



PROFESSIONAL LEARNING PLAN

2021-2024

Superintendent: Dr. William Crankshaw

BEDS Code: 17-06-00-01-0000

District: Greater Johnstown School District
Address: 400 S. Perry Street, Johnstown, NY 12095
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Composite of Professional Development Teams

Number of school buildings in district: three schools with three areas of grade designation (PK-2, 3-6, 7-12)

Indicate how school team(s), if any, will be represented on district team:

The district professional development team comprises at least one teacher representative from each grade configuration (PK-2, 3-6, 7-12) and administrative representatives from each school, the director of Curriculum and Instruction, the director of special education, director of technology, and a parent representative.

Professional Development Planning Team

1. Scope of Professional Development Team Responsibility:

The professional development team is involved in the following aspects of developing the professional development plan:

- ✓ *Goal Setting*
- ✓ *Need Analysis*
- ✓ *Planning/ Developing Activities*
- ✓ *Plan Implementation*
- ✓ *Evaluation/ Modifying Plan*
- ✓ *Resource Allocation*
- ✓ *Objective Setting*

2. On average, please identify the number of hours a teacher will be involved with professional development on an annual basis. This may include planning, delivery, application and/or evaluation of professional development activities.

A minimum of 20 hours

Need/and Data Analysis for Professional Development Plan

1. Describe how the professional development plan is aligned with Next Generation/current learning standards by content area and assessment, student needs and is articulated within and across grade levels.

Each goal is designed to improve student achievement of the state standards and increase student performance on state assessments. All goals are directly related to our District Comprehensive Improvement Plan which not only supports student achievement on state standards but also chronic absenteeism, student social emotional welfare and family engagement.

The Greater Johnstown School District has three buildings comprising the following levels: K-2, 3-6 and 7-12. Staff development work will occur at grade or building levels and through vertical grade discussions under the overarching district-wide professional development goals. In addition, preK-12 professional development will be offered for all staff across all buildings through district Curriculum and Instruction Leaders, Data Coaches, Digital Learning Coaches and Technology Coaches.

The district will use a universal data protocol, whereby all teachers (grade or department) will analyze data in specified intervals using an approved set of reflective questions at both the individual teacher level and as a cohort (grade/department).

2. Describe how the professional development plan is continuous, reflecting a multi-year approach to improve student performance.

This plan is primarily focused on the implementation of the District Comprehensive Improvement plan to support the implementation of New York Learning Standards, chronic absenteeism, data collection and analysis of data, and social emotional learning. In addition we will focus on supporting families through family engagement practices and digital learning.

The plan is based on a continuous process of data review and analysis to ensure student achievement. Monitoring of this process will be led by curriculum and instructional leaders, data coaches, building and district administration.

These teams are charged with developing school improvement plans that will address state standards and performance on state assessments. The development of the professional development plan grows out of the data analysis and school improvement process. Part of the process is planning professional development that will lead to improved student performance.

Needs Assessment Sources Used

Indicate the sources you used and include any additional detail needed to identify the basis of your needs analysis:

- ✓ School Report Card
- ✓ NYSED School Accountability Reports
- ✓ Student Attendance Rates
- ✓ Graduation and Dropout Rates
- ✓ Student performance results disaggregated by ethnicity, Gender, SES, and other special needs
- ✓ State benchmarks for student performance
- ✓ Other student surveys
- ✓ Longitudinal data
- ✓ Teacher surveys
- ✓ Teacher self-assessment
- ✓ Technology Surveys
- ✓ Data from at-home learning

District Resources

Fiscal: ESSA Title I
ESSA Title IIA
IDEA 611/619
District allocated PD Funding

Human: Several staff members and other providers who periodically share expertise on specific subjects are routinely involved in staff development. Among these people are:

Superintendent of Schools
Assistant Superintendent of Schools
Director of Curriculum and Instruction
Building Principals
Curriculum and Instructional Leaders
Mentors
Director of Technology
Director of Special Education
Technology Coaches
Digital Learning Coaches

Other Providers:

Capital Region BOCES
WSWHE BOCES
HFM BOCES
Curriculum Associates
Questar
CASDA
Greater Capital Region Teacher Center
Local Law Enforcement
Catholic Charities
Mental Health Association
Fulton County Prevention Council

**GJSD
PROFESSIONAL DEVELOPMENT PLAN
2020-2022**

Description of Teams for 2021-2022 (current) school year:

