

# **Hudson City School District Professional Development Plan 2014-17**



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## **Mission Statement**

The Hudson City School District, in partnership with our community, advances the intellectual, social, and emotional development of all students to prepare them for college, career and citizenship.

## **Vision Statement**

In collaboration with students, their families and the community, Hudson schools will develop and implement a rigorous, coherent, inquiry-based curriculum delivered in a safe, caring and accepting environment. Students will become creative, intellectually curious life-long learners.

Adoption Date: November 4, 2013

Revised Date: October 24, 2016

## **Philosophy**

The purpose of the Professional Development Plan is to improve the quality of teaching and learning by ensuring that teachers, teaching assistants, and administrators participate in substantial professional development in order that they remain current with their profession and meet the learning needs of their students. Professional development will be continuous and sustained, and delivered through effective methods and approaches for teaching adult learners. The results of professional development will be the improvement of teacher practice and the improvement of student achievement. Additionally, teachers new to the profession, or the district, will be supported through a teacher mentoring program (NEMO) which is collaboratively administered by the teachers' association and the district.

The plan describes professional development that:

- Is aligned with state content and student performance standards
- Is aligned with New York State Professional Development 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 teachers, teaching assistants, and administrators will participate according to assignment/role, building, department or responsibilities
- Reflects congruence between student and teacher needs and district goals and objectives
- Describes the evaluation of professional development and allows for activities to be adjusted in response to that evaluation

## **PROFESSIONAL DEVELOPMENT PLANNING TEAM**

Representatives from the district-wide Professional Development Planning Committee are involved in the ongoing planning, delivery and evaluation of staff development throughout the school year. This committee includes district staff, teachers, and administration. The representatives act as liaisons to the building-based school improvement teams and faculty members in each building. The Professional Development Plan recognizes and targets both district-wide and building-based initiatives.

### **Model for provision/evaluation of professional development under District Plan**

- A. Model for provision of at least 20 district hours of professional development for each teacher per year (100 hours in five years)
  - 1. Embedded professional development
    - a. Superintendent
    - b. Coordinator of School Improvement
    - c. Building Principals
    - d. Lead Evaluator
    - e. District staff
    - f. Mentors for new teachers
  - 2. Release time during the school day (number of hours varies, depending upon tenure status, grade level, District needs, etc.).
  - 3. Professional development provided within faculty meetings, department and grade level meetings (As they pertain to academic performance and reflection of practices)
  - 4. Superintendent's Conference Days
  - 5. Individual professional conferences, workshops, and visitations
  
- B. Methods of assessing effectiveness of professional development and its impact upon student achievement
  - 1. Teachers' written evaluations of professional development opportunities and recommendations for future workshops.
  - 2. Follow-up discussions during team meetings and faculty meetings on classroom implementation of specific, required instructional techniques.
  - 3. Informal and formal observations of teacher performance.
  - 4. Analysis of student achievement data.

## **District Resources**

**The following fiscal resources are used to support the implementation of the Professional Development Plan:**

District funds  
School Improvement Grant 1003(a) (expires August 31, 2017)  
Consolidated Grant – Titles IA, IIA, III, and VI  
IDEA Grants 611 and 619  
Community Schools Grants (expires June 30, 2017)  
Learning Technology Grant (expires June 30, 2018)

**There are several staff members who are routinely involved in staff development and others who periodically share expertise on specific subjects. Among these people are:**

Superintendent of Schools	Department Heads
Coordinator of School Improvement	Grade Level Chairs
Director of Student Services	Lead Evaluator
Building Principals	Literacy Coach
Associate Principals	Teaching and Learning Coaches

## **Other Service Providers**

**Most professional development sessions facilitated by external specialists are from the following organizations:**

BOCES	Regional Bilingual Education Resource Network (RB-ERN)
Greater Capital Region Teacher Center	Community-based organizations such as Greater Hudson Promise Neighborhood Measurement, Inc.
Capital Area School District Association (CASDA)	Rosetta Stone
Individual professional development conferences	Learning Sciences International
Private educational consultants such as Alexia Ryan and Lisa Dolan	Rubicon Atlas
Mental Health Association (county and State)	Youth Voices Center, Inc.
The Needham Group, Inc.	Voyager Sopris Learning
Hope House, Inc.	FastBridge Learning
	LinkIt!

Appendix A provides a comprehensive list of professional development providers with whom the district may choose to collaborate at any time. The complete list of NYSED approved CTLE Sponsors can be found at <http://www.highered.nysed.gov/tcert/resteachers/CTLESponsors.html>.

## **District Teams**

A representative committee composed of district teachers, administrators, and curriculum specialists is responsible for the development, implementation, and evaluation of professional development activities throughout the school year. Membership includes faculty from each of the district's four buildings. The committee serves to communicate needs between faculty members and the Office of School Improvement, and to advocate for purposeful, on-going training designed to enhance student performance.

