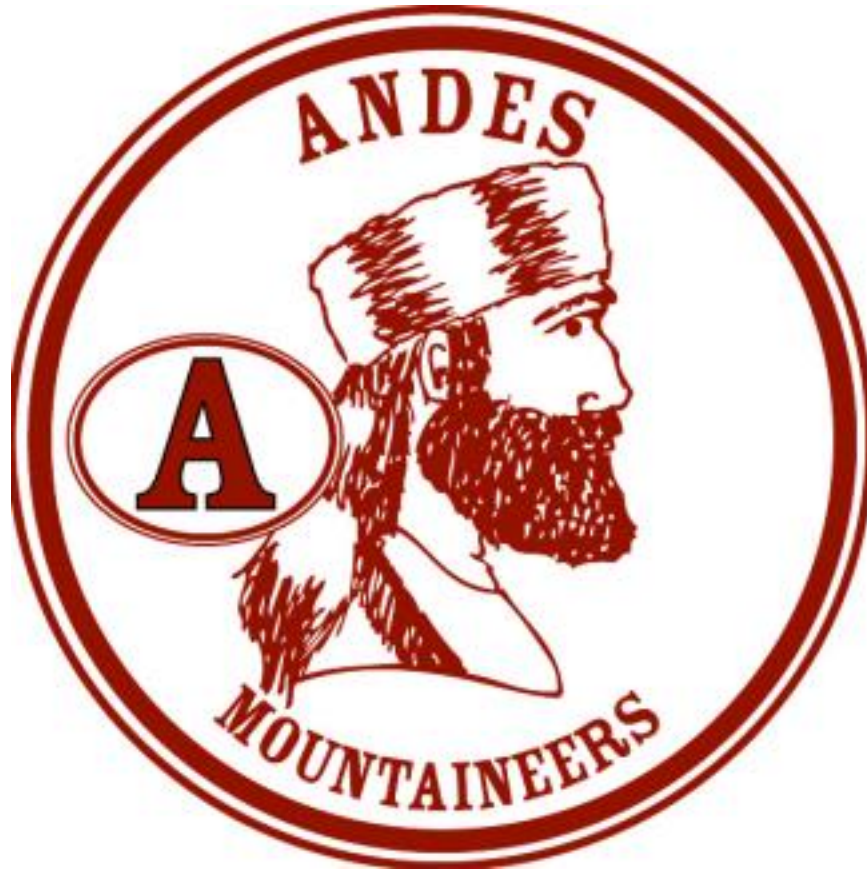


**Professional Development Plan
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District Name: Andes Central School
BEDS CODE: 120102040000
Superintendent: Dr. Patrick Darfler-Sweeney
Address: 85 Delaware Avenue
P.O. Box 248
Andes, NY 13731
Phone Number: (845) 676-3166 ext. 103
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e-mail: psweeney@andescentralschool.org

Year plan is effective: 2022-2023 – C.R. 100.2 (dd.)

I. Composition of the Special Development Team

- A. Number of schools in the District: 1
- B. Number of teams in the District: 1
- C. Number of Administrators: 2
- D. Number of Teachers: 4

(Elementary, Lauren Green, Andrew Amodeo, Ed McGee, Maureen Burton)

E. Description: Team members represent elementary, middle, high school, special class, special education, and academic support. Two members serve on the Comprehensive District Education Planning Team.

There is only one PDP team in the District. The District is a small, K-12 district with a single school and 16 teachers serving 70 students. The work of the Committee directly impacts all teachers in the District.

Introduction:

Andes Central School is one of the State’s small rural PreK-12 public schools that think big. Students who attend small schools enjoy many benefits. In the fast paced world where we live, young people thrive in settings that promote “connectedness” or a sense of belonging. Relationships count. Andes provides a total school program in small, personal classes. Like members of the Andes community, students and staff at ACS establish close interpersonal connections where individuals know, share with, and care about each other.

Mission Statement

Andes Central School is a small rural school district with a safe environment and a strong sense of community. The mission of the Andes school community, through a positive learning environment, is to produce self-sufficient citizens who are adaptable to changes in society and who possess the self-esteem, motivation and skills to continue individual growth and to ensure that all students meet or exceed high learning standards at the elementary, middle, and high school levels.