Administrators

Dr. William Crankshaw
Alicia Koster
Nicole Panton
Austin Heroth
Nicole Lent

Scott Hale
Robert Kraemer
Dr. Matt Lewis
Cory Cotter

**Teachers/Counselors/in-house
trained professionals**

PAX GBG Partners
Technology Integration Coaches
TCI trainers
Melissa Livingstone, Mentor Coordinator
Building Instructional Coaches

Pleasant Ave Teachers:

Nicole Davis (Grade 1 Teacher)
Olivia Barnett (Kindergarten Teacher)
Ellen Roehl (AIS Teacher)

Warren Street Teachers:

Emily Cox (Grade 3 Teacher)
Caroline Wagner (Grade 4 Teacher)
Christina Rau (Grade 6 Teacher)
Quinn Swartout (Grade 6 Teacher)

7-12 Jr/SR High School Teachers:

Amanda Bernaski (HS Math Teacher)
Meredith Fagan (HS English Teacher)
Jennifer Sweeney (MS Social Studies Teacher)
Heidi Boleburch (MS Science Teacher)

Greater Johnstown School District Mission & Goals

District Mission:

The GJSD will provide and support diverse, quality academic opportunities in collaboration with our community in order to graduate citizens with the knowledge, skills, and ability to promote and succeed in a stronger society.

District Goals:

Goal 1. Johnstown graduates will be college, career, and civic ready. Students will be proficient and literate in the areas of communication, digital technology and cultural acceptance while exhibiting good citizenship.

Goal 2. Students shall be engaged in rich and diverse opportunities that encompass personal, cultural, and varied learning experiences. Students should participate in the greater community, be encouraged to participate in goal setting, applied learning, personal expression, and citizenship.

Goal 3. The Johnstown School District will foster a faculty experience that encourages student engagement through providing freedom and empowerment, access to resources, communication and collaboration, and efforts to allow them to feel supported and valued.

Goal 4. The Johnstown School District will welcome parents and community members as respected resources for our schools. Effective two-way communication will be fostered among school, parent and community groups. The district will offer a range of opportunities for parent and community involvement.

Goal 5. The Johnstown School District will maintain a balance between program services and citizens' contributions. Creative approaches to increasing revenue will be encouraged while decreasing expenses and conservation practices remain vital.

GJSD Professional Development Vision & Goals

PD Vision Statement:

The Greater Johnstown School District will provide professional development opportunities that engage and meet the needs of all members of the school community in continuous professional growth, designed to increase the success and achievement of all students. Through an environment of collegiality and collaboration, all employees will have opportunities to gain and refine knowledge to meet individual professional growth goals.

Strategic PD Goals:

The Greater Johnstown School District PD Committee has established the following strategic instructional technology goals:

2022-2024 Goals:

1. All curricula will be aligned with the Next Generation/current learning standards by content area set by New York State Department of Education.
2. All administrators and teachers will be trained in using research based practices to track student attendance and interventions to support students who are or at risk of being chronically absent.
3. All administrators and teachers will continue to use data to inform instruction, to provide interventions, and to ensure student achievement.
4. All faculty, staff and administrators will develop safe environments in classrooms, hallways, cafeterias, locker rooms, etc. that are free of bullying or harassment in any form or manner and utilize research based trauma informed practices.
5. All faculty, staff and administrators will be trained to support the integration of technology to improve instruction, enhance student engagement and maximize learning in a 21st century classroom.
 - Teachers will prepare students to be productive and responsible citizens by incorporating the NYS Computer Science and Digital Fluency Standards into the current district curriculum.
 - Teachers will acquire a uniform set of basic skills and the pedagogical techniques to facilitate learner-centered, standards-aligned curricula that integrate the use of technology tools.

- The Greater Johnstown School District will provide access to relevant and rigorous professional development opportunities pertaining to technology use, technology integration, and the safe and secure use of digital tools.