### **PDP Team Members:**

Prestipino, April, Admin., Co-Chair  
Kinney, Wayne, Teacher, Co-Chair  
Barletta, Anna, Teacher  
Barnes, Beth, TLC  
Blake, Allison, TLC  
Brenneman, Mark, Admin.  
Campbell, Laurie, Literacy Coach  
Clark, Lynn, Teacher  
Coryell, Julia, TLC  
Cousens, Michele, TLC  
Hanley, Jill, TLC  
Hayes, Theresa, Admin. Asst.  
MacCormack, Ian, Associate Principal  
LaCasse, Robert, Associate Principal  
Lybolt, Kim, Admin.  
Peduzzi, Marlana, Teacher, TLC  
Sheedy, Denise, Teacher

### **DLT Members:**

Prestipino, April, Admin., Chair  
Albino, Elizabeth, Teacher  
Ames, Mary Jane, Community Member  
Brenneman, Mark, Admin.  
Campbell, Laurie, Literacy Coach  
Clark, Kathleen, After School Program  
Krager, Karen, Parent  
Miller, Melanie, Community Schools  
Peduzzi, Marlana, Teacher, TLC  
Reardon, Derek, Admin  
Rees, Lucy, Teacher  
Suttmeier, Maria, Superintendent

A committee for the new teacher mentor program (NEMO) is also maintained with the Office of School Improvement, one elementary teacher, and one secondary teacher.

## **School Leadership Teams**

### **John L. Edwards Primary School:**

Spicer, Steven, Principal  
Gebhardt, Phillip, Teacher  
Hawes, Beth, Teacher  
Muller, Tracy, Teacher  
Ohl, Teresa, Teacher  
Peduzzi, Marlana, Teacher, TLC  
Sheedy, Denise, Teacher  
Steils, Andrea, Parent  
Stoltzfus, Rebecca, Teacher

### **Montgomery C. Smith Intermediate School:**

Brenneman, Mark, Principal  
Clark, Lynn, Teacher  
Del Principe, Kim, Teacher  
Keeler, Kimberly, Teacher  
Plaia, Kristin, Psych.  
Quinion, Tani, Teacher  
Sheridan, Maureen, Teacher  
VanAlphen, Cindy, Teacher

**Hudson Junior High School:**

Reardon, Derek, Principal  
MacCormack, Ian, Associate Principal  
Cornell, Rosalie, Guidance  
Coryell, Julia, Teacher, TLC  
Rees, Lucy, Teacher

**Hudson Senior High School:**

Abitabile, Antonio, Principal  
LaCasse, Robert, Associate Principal  
Antonelli, Michael, Teacher  
Cipollari, Theresa, Teacher  
Millar, Jeanine, Teacher  
Naramore, Sally, Teacher  
Voigt, Kathryn, Teacher

**Professional Development Opportunities**

All teachers and teaching assistants in the district will participate in a variety of professional development offerings each year resulting in at least 20 hours of instruction or participation annually. Teachers and administrators with professional certification, and Level III certified Teaching Assistants, are required to earn 100 hours of professional development for every five years of teaching in a public school. As part of the 100 required hours, all professional certificate holders must complete a minimum of *15 percent* of the required CTLE hours in language acquisition addressing the needs of English Language Learners. 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 hours in language acquisition addressing the needs of English Language Learners.

Non-instructional staff is included when appropriate.

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

- Superintendent's Conference Days
  - Two full days, six hours each
  - Two half days, three hours each
- Early dismissal days for the purpose of report card conferences and professional development
  - One half day for K-5, three hours
  - One half day for 6-12, three hours
- After school workshops and book study groups
- Release time during the school day
- Summer workshops and conferences
- Afterschool meeting time designated for mentor activities

Examples of Professional Development opportunities include but are not limited to:

- Workshops and presentations
- Embedded workshops, modeling, and tutorials
- Out-of-district conferences that support the PD plan
- In-service courses approved by the district
- Professional Learning Communities within the district
- Coached or mentored experiences
- Graduate courses/College courses

## **Record Keeping**

The district utilizes the on-line program, “My Learning Plan”. The program allows faculty to track their individual professional development activities as well as have a record of each.

## **Needs Assessment Sources**

New York State School Report Card  
NYSED School Accountability Reports  
Student performance results disaggregated by ethnicity, gender, and other needs  
Local Benchmarks for Student Performance  
Longitudinal Data  
Student Attendance Rates  
Discipline Referral Data  
Graduation and Dropout Rates  
Guidance Cohort Data  
Quarterly Reports Data  
Student Growth Measurement  
Faculty Feedback Surveys  
Mentor/Mentee Evaluations  
Teacher Observation Data

All goals, objectives, strategies, and activities are designed to support improved classroom practice that will yield improvements in student achievement.