Organizational Goals

- To ensure that all students in the senior class graduate from high school with a Regents diploma and have a post-secondary plan
- Student achievement will be improved through the use of data from the administration of the fall 2022 Star Assessment that was administered to K-12 students in ELA classes and K-8 students for Math. Moving forward faculty will continue to differentiate instruction to meet students’ needs.
- Continue during the next year to make facility improvements and renovations. These improvements need to improve the safety of the facility, as well as moving to meet all code requirements as outlined in the 5-year Building Condition Report

Composition of Professional Development Team

Patrick Darlfer-Sweeney	Superintendent
Jennifer Ennist (note: currently on leave)	4th Grade
Andrew Amodeo	Social Studies
Sharon Tucker	K-12 Art
Lauren Green	Math Teacher
	Special Education
Maureen Burton	CSE Chairperson/Dean of Students

Professional Development Guidelines, Expectations, and Activities

The design of professional development should be a result of a district's professional development planning process, which includes the use of data. Enhanced teaching and learning is the foundation upon which individuals and districts should plan the content of all professional development.

At Andes Central School we believe it is an expectation of all of our employees to be continuous learners to craft their expertise in whatever role they function in our institution. The Professional Development Planning Team for Andes Central School has developed guiding principles, based on data and research, to inform our decisions and direct the formation of the Professional Development Plan (PDP).

- 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 State and local assessments and School District Report Cards; and should be designed according to data-driven goals and objectives, which should also establish the measurable outcomes.

- Professional development is shaped by teaching staff needs, as evidenced by such data as aggregate results of annual professional performance reviews; should include ways to collect data on strategies in order to make future decisions.

- Content of courses, workshops, and other professional development experiences should be directly related to:
 - Enhancing teacher/teaching assistant subject matter knowledge and requiring gathering information about targeted programs
 - 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. This should include understanding of the specific needs of the audience it is meant to serve.

- The professional development planning process is dynamic, reflecting teaching staff and student performance benchmarks of increasing rigor as skill levels are attained as follows:
 - Should be engaging
 - Should contain an exchange of ideas that includes ways to apply, implement, and document effective strategies
 - Must include practical skills/strategies that can be used in the classroom or service setting.
 - Should be hands-on, allowing time for practice and discussion.

- Professional development results in a demonstrated increase in teaching staff knowledge and understanding, teaching staff skillfulness, and teaching staff professional values.

- Professional Development sessions are clearly designed based on effective teaching research, and involve educators in the design and implementation of opportunities. Such as:
 - Must be delivered in many modalities.
 - Should use technology (PowerPoint, Schoology, SMART Board presentations, Google apps, webinars, etc.) when appropriate.
 - Should allow time for teamwork.

- Professional development activities/experiences are assessed on an ongoing and continuous basis for intended impact.

- Professional development enables the teaching staff to deepen their knowledge base and remain current in their content area and instructional strategies. All professional development will include expectations of stakeholders (teachers, LTA's, and administrators):

- All Professional Development stakeholders should be active participants who are: attentive appreciative

- contributors to the discussion

- willing to apply; implement; and document professional development strategies

- able to analyze and share data

- Includes expectations of leaders, who should:

- Provide meaningful professional development, planned in advance, along with faculty participation in the process.

- Ensure that professional development strategies are being implemented in the classroom or service setting.

- Facilitate professional development with effective communication to staff.

- Offer professional development that is well-planned, sustained and offered with appropriate frequency and effective follow-ups. (This recognizes that new staff may require more frequent professional development.)

Needs Assessment/Data Analysis

Student performance data is compiled and examined with trends identified over time. Professional development strands and activities are identified to provide teacher support and improve student performance targeting a minimal list of target goals.

Each summer the professional development team meets to discuss student performance data and make plans for the following school year. Previous goals are reviewed and adapted targets are established at that time. Professional development activities are planned to support identified needs.

To maximize actual performance gains, the District identifies a concise list of improvement goals. Often the same goals stay in place from year to year with small changes or adaptations noted. In fact, two improvement goals have remained in effect over the past few years:

1. Students will independently read and write more challenging and complex tests.
2. Instruction will use technology to strengthen, extend, or make student learning experiences more meaningful. (Technology will find new ways to help students communicate and express

ideas. Using technology, students and teachers will work together accessing a wealth of materials to collaboratively investigate issues, solve problems, and create new knowledge.)