District Goal Ia: All reading instruction in K-8 will be aligned to the science of reading

Theme: Curriculum

TARGET AREA: What will teachers know and be able to do as a result of professional development?	PROFESSIONAL DEVELOPMENT: How will the district/building address the professional development needs?	METHODS AND TIMELINE: When will this professional development occur?	EVALUATION: How will we know the professional development was effective?
All reading and ELA teachers will instruct students in reading with the Science of Reading as our foundation.	<p>Reading League Summer Institute <i>(AIS providers, Instructional Coaches, and School Psychologist)</i></p> <ul style="list-style-type: none"> ○ Intro to Science of Reading ○ Phonemic Awareness ○ Phonics Awareness ○ Six-Step Lesson Plan ○ Understanding Dyslexia ○ Assessing for Dyslexia <p>Reading League - Science of Reading Intro: <i>(All Elementary ELA, 7/8 ELA, Special Education & Building Admins)</i></p> <ul style="list-style-type: none"> ○ Intro to Science of Reading ○ Phonemic Awareness ○ Phonics Awareness ○ Six-Step Lesson Plan ○ Simulation of Six-Step Lesson Plan ○ Simple View of Writing <p>Language Essentials for Teachers of Reading and Spelling (LETRS) Training - Cohort of 6</p> <ul style="list-style-type: none"> ● PA - N. Lisicki, K. Brennan & 	<ul style="list-style-type: none"> ● Summer Virtual Training <ul style="list-style-type: none"> ○ Jul. 2021 - Aug. 2021 ● Sup't Conference Days (Oct. 12 & Mar. 11) ● During Instructional Days - 1/2 AM and PM sessions with substitutes (Nov. 8-9, Dec 7-8, Jan. 10-11) ● Live After-School Virtual Training (Nov. 16, Dec. 13, Jan. 24) ● Recorded Virtual Training (On-demand) ● During Instructional Days - 1/2 AM and PM sessions with substitutes (June. 9-10) ● Year 1 (Dec. 2021 - Dec. 2022) - Units 1 -4 & Year 2 (Dec. 2022 - Dec. 2023) - Units 5-8 <ul style="list-style-type: none"> ○ 2 - 1/2 day live virtual 	

	<p>A. Hale</p> <ul style="list-style-type: none"> ● Warren - T. House & K. Preston ● Admin - N. Panton <p>Language Essentials for Teachers of Reading and Spelling (LETRS) Training - Cohort of 40</p> <ul style="list-style-type: none"> ● All classroom ELA teachers at PA and Warren ● Special Education Teachers ● AIS Teachers ● Building Administrators <p>Reading League On-Site Embedded Coaching (2 days per week for 35 weeks)</p> <p>Implementation of new Reading Program:</p> <p>K-5 Instructional Leaders Initial Training (<i>Building Admin, Dir. Curr. & Instruction, C/I Leaders, Instructional Coaches</i>)</p> <p>Initial Training for Grades 6-8 Leaders (<i>Building Admin, Dir. Curr. & Instruction, C/I Leader ELA</i>)</p>	<p>trainings with LETRS trainer per unit</p> <ul style="list-style-type: none"> ○ Online Asynchronous platform with reading, assessment and videos ○ Reading in Textbook <ul style="list-style-type: none"> ● Year 1 (May. 2022 - May. 2023) - Units 1 -4 & Year 2 (May. 2023 - May. 2024) - Units 5-8 <ul style="list-style-type: none"> ○ 1 - full-day live virtual or in person trainings with LETRS trainer per unit (Unit 1 virtual - Aug 23, Unit 2 in person - Oct. 7, Unit 3 - Jan. 3, Unit 4 - Mar. 17, Units 5-8 -TBD) ○ Online Asynchronous platform with reading, assessment and videos ○ Reading in Textbook ● Sept. 2022 - Jun. 2023 ● Spring 2022 - April 5 <ul style="list-style-type: none"> ○ 1 - ½ day live virtual trainings with CKLA trainer ● Spring 2022 - April 6 <ul style="list-style-type: none"> ○ 1 - ½ day live virtual trainings with CKLA trainer 	
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	<p>6-8 Initial Training for Teachers <i>(Classroom Teachers)</i></p> <p>6-8 Enhancing Planning & Practice for Teachers<i>(Classroom Teachers)</i></p> <p>K-2 Initial Training Skills Strand for Teachers <i>(Classroom Teachers)</i></p> <p>K-2 Initial Training Knowledge Strand for Teachers <i>(Classroom Teachers)</i></p> <p>3-5 Initial Training for Teachers <i>(Classroom Teachers)</i></p> <p>Professional Learning to Occur during the 2022-23 SY: Enhancing Observations for K-5 Leaders <i>(Building Admin, Dir. Curr. & Instruction, C/I Leaders, Instructional Coaches)</i></p> <p>Enhancing Observations for 6-8 Leaders <i>(Building Admin, Dir. Curr. & Instruction, C/I Leaders, Instructional Coaches)</i></p> <p>K-2:</p> <ul style="list-style-type: none"> ● Enhancing planning & Practice for Teachers <i>(Classroom Teachers)</i> 	<ul style="list-style-type: none"> ● Spring 2022 - May 2 <ul style="list-style-type: none"> ○ 1 - full-day live virtual trainings with CKLA trainer ● Spring 2022 - June 20 <ul style="list-style-type: none"> ○ 1 - full-day live virtual trainings with CKLA trainer ● Summer 2022 - June 28 or July 26 <ul style="list-style-type: none"> ○ 2 - full day live virtual (recorded if needed) trainings with CKLA trainer ● Summer 2022 - June 29 or July 12 <ul style="list-style-type: none"> ○ 2 - full day live virtual (recorded if needed) trainings with CKLA trainer ● Summer 2022 - June 27 or July 11 <ul style="list-style-type: none"> ○ 2 - full day live virtual (recorded if needed) trainings with CKLA trainer <p>DATES TBD for PL listed to the left</p> <ul style="list-style-type: none"> ● Fall 2022 - TBD <ul style="list-style-type: none"> ○ 1 - 1/2-day live virtual trainings with CKLA trainer ● Fall 2022 - TBD <ul style="list-style-type: none"> ○ 1 - 1/2-day live virtual 	
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	<ul style="list-style-type: none"> ● Small Group Instruction <i>(Classroom Teachers)</i> ● Writing <i>(Classroom Teachers)</i> <p>3-5:</p> <ul style="list-style-type: none"> ● Enhancing planning & Practice for Teachers <i>(Classroom Teachers)</i> <ul style="list-style-type: none"> ● Small Group Instruction <i>(Classroom Teachers)</i> ● Writing <i>(Classroom Teachers)</i> <p>6-8:</p> <ul style="list-style-type: none"> ● Enhancing Planning & Practice for 6-8 Teachers <i>(Classroom Teachers)</i> ● <i>Analytic Reading</i> ● <i>Supporting all Learners</i> ● <i>Data-Informed Instruction</i> ● <i>Writing: Improving through feedback</i> 	<p>trainings with CKLA trainer</p> <ul style="list-style-type: none"> ● Fall 2022 - TBD <ul style="list-style-type: none"> ○ 1 - 1/2-day live virtual trainings with CKLA trainer 	
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District Goal I: All curricula will be aligned with the Next Generation/current learning standards by content area set by New York State Department of Education.

