to 787 students).

In 2018-2019, 800 students (or 88.5% of the total student population) ended the year having passed all of their classes. During the 2019-2020 school year, we will target to increase this by 5% (to 846 students).

Goal 2 Objective:

In 2018-2019, the total number of disciplinary incidents at Averill Park High School was 503. In the 2019-2020 school year, we will aim to reduce this number of incidents by 5% (or 25 incidents) to no more than 478 total disciplinary incidents.

Goal 3 Objective:

100% of our teachers will contribute to a culture of data use throughout the 2019-2020 school year.

Associated Professional Development:

- Faculty meeting PLC training and work
 - Project Based Learning
 - Digital Portfolios
 - Capstone Projects or Passion Projects
- AP Transforms
- Trauma Informed Online Academy

Middle School

Goal 1 Objective:

Students will demonstrate 5% growth on the 4-point Grades 6-8 ELA Checkpoint Assessments in January 2020 and a 5% growth in writing performance on the Day 2 components of the NYS ELA Assessment in April 2020 compared to the 2019 grade level results.

Goal 2 Objective:

Students will demonstrate a greater connection to their school through a 10% increase in positive responses to the May 2020 grades 6-8 school climate survey question “At my school, there is a

teacher, counselor, coach, principal, or some other adult who I think cares about me” compared to May 2019.

Goal 3 Objective:

100% of our teachers will contribute to a culture of data use throughout the 2019-2020 school year.

Associated Professional Development:

- Faculty meeting PLC training and work
- Continued work with the Technical Assistance Center
 - SRSD Training Continuing
- AP Transforms
- Trauma Informed Online Academy
- Zones of Regulation Introduction
- Characteristics of Effective Middle Schools

Elementary Schools

Goal 1 Objective:

In the 2019-2020 school year, 100% of students will improve their performance on the identified reading assessment by the expected rate of improvement outlined by the assessment’s norms.

Goal 2 Objective:

In the 2019-2020 school year, 100% of students will orally participate in Classroom Connection interactive activities.

Goal 3 Objective:

100% of our teachers will contribute to a culture of data use throughout the 2019-2020 school year.

Associated Professional Development:

- Reading League
- ELA Curriculum Review
- 95% Group Inc.
- Zones of Regulation
- AP Transforms
- Trauma Informed Online Academy
- Continued Introduction to SRSD (writing)
- George Seymour Questar Training with Next Generation Science Standards

ELEMENTS OF THE MENTORING PROGRAM

A. Mentor Selection

1. Mentors will be recruited in the spring of each school year and will be selected for pairing with a Mentee based on the following criteria: years of teaching experience, knowledge of subject matter, interpersonal relationships, willingness and available time to participate as a Mentor, and a positive attitude toward professional growth. Mentor training and training in Danielson's **Framework for Teaching** will occur prior to mentoring or during the first year of active Mentor service. The administrator responsible for the evaluation of the Mentee as well as the coordinator and Superintendent (or designee), will reach consensus on final Mentor-Mentee matching.
2. When needed information about mentoring positions, which will include criteria for selection and responsibilities, will be announced through district communication. The Mentor Program Coordinator will explain the qualifications and responsibilities of a Mentor.
3. Applications will be made available after attending at least 6 hours of approved mentor training to any faculty member who has tenure and a minimum of five years of teaching experience in the district. The application will include the following information:
 - a personal statement by the applicant that addresses his/her motivation for applying for the position, personal qualities that he/she would bring to the program as well as his/her perceptions of the role of a Mentor.
 - the applicant's tenure status, years of teaching experience, and area(s) of certification
 - confidential recommendations from a peer and supervisor
4. In selecting Mentors, priority will be given to teachers who meet the above stated criteria and most closely match the subject area/grade level of the Mentee.
5. All applications should be submitted to the Mentor Program Coordinator and approved by the Averill Park Board of Education

B. Role and Responsibilities of the Mentor

All mentors will guide and support the Mentees assigned to them. This may occur in the following manner as Mentors:

- Attend a 6 hour Mentor training program prior to mentoring.
- Unless previously trained, attend Danielson's **Framework for Teaching** beginning in the fall in which he/she becomes an active Mentor.
- Provide and maintain a high level of confidentiality at all times
- Model and encourage professionalism.
- Open his/her classroom/office to the Mentee and facilitate visitations to other teachers' classrooms for observation purposes
- Provide guidance with all state and federal mandates (APPR, CTLE, DASA, etc.)
- Model a variety of teaching techniques for the Mentee
- Provide coaching, feedback, and professional support
- Model and encourage reflection and problem-solving
- Assist the Mentee with the use of district software and instructional technology
- Utilize the **Danielson Framework** model of instruction to support the Mentee's reflection and professional growth across the four domains
- Work with the Mentee in the creation and review of lesson plans that follow the New York State Learning Standards
- Model and encourage communication with parents, colleagues, and school community
- Provide information about school culture and climate and clarify information about policies and procedures for the specific buildings in which they teach
- Provide information about available resources
- Participate in ongoing professional training necessary for role as Mentor
- Meet quarterly with other Mentors in a support group format facilitated by the Mentor Program Coordinator. The first meeting of each year is held in August.
- Self-evaluate using the checklist for Mentors to assess his/her relationship with the Mentee
- Provide feedback to Mentor Program Coordinator regarding his/her role as Mentor
- Evaluate the Mentor Program and the Mentor Program Coordinator annually
- Maintain attendance records

The Mentor Program Coordinator will be available to assist with the above outlined roles.

Specific minimum time requirements for Mentors paired with a Mentee in his/her first year teaching experience will be to:

- Participate in new teacher orientation
- Meet with Mentee a minimum of 6 hours prior to the start of the school year
- Meet with Mentee a minimum of **2 hours per month** individually before or after school
- Document 3 release days to engage in mentoring. These could include, but are not limited to: peer coaching, team teaching, visiting other classrooms or programs or collecting data. This requirement may be met by utilizing full or half day release sessions.
- Participate in a minimum of 3 building meetings with all Mentees and Mentors
- Submit activities using the designated electronic recordkeeping form.

Specific minimum time requirements for Mentors leading a Mentee(s) with prior teaching experience:

- Meet monthly with a Mentee group a minimum of 15 hours per year before or after school. A mentee group will usually consist of 1-3 teachers not in their initial teaching experience. Alternate group sizes may be determined as needed through collective planning by the Assistant Superintendent of Teaching and Learning, the Director of Personnel Development, and building principals.
- Document up to 3 optional release days to engage in mentoring.
- Work with his/her Mentees to set goals for the year based upon needs identified by the Danielson rubric, reflection, discussion, and district goals.
- Determine group activities by consensus, using the Suggested Mentor Meeting Activities list
- Submit activities using the designated electronic recordkeeping form.

C. Role and Responsibilities of the Mentee

New York State requires a full year mentored experience for all candidates in their first year of teaching seeking a professional certificate. In addition, APCSD requires all teachers new to Averill Park to participate in our district Mentor Program at a level determined by the administration at the time of hire. All teachers new to the district need to attend New Teacher Orientation and Danielson Training.

All Mentees have responsibilities within the Mentor Program as part of the Averill Park Professional Development Plan. All mentees will:

- Participate in a minimum of 3 building meetings with all Mentees and Mentors
- Be proactive in choosing options provided by the Mentor such as in-service training, resources and observation experiences, based on perceived need.
- Commit to reflection and self-evaluation with respect to his/her role as an

educator

- Complete program evaluation forms at the end of the school year for review by the program coordinator
- Become well-versed in all applicable NYS/district curricula as well as district procedures, policies, district software and instructional technology

In addition, Mentees in his/her first year teaching experience will participate in the following ways:

- Attend workshops and programs designed for Mentees
- Meet with Mentor a minimum of 6 hours prior to the start of the school year
- Meet with Mentor a minimum of **2 hours per month** individually before or after school
- Document 3 release days to engage in mentoring. These could include, but are not limited to: peer coaching, team teaching, visiting other classrooms or programs or collecting data. This requirement may be met by utilizing full or half day release sessions.
- Work with his/her Mentor to set personal goals for the year based upon needs identified by the Danielson rubric, reflection, discussion, and district goals
- Document the requirements. This information should also be available for review by the mentee's supervising principal if requested.