Needs Assessment Sources

The following sources were used in crafting this Professional Development Plan:

- School Reports Cards
- BOCES State Testing Result Analysis
- State benchmarks for student performance
- Attendance rates
- Longitudinal testing data
- Regents testing data
- NYS Standardized Assessments
- APPR data/results

Goals and Objectives for 2022-2023

The Guiding Goals by the Professional Development Plan team focus on the needs of students and adults. They include:

1. Students will independently read and write more challenging and complete texts.
2. Instruction will use technology to strengthen, extend, or make student learning experiences more meaningful
3. The District will increase student opportunities to conduct research using standard research formatting procedures, including Senior Project.

Specific attainable objectives for 2022-23, based on the stated goals, include:

1. Increase knowledge base of faculty regarding the NYS Curriculum Learning Standards and Assessments, especially the specific Common Core Standards in ELA and Math, NYSED regulations, and graduation requirements.
2. Improve the ability of faculty to increase students' motivation and engagement through increased rigor in lessons and improved behavior management strategies.
3. Educate faculty about impediments to learning; e.g., bullying, drug and alcohol use and abuse, sexual harassment, effects of prescription medication on students and mental health disorders. (Dignity for All Students Act-DASA training)

4. Strengthen the individual skills of teachers, including: the use of instructional technology, the use of assistive technology, time management and organizational skills, and effective inclusive practices. (all apps, such as Google and Microsoft, iPads, etc.)
5. Facilitate collaborative efforts among faculty with achieving all goals established (e.g. peer↔peer shadowing and planning, co-teaching, sharing best practices, etc.).
6. Develop an awareness of the values, practices and attitudes necessary to promote a positive teaching and learning environment. (project-based learning, student engagement strategies, etc.)

Effective Professional Development Resources should include:

- BOCES staff development specialists and other professional development specialists
- SESIS
- Regional Information Centers
- Local Organizations (Catskill Regional Teacher Center, Museums, County Councils, DSS, etc.)
- NYSED
- Unions (NYSUT, etc.)
- Community Agencies (including, but not limited to, DOH, DEC, OSHA, EPA, ARC, OFO, CDEO, DSS, etc.)
- Professional Memberships and Organizations (including, but not limited to, ACTEA, NYASP, NYSSBA, NYSSCA, etc.)
- Colleges and Universities
- Community Businesses, professionals and other local resources
- Internet resources
- Colleagues

Approved Professional Development Activities

The following categories of activities are suggestions for meeting the needs of our school district in administrative, building teacher and teaching assistant capacity: (Not all suggested activities are intended for Level III teaching assistants)

- Participating in courses and other learning opportunities delivered from many providers, such as BOCES staff developers, institutions of higher education, teacher centers, school districts and independent professional development service providers.
- Coursework linked to improvement of instructional technique or content knowledge, which may or may not be in pursuit of a teaching or advanced teaching degree.
- Completing coursework for more advanced certification or certificates in additional areas or in accordance with teaching assignment requirement for extension to certification.

- Collaborating with other teachers and teaching assistants to examine case studies of student work and development. Including:
 - Field Experiences
 - Classroom visits
 - Out-of-district observations
 - Professional Learning Communities
- Participating in regional scoring of NYSED or SLO assessments, assessing student portfolios or performance tasks
- Creating and assessing teacher or teaching assistant portfolios including portfolio presentations (Collegial review of Evidence Binders)
- Providing Mentoring Service including mentoring, shadowing and coaching
- Engaging in research projects (includes online research)
- Participation in study (collegial) circles such as "Critical Friends" activities, structured guided reflection activities focused on student learning
- Participating in formal programs of peer coaching or participation in peer review.
- Curriculum planning and development committees.
- Pursuing National Board certification or recertification (either as candidate or provider of support)
- Sabbaticals (related to content specialty or enhancement of teaching strategies)
- Participating in reviews of class performance data over time to make decisions about one's own professional development, based on student outcomes
- Developing or collaborating on the development of new programs and instructional methods
- Teacher of the Year activities
- NYSTCE "assessor" or test development committee member
- Delivering professional development (e.g. conducting workshops)

- Development of Statewide curriculum
- Service as support teacher, helping teacher, or coach
- Service as a cooperating teacher for a student teacher or field internships; including attendant meetings and processes.
- Service as an elected officer in professional organizations
- Service as teacher center director
- Service/designation as Master Teacher
- Service on the State Professional Standards and Practices Board Plan), or School Leadership committees.
- Serving on the RTTT Inquiry Team and/or CDEP (Comprehensive District Education Plan committee
- Participating in Professional Development School activities or other school-college teacher development partnerships
- Publishing in educational journals
- Developing and presenting a major paper
- Mentoring, shadowing and coaching
- Teacher collaboration
- Conference and Workshops
- Book reviews and article studies of academic works
- Portfolio presentations