Theme: Curriculum Alignment

TARGET AREA: What will teachers know and be able to do as a result of professional development?	PROFESSIONAL DEVELOPMENT: How will the district/building address the professional development needs?	METHODS AND TIMELINE: When will this professional development occur?	EVALUATION: How will we know the professional development was effective?
All teachers will plan and implement lessons based on the Next Generation/current learning standards.	<ul style="list-style-type: none"> ● Webinars & PD on NYS Next Generation Standards ● Guest speakers ● Consultant work ● Turn-Key Trainers ● Curriculum and Instructional Leaders ● Data Coaches ● New Teacher Induction Program-orientation. ● Curriculum Writing/standards work ● Cross-Curricular Collaboration-Team Meetings 	<ul style="list-style-type: none"> ● Summer curriculum ● 10 hour contractual time ● Faculty and department or grade level meetings ● Release time ● Superintendent Conference Days ● Grade level collaborative planning sessions ● PLCs ● Monthly grade level meetings ● Cross-Grade level meetings ● Summer Training 	<ul style="list-style-type: none"> ● Teaching units and lessons will be aligned with the NYS Next Generation/current learning standards as evidenced by teaching points and/or scope and sequence maps ● Feedback to PDP Team ● Curriculum meetings with administration ● Student performance on various assessments: iReady Growth, NYS Assessments, Common Formative Assessments, final exams
All Science educators in grades 3-8 will be trained in the new Science Investigations	<ul style="list-style-type: none"> ● Small Group Instruction <i>(Classroom Teachers)</i> ● Regional Network Meetings <i>(Building Administration & Director of Curr. and Instruction)</i> 	<ul style="list-style-type: none"> ● Fall - Winter 22 - TBD <ul style="list-style-type: none"> ○ Initial training on investigations ● Fall - Winter '22 <ul style="list-style-type: none"> ○ Regional planning with HFM BOCES District Leadership Teams to discuss logistical needs related to implementation of investigations 	

District Goal II: Better serve social and emotional learning of students, in part, by monitoring student attendance data carefully to track students at risk for chronic absenteeism and provide interventions to promote improved attendance.