Teachers who have been mentored as a first year mentee have the option to participate in a second and third mentored experience. Second and third year teachers will be mentored in a group. The group will consist of 1-3 mentees to 1 mentor.

Second and Third year Mentees will participate in the following ways:

- Attend workshops and programs designed for Mentees as need and interest dictates
- Meet monthly with a mentor group a minimum of 15 hours per year before or after school
- Document up to 3 optional release days to engage in mentoring.
- Work with his/her Mentor to set group goals for the year based upon needs identified by the Danielson rubric, reflection, discussion, and district goals
- Group activities will be determined by consensus, using the Suggested Mentor Meeting Activities list
- Teachers in their fourth year of service may participate in professional development offered for Mentees as need and interest dictates

D. Confidentiality

Confidentiality and trust are critical factors in maintaining the integrity of the Mentor-Mentee relationship and of the Mentoring Program itself. To assure that confidentiality is maintained, the following measures will be taken:

- Mentor training sessions will stress the importance of confidentiality in the Mentor-Mentee relationship in order to build trusting, supportive relationships between Mentors and Mentees.
- Data collected by the Mentor during peer coaching sessions shall **not** be shared with anyone without the express consent of the Mentee nor may it be used at any time for evaluation of teacher performance. (Evaluation of teaching performance for the purpose of tenure or retention shall be based solely on the district's Annual Professional Performance Review (APPR) as stated in the Averill Park Teachers' Association agreement.)
- The Mentor Program Coordinator will meet with all stakeholders to explain the Mentor Program and the role confidentiality plays in maintaining a viable Mentor-Mentee relationship.
- Concerns noted by an administrator regarding the Mentee's skill, knowledge, or performance should be discussed directly with the Mentee, who may choose to share them with the Mentor. **At no time may the administrator discuss issues regarding the Mentee with the Mentor.**

E. Mentor and Mentee Training

Mentor and Mentee training is delivered in a variety of ways in order to support Mentors and Mentees in their roles. Mentor training is required and is delivered as outlined in Section B. Training opportunities and resources are provided for Mentees as outlined in Section C.

- Mentors and Mentees are encouraged to participate in courses provided by our local Teacher Center, NYSUT and CASDA throughout the year. Courses include Skills for Mentors, Peer Coaching, and The Peer Review Process. These are offered on site when enrollment is sufficient.
- Mentors and Mentees are encouraged to utilize district staff development library and the Library Media Specialist in each building can help with access to the online catalog of resources.
- The district offers a wide variety of in-house professional development courses that are helpful to both Mentors and Mentees. These courses are designed to

meet a variety of needs identified by the faculty. Opportunities are shared through StaffTrac.

F. Mentor Activities

Phase I Activities

- New Teacher Orientation
- Mentor/Mentee development of goals and tentative schedule of meeting time

Phase II Activities

- Development of goals by the Mentee/Mentor pair based on the Mentee's evaluation, the Mentee's perceived needs, post conference notes and a review of the Danielson rubrics.
- At the Mentee's discretion, a Mentor may engage in peer-coaching with the Mentee

Phase III Activities

- Mentor model/demonstration lessons
- The Mentor will facilitate observations by the Mentee of master teachers
- Attendance by the Mentee and/or Mentor at professional development conferences
- Participation in in-service courses
- Review of Professional Literature
- Reflection logs
- Peer-coaching
- Attendance at building level Mentor-Mentee support groups
- Visitations (within and outside of the district)
- Become well-versed in all applicable NYS/district curricula as well as district procedures, policies, district software and instructional technology
- Mentor/Mentee planning sessions and/or discussions on topics such as curriculum, instructional strategies, preparation for evaluation, teacher responsibilities, classroom management, or parent conferences

DOCUMENTATION

Formal and informal meeting dates and topics of all mentees will be documented monthly by the Mentor on a recordkeeping form provided by the Coordinator and will be submitted

electronically to the Mentor Program Coordinator and building principals quarterly. The document shall include the name of the teacher being mentored, the type of mentoring activity, number of clock hours completed in the mentoring activity and the name of the Mentor. After review and verification of information by the coordinator, this document will be housed in the Mentee's permanent record file in the APSD personnel office for first year participants. The district will use this documentation as proof of a mentored experience for the Mentee in his/her first years of teaching at APCSD. This documentation is required when initial certificate holders apply for their professional certification. The district shall maintain documentation of the first year of a mentored experience for a teacher holding an initial certification for at least seven years.