Expected Participation

Individuals who are a Registered holder of a professional classroom teaching certificate, educational leadership certificate, or Level III teaching assistant certificate are required to successfully complete 100 clock hours of acceptable CTLE during the registration period if they

practice in a NYS school district or BOCES. The CTLE requirement may be completed at any time during the registration period. CTLE completed during a prior registration period may not be carried over.

Permanent classroom teacher and school leader certificate holders practicing in New York State school districts or BOCES will be subject to Registration requirements, but will not be subject to CTLE.

Holders of Continuing Teaching Assistant certificates or Pupil Personnel Services (PPS) certificates, such as School Attendance Teachers, School Counselors, School Psychologists, School Social Workers, School Dental Hygiene Teachers and School Nurse Teachers, are not subject to Registration or CTLE requirements.

Teachers are expected to participate in ongoing professional development focused on the plans' goals and objectives. The District may require specific training based upon A.P.P.R. (Annual Professional Performance Review) results. Teachers will also be given choices of activities to improve the quality of their teaching and learning to better meet the learning needs of their students. In order for educators to grow professionally and be models of lifelong learning, substantial staff development is essential. Our students depend on it. It is understood that all new Level III teaching assistants, teachers and administrators with professional certificates must complete the required number of hours every five years. The expectation is that all teachers should follow similar guidelines in completing a substantial number of hours of staff development each year. A wide range of activities should be made available, including:

- Use of Technology (laptops, chromebooks, i-Pads, Smartphones) and 21st Century literacy and skills
- Webinars
- SMART/PowerPoint presentations
- Distance Learning/Video Conferences
- On-line courses
- List serves, email
- Mentoring, shadowing and coaching
- Teacher collaboration
- Conference and Workshops
- Book reviews and article studies of academic works
- Portfolio presentations
- College coursework

Approved Providers of Professional Development

- NYSAHPERD (NYS Association for Health, Physical Education, Recreation, and Dance)
- NYSED
- COSN (Consortium for School Networking)

- ASCD/NYASCD (Association for Supervision and Curriculum Development)
- NYSCATE (New York State Association for Computers and Technologies in Education)
- NYLA (New York Library Association)
- NYSCAA (NYS School Counselors Association)
- SUNY Oneonta
- SUNY Cortland
- SUNY Potsdam
- SUNY Binghamton Teachers College (Columbia University)
- NYSEC (New York State English Council)
- NYSASBO (NYS Association of School Business Officials)
- NYSSBA (NYS School Boards Association)
- CASSC (Catskill Area School Study Council)
- Marzano - Learning Sciences Learning and the Brain
- Educon
- ISTE
- Solution Tree
- American Association of School Librarians
- NCTE (National Council of Teachers English)
- NCTM (National Council of Teachers of Math)
- NYSCSS (NYS Council of Social Studies)
- S/CDN (Staff /Curriculum Development Network)
- STANYS (Science Teachers Association of NYS)
- Representatives from NYS
- BOCES
- RSE-TASC Staff
- RBERN Staff
- Schoology
- Buzz/OHM Learning Network
- Model Schools
- DATAG (Data and Technical Assistance Group)
- BER (Bureau of Education Research)
- Leatherstocking Dyslexia Center
- Catskill Area Teaching Center
- CASDA
- TEQ
- Renaissance Learning
- Productive Struggle

For additional providers of approved professional development, please go to:

- <http://www.highered.nysed.gov/tcert/resteachers/CTLESponsors.html>

Continued Teacher and Leader Education (CTLE) certificate holders: A Registered holder of a professional classroom teaching certificate, educational leadership certificate, or Level III teaching assistant certificate is required to successfully complete 100 clock hours of acceptable CTLE during the registration period if they practice in a NYS school district or BOCES. The CTLE requirement may be completed at any time during the registration period. CTLE completed during a prior registration period may not be carried over. **The CTLE/professional development, are necessary and key ingredients to support the ongoing improvement of instruction and best practices.**

Permanent classroom teacher and school leader certificate holders practicing in New York State school districts or BOCES will be subject to Registration requirements, but will not be subject to CTLE.