Theme: Chronic Absenteeism

TARGET AREA: What will teachers know and be able to do as a result of professional development?	PROFESSIONAL DEVELOPMENT: How will the district/building address the professional development needs?	METHODS AND TIMELINE: When will this professional development occur?	EVALUATION: How will we know the professional development was effective?
Teachers will use research based strategies to promote student attendance in classes	<ul style="list-style-type: none"> ● Attendance Works - Capacity Building (Success Mentors) <ul style="list-style-type: none"> ○ Quarterly Meetings - guidance on using the Success Mentor Handbook, best practices, tools and resources, problem solving ● Attendance Works - Capacity Building (Attendance Teams) <ul style="list-style-type: none"> ○ Quarterly Meetings - Root cause analysis, assigning interventions, student success plans, effective messaging, best practices, tools and resources, problem solving ● Attendance Works - Principal Consultation 	<ul style="list-style-type: none"> ● Meeting 1: August 31, 2022, Meeting 2: Fall 2022, Meeting 3: Winter 2023, Meeting 4: Spring 2023 ● Meeting 1: August 31, 2022, Meeting 2: Fall 2022, Meeting 3: Winter 2023, Meeting 4: Spring 2023 ● Ongoing throughout the 2022-23 sy 	Improvement in student attendance. Improvement in student assessment data

<p>School Based Intervention Teams (SBIT) will utilize consistent protocols to target students at risk and provide interventions to students</p>	<ul style="list-style-type: none"> ● Professional Development from Attendance Works on protocols and interventions to support tier 2 and tier 3 ● Data coach meetings on analyzing data ● Staff and grade level meetings 	<ul style="list-style-type: none"> ● Summer curriculum ● 10 hour contractual time ● Faculty and department or grade level meetings ● Release time ● Superintendent Conference Days ● Bi-weekly meetings ● Data meetings with universal data protocol ● Curriculum, Instruction & Assessment meetings for administrators 	<p>Improvement in student attendance.</p> <p>Improvement in academic success for at-risk students</p>
<p>All K-12 Teachers, Aides and Teaching Assistants will be trained in TCI de-escalation strategies</p>	<ul style="list-style-type: none"> ● Initial Training for Staff <i>(Classroom Teachers, Aides, TAs)</i> ● De-Escalation Workshops - Based on needs of students and staff 	<ul style="list-style-type: none"> ● In-Person 2.5 hour Session <ul style="list-style-type: none"> ○ Sup't Conference Days (Oct. 7 & Jan. 3) ○ ½ Day Conference Days (Nov. 16 & 21) ○ During Instructional Days - ½ AM and PM sessions with substitutes ● In-Person sessions scheduled as needed by TCI Trainers at request of Principal or BMT 	

District Goal III: All administrators and teachers will continue to use data to inform instruction, to provide interventions, and to ensure student achievement.

Theme: Data Driven Instruction

TARGET AREA: What will teachers know and be able to do as a result of professional development?	PROFESSIONAL DEVELOPMENT: How will the district/building address the professional development needs?	METHODS AND TIMELINE: When will this professional development occur?	EVALUATION: How will we know the professional development was effective?
All instructional staff and administration will use data to make informed instructional intervention decisions.	<ul style="list-style-type: none"> ● iReady Data ● Ready Diagnostic Training - Curriculum Associates ● F&P Data ● Datamate Data ● Collaborative grading ● Math PD: Curriculum Associates ● Colleague Collaboration ● Continue work with Director of Curriculum and PD ● Monthly meetings with building data coaches ● Dept. time scheduled once/month 	<ul style="list-style-type: none"> ● Summer curriculum ● 10 hour contractual time ● Faculty and department or grade level meetings ● Common planning time ● Release time ● Superintendent Conference Days ● Consultant work (BOCES) ● Embedded PD provided by coaches ● Curriculum, Instruction & Assessment meetings for administrators ● Data meetings with universal data protocol 	<ul style="list-style-type: none"> ● Grade level/department meeting agendas and notes ● Test scores: iReady, state ELA and Math, F & P growth, ● Data protocol

District Goal IV: All faculty, staff and administrators will develop safe environments in classrooms, hallways, cafeterias, locker rooms, etc. that are free of bullying or harassment in any form or manner and utilize research based trauma informed practices.