G. Time Allotted for Mentoring

Time allotted for Mentoring is referred to in Section B, Mentor Responsibilities and Section C, Mentee Responsibilities. The first release day must occur before December 1st. Examples of release day configurations are listed below. After administrator approval, substitutes should be arranged through the regular substitute coordinator.

1. Mentor and Mentee are both released to work on identified goals/needs of the Mentee (lesson planning, assessment development, IEP review)
2. Mentee observes Mentor for a full or half day.
3. Mentor is invited to observe the Mentee for a full or half day.
4. Mentee and Mentor pre-conference, then Mentor collects requested data during Mentee's lesson. Mentor and Mentee meet for second half of day to discuss observation, continue work on goals.
5. Mentor and Mentee team-teach Mentee's class.
6. Mentor arranges for Mentee to visit colleague's classroom

H. Compensation

The District Mentor Program will continue to operate under the district Professional Development Program. Mentees will have the option of accumulating in-service credit for time they participated in the program or being paid a one-time-only payment at the end of the school year in which the Mentoring occurred.

1. Mentee Compensation

- First year Mentees will receive up to 3 in-service credits (45 hours) as documented on the district in-service time sheet for time spent engaged in activities outlined in Section C.
- Pre-tenured second and third year teachers may elect to remain in the Mentor Program and will earn up to 2 in-service credits (30 hours) as

outlined in Section C.

- Remuneration will be in accordance with the current APTA collective bargaining agreement.

2. Mentor Compensation

- Mentors will earn a Mentor Stipend, as determined through the collective bargaining agreement of the APTA.
- In the event that a Mentor is inactive due to a lack of need in the Mentor's particular subject area/grade level, in-service credit may still be earned for all workshops in which the Mentor participates. The Mentor needs to sign up for workshops through StaffTrac. Inactive Mentors are encouraged to participate in district Mentor offerings so as to stay current with the program's goals and philosophies.
- Mentors who attend with their mentee a NYSUT provided workshop contracted by the mentor coordinator may have hours accumulate toward in-service credit

I. ROLE AND RESPONSIBILITIES OF THE BUILDING ADMINISTRATOR

The building principal is key to a successful mentoring program. The principal will recommend Mentors that meet the criteria as outlined in the program. The administrator responsible for the evaluation of the Mentee, as well as the coordinator along with the Assistant Superintendent of Teaching and Learning and the Director of Personnel Development will reach consensus on final Mentor-Mentee matching. The building principal will, in conjunction with the Mentor Program Coordinator, assist and facilitate release time for the Mentor and Mentee. It is the principal's responsibility to maintain confidentiality with the Mentor-Mentee pair at all times. He/she will utilize the Danielson annual review process and complete observations in a timely manner to enable the Mentee to benefit from constructive feedback and facilitate the Mentee's professional growth.

Additionally, in order to support new teachers, the principal will:

- Carefully consider the Mentees' teaching schedules to provide for an optimal chance of success
- Be cognizant of the tremendous time pressures on Mentees when recruiting extracurricular advisors and coaches and reduce extra duties when possible, to enable Mentees to focus on instruction
- Assist in providing Mentees with the resources they need
- Make Mentees feel welcome and be available to answer questions or address

concerns

- Be available to meet, upon request, with Mentor-Mentee pairs
- Attend new teacher orientation sessions when possible
- Be represented on the PDP Committee
- Encourage staff support of the Mentor Program and invite their involvement in his or her respective building
- Participate in the evaluation of the Mentor Program
- Determine whether to recommend continued participation in the District's Mentoring Program to further support the Mentee's professional growth

J. Program Coordination

The Mentor Program will be coordinated by a teacher with a stipend provided as stated in the current APTA agreement. As funding permits, release time will be provided to allow coordination to take place during school hours. The Coordinator will manage the program under the supervision of the Assistant Superintendent of Teaching and Learning, the Director of Personnel Development, and the PDP Committee.