Holders of Continuing Teaching Assistant certificates or Pupil Personnel Services (PPS) certificates, such as School Attendance Teachers, School Counselors, School Psychologists, School Social Workers, School Dental Hygiene Teachers and School Nurse Teachers, are not subject to Registration or CTLE requirements.

Acceptable Continuing Teacher and Leader Education (CTLE)

Acceptable CTLE must be taken from a [sponsor approved](#) by the Department.

Acceptable CTLE shall be study in the content area of any certificate title held by the individual or in pedagogy, and include any required study in language acquisition addressing the needs of English language learners as described in section 80-6.3 of Commissioner's Regulations.

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.

Measurement of Continuing Teacher and Leader Education (CTLE)

CTLE credit shall only be granted for CTLE acceptable to the Department and conducted by a sponsor approved by the Department.

For credit-bearing university or college courses, each semester-hour of credit shall equal 15 clock hours of CTLE credit, and each quarter-hour of credit shall equal 10 clock hours of CTLE credit. For all other approved continuing teacher and leader education courses, one CTLE credit hour shall constitute a minimum of 60 minutes of instruction/education.

Continuing Teacher and Leader Education (CTLE) Recordkeeping Requirements

CTLE certificate holders shall maintain a record of completed CTLE, which shall include: the title of the program, the total number of hours completed, the number of hours completed in language acquisition addressing the need of English language learners, the sponsor's name and any identifying number, attendance verification, and the date and location of the program. Such records shall be retained for at least three years from the end of the registration period in which the CTLE was completed and shall be available for review by the Department upon request. Completion certificates are not to be submitted to the Office of Teaching Initiatives unless they are requested.

Adjustments to the Continuing Teacher and Leader Education (CTLE) Requirement

An adjustment to the CTLE requirement, in terms of clock hours and/or the time for completing CTLE, may be granted by the Commissioner, provided that the CTLE certificate holder documents good cause that prevents compliance, which shall include any of the following reasons: poor health certified by a health care provider, extended active duty in the Armed Forces, or other good cause acceptable to the Department which may prevent compliance. The Department will not pre-approve adjustments prior to the conclusion of a five-year Registration period.

Continuing Teacher and Leader Education (CTLE) Language Acquisition Requirements

Holders of Professional English to Speakers of Other Languages certificates or Bilingual Extension Annotations are required to complete a minimum of 50 percent of the required CTLE clock hours in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.

All other Professional certificate holders must complete a minimum of 15 percent of the required CTLE clock hours in language acquisition addressing the needs of English language learners, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.

Level III Teaching Assistant certificate holders must complete a minimum of 15 percent of the required CTLE clock hours dedicated to language acquisition addressing the needs of English language learners and integrating language and content instruction for English language learners.

A Language Acquisition Requirement table can be found at:

[Language Acquisition Requirement Table](#)

The following are suggested activities for meeting the CTLE language acquisition requirements:

Best Practices

- Best practices for Bilingual Education (Dual Language and Transitional programs)
- Best practices for English as a New Language (ENL)
- Academic language and English Language Learners (ELLs)/Multilingual Learners (MLLs)
- Co-teaching strategies, structures and supports
- Effective literacy strategies for ELLs/MLLs
- Scaffolds that support ELLs/MLLs in mastering core content
- Home Language and literacy development
- Aligning instructional resources to meet the needs of ELLs/MLLs
- Lesson Planning using the Targets of Measurement (TOMs), Performance Level Descriptors (PLDs), and the Bilingual Common Core Progressions

Identification, Placement, Assessment

- Identification procedures for ELLs/MLLs
- Response to Intervention (RtI) for ELLs/MLLs
- Identification and placement procedures for ELLs/MLLs
- Assigning credits and reviewing international transcripts
- Appropriate assessment procedures/approaches to ELL/MLL assessment
- Language Learning vs. Disability

IEPs, Instruction, Students with Disabilities

- Integrating language and content instruction for ELLs/MLLs
- Meeting the needs of subpopulations of ELLs/MLLs (e.g., Students with Interrupted/Inconsistent Formal Education, ELLs/Students with Disabilities, Newcomers, Developing ELLs, Long Term ELLs, Former ELLs)
- Bridges training for Low Literacy SIFE
- Bilingual Common Core Progressions
- Best practices for working with ELLs/MLLs with an IEP
- Gifted and Talented ELLs/MLLs