Theme: Social Emotional Learning

TARGET AREA: What will teachers know and be able to do as a result of professional development?	PROFESSIONAL DEVELOPMENT: How will the district/building address the professional development needs?	METHODS AND TIMELINE: When will this professional development occur?	EVALUATION: How will we know the professional development was effective?
Teachers will know the best ways to reduce bullying, harassment and conflict in all areas of the school and online.	<ul style="list-style-type: none"> ● DASA Training ● Restorative practices - Community Circles ● PAX Good Behavior Game ● Safe Schools Training 	<ul style="list-style-type: none"> ● Faculty and department or grade level meetings ● Release time ● Superintendent Conference Days 	<ul style="list-style-type: none"> ● Reduction in reported incidents of bullying and harassment ● Faculty/staff surveys
Staff and faculty will identify trauma based strategies to implement K-12	<ul style="list-style-type: none"> ● Initial PAX Good Behavior Game training (New K-6 Classroom Teachers) ● On-Going PAX Good Behavior Game training ● Mental Health First Aid training ● Safe Schools Training 	<ul style="list-style-type: none"> ● Fall 2022 - <ul style="list-style-type: none"> ○ 1-Full-Day Virtual Session ○ Oct. 19 or Nov. 2 ● Fall 2022 - Spring 2024 <ul style="list-style-type: none"> ○ Mini refresher trainings as needed ● Dates TBD ● Yearly Mandatory Training <ul style="list-style-type: none"> ○ July - October of SY 	<ul style="list-style-type: none"> ● Student and faculty/staff surveys ● Increase in student attendance ● Increase in student performance

District Goal V: Continue to support the integration of advanced technology applications to improve instruction, enhance student engagement and maximize learning in the 21st century classroom.

Theme: Technology integration, student engagement

TARGET AREA: What will teachers know and be able to do as a result of professional development?	PROFESSIONAL DEVELOPMENT: How will the district/building address the professional development needs?	METHODS AND TIMELINE: When will this professional development occur?	EVALUATION: How will we know the professional development was effective?
Teachers will prepare students to be productive and responsible citizens by incorporating the NYS Computer Science and Digital Fluency Standards into the current district curriculum.	Staff will receive PD on the following topics: <ul style="list-style-type: none"> ● Computer Science and Digital Fluency Standards ● Project STEM/Amazon Future Engineer Program (6-12) ● Promethean Panels ● G Suite for Education ● Various District-approved software platforms 	<ul style="list-style-type: none"> ● Faculty and department or grade level meetings ● Superintendent Conference Days ● After school technology training ● Office Hours and periodic PD with Director of Technology and Director of Curriculum and PD ● Embedded PD via Digital Learning Curriculum & Instructional Leaders and Instructional Technology Coaches ● On-demand and embedded technology training 	<ul style="list-style-type: none"> ● Increased student engagement observed in teacher observations and informal walkthroughs/classroom visits ● Student surveys ● Staff surveys
Teachers will acquire a uniform set of basic skills and the pedagogical techniques to facilitate learner-centered, standards-aligned curricula that integrate the use of technology tools.	Staff will receive PD on research/evidence based practices for technology integration, specific to district-adopted curriculum.	<ul style="list-style-type: none"> ● Faculty and department or grade level meetings ● Superintendent Conference Days ● After school technology training ● Office Hours and periodic PD with Director of Technology and Director of Curriculum and PD ● Embedded PD via Digital Learning Curriculum & Instructional Leaders and Instructional Technology Coaches ● On-demand and embedded 	<ul style="list-style-type: none"> ● Increased student engagement observed in teacher observations and informal walkthroughs/classroom visits ● Student surveys ● Staff surveys

		technology training	
The Greater Johnstown School District will provide access to relevant and rigorous professional development opportunities pertaining to technology use, technology integration, and the safe and secure use of digital tools.	<p>Staff will receive PD on:</p> <ul style="list-style-type: none"> ● Data Security & Privacy ● Cybersecurity ● Children’s Internet Privacy Act (CIPA) ● Evidence based practices for technology integration 	<ul style="list-style-type: none"> ● Faculty and department or grade level meetings ● Superintendent Conference Days ● After school technology training ● Office Hours and periodic PD with Director of Technology and Director of Curriculum and PD ● Embedded PD via Digital Learning Curriculum & Instructional Leaders and Instructional Technology Coaches ● On-demand and embedded technology training 	<ul style="list-style-type: none"> ● Increased student engagement observed in teacher observations and informal walkthroughs/ classroom visits ● Student surveys ● Staff surveys

To: Professional Certificate Holders
From: Greater Johnstown School District

Continuing Teacher and Leader Education (CTLE) Section 3006 of the Education Law

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.