Program Coordinator Role and Responsibilities

- Keeps current in Mentor research
- Meets all qualifications of a Mentor
- Participates in training necessary for role as coordinator
- Participates as a member of the Professional Development Plan Committee
- Works collaboratively with administration to identify and select Mentors
- Assists administration in planning and implementing New Teacher Orientation
- Provides training/workshops to Mentors or arranges such support with trainers
- Provides materials to Mentors and Mentees to familiarize them with program components and expectations
- Works with administrators to facilitate release time for Mentors and Mentees
- Meets with each Mentor/Mentee pair in the NYS Mentor-Teacher Internship Program Grant a minimum of two times each year and upon request
- Oversees the use of Mentor/Mentee meeting and release time, as reported on the Mentor/Mentee record-keeping form. Initially certified teachers documentation will be submitted to the personnel office as required by SED
- Attends building support group meetings as needed
- Facilitates a support group/training for Mentors four times each year
- Assesses professional development needs of Mentors and Mentees and arranges for implementation of ongoing training/workshops
- Establishes criteria for program evaluation

- Evaluates program annually (all stakeholders) and reviews feedback to determine program modifications/direction and future program goals
- Summarizes and reports results of annual program evaluation to all stakeholders as well as central administration and the Board of Education
- Reviews Mentor plan annually with the PDP Committee and revises/updates as necessary
- Summarizes and submits attendance for in-service compensation for all Mentees to district office annually

K. Program Evaluation

A primary goal of the Averill Park Central School District's Professional Development Plan is to develop and implement strategies to enhance quality of instruction. This is accomplished through consistent evaluation of the Mentee in conjunction with an effective Mentor Program. A formalized mentoring program that is properly and continuously evaluated helps to ensure quality teaching and instructional continuity by retaining talented teachers.

Retention is most often achieved when new teachers are supported in their role as independent educators, feel valued by their colleagues and supervisors and are given guidance and specific feedback which enables them to develop as professionals. While Mentor Programs are primarily designed to meet the needs of the Mentee, a well-run program also benefits Mentors. Past experience indicates that Mentors, as well as Mentees, derive benefits and experience professional growth as well as a feeling of satisfaction from the Mentor-Mentee relationship.

Through ongoing assessment, the district will evaluate the benefit of the program to Mentors and Mentees, the effectiveness of the program as a whole as well as the impact of the program on all stakeholders in the following ways:

- Mentors and Mentees will participate in an evaluation process at the conclusion of the year at which time they will be encouraged to provide a critical assessment of the program in writing to the Mentor Program Coordinator. This assessment will be used to evaluate the program in general, make necessary program changes if warranted and provide direction for the following year's program.
- Data will be collected to assess the effectiveness of training workshops that were derived and developed out of the expressed needs of the Mentors and Mentees, as well as those scheduled by the Mentor Program Coordinator.
- Feedback will be sought by the Mentor Program Coordinator from administrators, Mentors and Mentees to determine the effectiveness of

scheduling and release time in an attempt to maintain continuity of instruction for students.

- Formal program evaluation via a “bottom-up model” in which Mentees route their written evaluation of Mentors and the program directly to the Mentor Program Coordinator and Mentors route their written evaluation of the coordinator and the program to the Assistant Superintendent. The Assistant Superintendent will meet in October and June with the coordinator to evaluate the coordinator and the effectiveness of the program.
- The goals of the Mentor Program will be reviewed annually by all stakeholders.
- The Mentor Program Coordinator will evaluate the program in consultation with the Professional Development Plan Committee with a focus on program effectiveness, efficiency of Mentor recruitment procedures as outlined in the Mentor plan and overall program management.
- Formal Evaluation of the program will be distributed to the District Leadership, and all active mentors.
- The Program Coordinator may conduct individual exit interviews when Mentees and/or pre-tenured teachers leave the district. In the event that this is not feasible, a completed exit interview form will be requested from those leaving the district.
- A comparison of the data on new teacher retention in the Averill Park School District with previous years will occur annually.