Home, Family, Community, Culture and Social

- Home language and literacy development in Bilingual Education programs
- Strengthening home/school communication
- Cultural responsiveness or cultural competency training for teachers and administrators
- Best practices on how to support and sustain ELLs’/MLLs’ social and emotional development needs, including creating a safe and supportive environment that is conducive to learning
- Supporting and strengthening family and community engagement
- Cultivating a multilingual school environment
- Using the home language to accelerate English Language Development

Exemption from the Continuing Teacher and Leader Education (CTLE) Language Acquisition Requirements

Classroom teachers, school leaders and Level III Teaching Assistants who are employed by a school district or BOCES with an approved exemption pursuant to section 154-2.3(k) shall be exempt from the language acquisition CTLE requirements prescribed in this subdivision for each

such year that they practice in a New York State school district or BOCES with an approved exemption. Such exemption does not reduce the 100-hour requirement.

Continuing Teacher and Leader Education (CTLE) Requirements for National Board Certification Holders

A holder of a certificate in the classroom teaching service who achieves certification from the National Board for Professional Teaching Standards shall be deemed to have met the CTLE requirement for the registration period in which such National Board Certification is achieved; provided that the CTLE certificate holder continues to meet the applicable required CTLE requirements in language acquisition as described above.

Notification of Name and/or Address Change

Any change of name or address for a certificate holder must be updated by the holder in the TEACH system within thirty days of such change. A certificate holder who fails to inform the Department of his or her name or address change may be subject to moral character review.

For more information see the [March 2016 Regents item](#)

Mentoring

Commissioner's Regulation 100.2 (dd) for 2000-2001 requires local school districts and BOCES to develop mentoring plans to ensure high quality mentoring for new teachers. The approved plan for **Andes C.S.D.** is found in **Appendix B**.

Steps to Attain Approval of Professional Development Activities by Andes for Certification Maintenance:

The following pages contain professional development guidelines and activities that may be used for maintaining your professional or certified teaching assistant certification. Regard the list as ideas you may consider implementing and not as pre-approved activities.

All activities, conferences, meetings, coursework, presentations, etc. **must be pre-approved by your Superintendent prior to attendance**. After gaining approval from your administrator, the District will then review and approve or negate proposed activities for use as professional development hours towards certificate maintenance.

Please note that the computation of hours recorded while attending meetings and conferences must be inked to agendas or schedules. For example, travel, lunch and down-time are not acceptable clock hours. Time spent in meetings and workshops are acceptable clock hours. For this reason, please be certain to maintain copies of all agendas and conference schedules for documentation purposes.

The steps to maintain professional development hours are as follows:

- Choose activity to be counted towards maintaining professional development clock hours
- Have activity approved
- Engage in activity
- **Maintain personal records of professional development activities on form provided in this packet**

Appendix A:

The University of the State of New York

THE STATE EDUCATION DEPARTMENT

Office of Teaching Initiatives 89 Washington Avenue Albany, New York 12234

www.highered.nysed.gov/tcert

**Completion of Approved Continuing Teacher and Leader Education (CTLE) Hour(s)
Certificate**

All CTLE must be completed with Approved Sponsors and be reported using this form in addition to any electronic reporting requirements. Instructions for the Trainee:

Please complete Section I and retain your copies for eight years. It is not necessary to send a copy of this form to the Office of Teaching Initiatives unless it is requested in the event of an audit or for use in obtaining an Initial Reissuance.

A separate form must be completed for each training.

Instructions for the Approved CTLE Sponsor:

Please complete Sections II and III. These sections must be completed by the Approved CTLE Sponsor authorized individual. Sponsors must verify that the trainee completed the activity, the title, date(s) and number of hours awarded. Records must be retained for a period of eight years. You may use an alternative form or format, however that alternative must capture the same information that is requested on this form. Section I:			
First Name:	Last Name:	Middle Initial:	
Date of Birth: _____ / _____ / _____	Last 4 Digits of the Social Security Number: _____		
Section II			
Name of Venue: _____ —			
Street Address:	City:	State:	Zip Code:

CTLE Activity Title:

_____ (Indicate title/subject/grade level, etc.)

Select One or More Areas of Activity: _____ Pedagogy _____ Content _____
English Language Learning

CTLE Date(s): from: ____/____/____ to ____/____/____ **Number of hours awarded**
_____ (mm) (dd) (yyyy) (mm) (dd) (yyyy)

Section III

I certify that the individual listed in Section I completed the CTLE cited above pursuant to Subpart 80-6 of the Regulations of the Commissioner of Education.