The district will be required to upload, through the online TEACH system, information related to the CTLE programs and activities provided to certificate holders including: participants, number of hours provided, and the type of CTLE programs or activities provided.

The following activities meet the criteria listed above and will count for CTLE credit for the 2018-2022 school years:

List of Providers

Any PD listed in MyLearningPlan sponsored by district personnel- time varies

Staff hired to provide PD:

Nicole Pantan, Director of Curriculum and PD

Nicole Lent, Director of Spec. Ed.

School Counselors and School Psychologist

School Social Worker

School Nurses

District Data Coaches

District Digital Learning Coaches

District Curriculum and Instructional Leaders

Rachel Heroth, Director of Technology

Building Administrators

Consultants/community partners/local BOCES:

Curriculum Associates

Teachers College

CASDA offerings

HFM BOCES Offerings

WSWHE BOCES Offerings

Capital Region BOCES

NERIC

Questar BOCES

ASHA - American Speech/Hearing Association

NERIC

NYSUT

ASCD

SAANYS

Center for Educational Leadership (Coaches Academy)

Greater Capital Region Teacher Center

Solution Tree
Handle with Care
Center for Leadership in Education
Council for Prevention
Campbell House Psychological Associates - Behavior Management
Center for Autism & Related Disabilities (out of UAlbany)
Parent Network of the Capital Region
NYCASE - New York Council of Administrators of Special Education (non profit educational advocacy group)
The Teacher Center for Effective Teaching the Greater Capital Region
Therapeutic Crisis Intervention - Cornell University College of Human Ecology
CDPHP
Castle Learning
NYSCOSS and LEAF, Inc.
Utica National School Safety
Bureau of Education Research
NYSCATE
ISTE
Edvista (datamate)
OTIS for Educators
Zoom.us
Catholic Charities
Attendance Works
CASDA

MENTOR PROJECT:

Mentor Program

1. Purpose and Intended Outcomes:

The purpose of the JTA district's mentoring program for a first year teacher is to improve student achievement, retain good teachers, and improve teaching skills.

Outcomes

- Help new teachers transition from preparation to practice
- Provide guidance and support
- Develop and improve instructional skills in order to improve student achievement
- Help transmit the culture of the school community
- Increase the retention rate for good beginning teachers
- Create a professional learning culture where information is shared to improve teaching and learning

2. The Role of the Mentor

The role of the mentor will be to guide and support first year teachers as advisors.

Mentors will be required to complete the district mentor training. Effective mentor training relates directly to achievement of program outcomes. Training will focus on the development of coaching skills, how to engage beginning teachers in critical reflection on their teaching practice, and collecting and interpreting evidence of effective teaching. The district mentoring program will require appropriate professional development such as: teacher development, knowledge of beginning teacher needs, including classroom management techniques, conferencing skills, coaching techniques, communication and facilitation skills, time management skills, etc.

3. Mentor Coordinator

- Shall have been (or is) a tenured teacher
- Demonstrated thorough knowledge of pedagogical practices, professional skills, and subject matter
- Demonstrated commitment to their own professional growth
- Demonstrated commitment to their own colleagues' professional growth
- Demonstrated exceptional planning, organizational, time management, and communication skills
- Ability to work collaboratively and cooperatively with program participants and administration
- Completion of District sponsored and/or approved mentor training program

4. Mentor Selection

All mentor positions anticipated as a result of this mentor program will be posted in accordance with the collective bargaining agreement. It is understood that a teacher must volunteer to apply to the Professional Development Committee (PDC), with a copy to the Superintendent, to be a mentor.

Mentors selected by the PDC will be recommended to the Superintendent, or his/her designee, but regardless of the recommendation, the final decision of who to appoint rests with the Superintendent.