Approved Sponsor Name:

Print Name of Authorized Certifying Officer :

Signature of Authorized Certifying Officer:

Approved Provider Identification Number: _____ Date:

Email: _____ Phone #:

Appendix B:

Commissioner's Regulation 100.2 (dd) for 2000-2001 requires local school districts and BOCES to develop mentoring plans to ensure high quality mentoring for new teachers. The approved plan for **Andes C.S.D.** is found below:

First year teachers must participate in a mentoring program as a component of the School District's Professional Development Plan. The purpose of the mentoring program is to increase the retention of new teachers and improve their ability to assist students in attaining State learning standards. The mentor's role is to provide guidance and support to a new teacher. However, additional mentor responsibilities may be negotiated and reflected in a collective bargaining agreement.

1. Purpose of Mentoring Program

Teachers entering Andes Central School District as Initial Educators shall be assigned to an approved mentor. Mentors will be a resource for the Initial Educator to observe, confer, provide advice and assistance and overall help teachers succeed during their initial teaching experience in the District.

2. Mentor Board

The Teachers Association will select three (3) teachers to comprise a Mentor Board. This Mentoring Board will assist in the identification and selection of mentors for the Initial Certified teacher. The Mentoring Board will recommend to the superintendent their choice for his/her consideration.

3. Mentor Criteria

a. A bargaining unit member with tenure in Andes and/or a professional in or out of the District holding New York State permanent/professional certification.

b. Shall be appointed for one (1) year, renewable by recommendation of the superintendent and approval by the Board of Education.

c. Have completed required mentor training.

4. Mentor Requirements and Responsibilities

a. Mentors are required to assist new teachers with their initial orientation and provide continuing orientation as needed during the school year.

b. Mentors cannot be required or empowered to evaluate any member of the bargaining unit or any other employee in the District.

c. The District and Association agree that the mentor teacher shall not be required, subpoenaed or called to testify as a witness in any Board or Administrative meeting, grievance, discipline, discharge or non-renewal procedure, or an arbitration on behalf of the District against the educator being mentored.

d. All communication, except a Final Summary Sheet listing dates of meetings and topics covered, between mentor and the educator being mentored shall remain confidential (i.e. exclusively between them).

5. Mentor Limitations

Should an ex-member take an administrative/supervisory position he/she can have no involvement in the evaluation of the teacher(s) he/she mentored until the teacher holds a professional license.

6. Mentor Incentives

a. Mentors shall be compensated at the rate of five hundred dollars (\$500) annually.

b. Required mentor training or service for non- calendar school days will be paid at a rate of \$100/day. Without mentor approval, summer responsibilities are limited to three (3) days.

7. Mentor Removal

The mentor may request to be removed from mentoring an Initial Educator. The removal of the mentor will not occur without the Initial Educator being informed. If the mentor no longer wishes to participate, the request shall be granted. The mentor needs to resign in writing and the position needs to be re-posted. In the event of a health or compelling reason to step down as mentor, the mentor will be paid prorated.

8. Mentor Protection

The District agrees to indemnify and shall save mentors and those reviewing and making recommendations on professional development plans harmless against any and all claims or other forms of liability, including court costs, that shall arise out of or by reason of action taken or not taken, which action or non-action is in compliance with the provisions of this Article, including but not limited to claims against the bargaining unit member for denial of an educational license to another employee.

Adopted by BOE: March 17, 2011; amended November 17, 2016; amended November 16, 2017

District: Andes Central School BEDS CODE: 120102040000

Andes Central School
2022-2023
Professional Development Plan

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 other certified in the plan.

The plan focuses on improving student performance and teacher practice as identified through data analysis.

The plan provides staff development that is:

- aligned with state content and performance standards
- is articulated within and across grade levels
- is continuous and sustained
- indicates how classroom performance and teacher practice will be improved and evaluated
- indicates strategies and activities each teacher in the district will pursue
- 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 of the plan was adopted at a public meeting of the Board of Education.

Dr. Patrick Darfler-Sweeney
Superintendent of Schools

Ms. Kelly L. Kilpatrick
President, Board of Education