To be considered as a mentor, candidates must meet the following qualifications:

- Tenured teacher in the district or recently retired from the district
- Demonstrated thorough knowledge of pedagogical practices, professional skills, and subject matter
- Demonstrated commitment to their own professional growth
- Demonstrated commitment to their own colleagues' professional growth
- Collegial Attitude
- Willingness to allow first year teachers to develop their own effective teaching style
- Completion of approved mentor training (up to 2 mentor training days over the summer (August) - to be paid by the district)
- Interested candidates need to submit a letter of interest by June 1st to the District Office
- Mentors will be chosen and notified ASAP
- Mentors will be required to attend new teacher orientation before school starts
- Building principals may be asked for input regarding mentor applicants

5. Types of mentoring activities

All mentoring activities will be centered around the Danielson Framework. Joint lesson planning, observing, modeling instruction, peer coaching, team teaching, scheduling effective interaction between mentor and first year teacher to meet anticipated outcomes, orienting the first year teacher to the school culture, engaging in professional development activities, developing curriculum, book study, etc.

6. Time allotted for mentoring

In order to achieve the program's outcomes, sufficient time must be allocated for mentoring to occur. Mentors and mentees shall meet at mutually agreed upon times. The District will make every effort to provide a common planning time.

7. Mentor/Mentee matches

A designated committee designed by JTA and administration will be responsible for matching mentors with new teachers, based on needs and certification areas. In the eventuality that a mentor relationship is troubled beyond repair, an adjustment will be made.

8. First Year Mentor Program

The Following is a combined list of things that will need to be addressed throughout the year. The monthly mentor checklists must be turned into the mentor coordinator with dates of completion in January and June. In most instances each mentor will be assigned one mentee; however, certain situations may occur whereby more than one mentee will be assigned to a mentor.

9. New to District Teachers

Use same monthly checklists as First Year Teachers, but modify as necessary. New to District teachers will be mentored in a group with a ratio of one mentor per three new teachers in each building.

10. Documentation

Mentees should keep a detailed log of meeting minutes. Mentee logs are to be submitted to the Superintendent's Office by the close of the school year. A minimum of 25 hours of mentoring are required.

11. Teacher Placed on a TIP

The NYS Commissioner's Regulation (30-2.10) requires that any teacher with an annual professional performance review rated as Developing or Ineffective shall receive a Teacher Improvement Plan ("TIP"). A TIP is not a disciplinary action. A TIP shall be developed by the supervising administrator, and any other administrators who conducted an observation in consultation with the teacher and union representative. At the end of the timeline set forth in the TIP, the teacher, supervising administrator, and any other administrators who conducted an observation and union representative shall meet to assess the teacher's performance and ability to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP may be deemed satisfied, modified and continued, or deemed as having been unsuccessfully completed.

12. Non-Tenured Teachers (2nd - 4th Year of Teaching)

Teachers will work in groups per building with ratio maximum of one mentor per five mentees. Teachers will meet to focus on the monthly topics. There will be professional development workshops provided by the mentor coordinator, as well as, other teachers within the district.

Knowledge Based Information:

- Review calendar and schedule weekly meetings
- Orient the new teacher to their room, supplies, building, class roster/schedule, daily record keeping procedures, school procedures, first day procedures
- Assist in filling out paperwork for new employees
- Introduce to all staff and faculty
- Discuss the need for a safe and positive school environment
- Assist in setting up the classroom
- Discuss the special needs of students, pedagogical issues
- Share teaching experiences and offer suggestions when asked
- Discuss short and long term planning/curriculum maps
- Review monthly calendar and discuss how the school celebrates holidays
- Discuss altered schedules (1/2 days, parent conferences, etc.)
- Set up observations of the new teacher and by the new teacher
- Discuss snow days, field trips, 5-week reports, grading, standards and assessments, workshops
- Discuss formal teacher evaluation and professionalism
- Videotape a lesson so they can observe their lesson, discuss outcome, self-reflection, setting goals
- Discuss state exams, assessments
- Discuss requisitions and procedures on ordering supplies
- Develop awareness of teaching methods to make sure they are meeting the needs of the students

- Allow the new teacher to be proactive in acknowledging challenges and solutions, self-evaluation, growth, strengths/weaknesses
- Discuss school wide plans and procedures for next year

Building a Relationship

- Plan to attend school meetings and school social functions with Mentee
- Exchange phone numbers/email
- Share own experiences and offer advice when asked
- Keep daily or weekly contact with Mentee
- Self-evaluate
- Be supportive and build a trust
- Confidentiality
- Ask other new Mentees/Mentors to join in on a group discussion
- Foster independence by building self-confidence and resources

Handbook: The handbook will be revised for mentors and mentees by the Mentor Coordinator and the Core Team as needed.