## **Needs and Data Analysis for Professional Development Plan**

1. Describe how the professional development plan is aligned with New York State Common Core State Standards and assessment, student needs and is articulated within and across grade levels.

*Each of the district-wide goals is designed to improve student achievement as indicated by the students’ performance on district and state assessments.*

*A majority of the professional development will occur at grade or building levels under the district-wide professional development goals. Articulation occurs through the efforts of the Professional Development Plan (PDP) Committee which creates and revises the PDP and through the continuous work of the District Leadership Team (DLT), School Leadership Teams (SLT), the Building Principals, the Grade Level Chairs and the Department Chairs. The PDP is submitted to the Board of Education for approval annually.*

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

*The plan is the product of continuous data review and analysis to address the principle goal of increasing student achievement. The purpose of the DLT and SLTs are to develop educational improvement plans that will address Common Core Learning Standards and performance on the state assessments, as defined in the Board of Education Vision 2020 goals and building-level*



*annual targets. This data is used in professional development planning and will lead to improved student performance. The three-year plan is updated annually to allow adjustments depending on the current student performance data. The areas identified in this plan are both a reflection of the Vision 2020 district goals and the activities highlighted in each building's Title I Schoolwide Plan.*

3. Identify how the data used supports the goals, objectives, strategies and activities in the professional development plan.

*Building-based and district-wide initiatives are a result of the District's Vision 2020 goals and each building's annual targets. The District conducts an annual review of each building, rating its effectiveness in any of the following five categories: School Leader Practices and Decisions, Curriculum Development and Support, Teacher Practices and Decisions, Student Social Emotional Developmental Health, and Family and Community Engagement. The findings and recommendations from these reviews are used to develop each building's Schoolwide Plan for the following school year. Student achievement data on state assessments, SRI, SMI, F&P, FastBridge, and locally-developed benchmark assessments are analyzed to identify professional development opportunities for teachers. Survey results from each professional development workshop/session are also taken into consideration when identifying future PD sessions. All goals, objectives, strategies and activities are designed to support improved classroom practice that will yield improvements in student achievement.*

\*The Professional Development Plan is written in accordance with Part 100.2 (General School Requirements)

## DISTRICT GOALS

<b>District Goal #1: Increase State Assessment Results and Graduation Rates to meet NYS Accountability Requirements</b>			
<b>Target Area</b>	<b>Activities</b>	<b>Timeline</b>	<b>Evaluation</b>
<p><b>Differentiation of Instruction:</b></p> <p>Through the differentiation of UPK-12 instruction, student achievement will be improved at the grade and building level.</p>	<p><i>2014-2015 School Year:</i></p> <ul style="list-style-type: none"> <li>• Development of differentiation of instruction research to UPK-12</li> <li>• Staff training with common vocabulary &amp; core knowledge</li> <li>• Discussions at faculty meetings</li> <li>• Instructional focus of administrators and core academic leaders (dept. heads, grade level chairs, TLCs, Literacy Coach)</li> <li>• Participation of RtI DDT in regional professional development sessions and in-district technical assistance support</li> <li>• Modeling/Coaching/Embedded support from independent RtI specialist at UPK-2</li> <li>• Modeling/Coaching/Embedded support from Questar III ELA/Math specialists</li> <li>• Modeling/Coaching/Embedded support from RB-ERN specialist</li> <li>• Coaching/Embedded support from Lead Evaluator</li> <li>• Pilot of AIMSweb and FastBridge benchmark/progress monitoring assessments</li> <li>• Pilot of LanguageLive benchmark and progress monitoring curriculum</li> <li>• Coaching/Embedded support from Measurement, Inc. at 3-6</li> <li>• PDP/DCIP/SCEP annual updates</li> </ul>	<p><i>2014-2015 School Year:</i></p> <ul style="list-style-type: none"> <li>• Superintendent Conference Days on 9/2/14, 10/24/14, 3/20/15, 5/19/15</li> <li>• Summer Institute</li> <li>• Monthly faculty meetings, department meetings, and grade level meetings</li> <li>• Monthly DDT meetings</li> <li>• Conferences and workshops</li> <li>• Embedded team meetings</li> <li>• Coaching and embedded support is in-district throughout the school year</li> </ul>	<ul style="list-style-type: none"> <li>• Conference day surveys</li> <li>• Informal teacher observations</li> <li>• Formal teacher observations</li> <li>• Evidence of student achievement through review of student work</li> <li>• Review of student performance on state assessments and graduation rates</li> <li>• Review of student performance on local benchmark assessments</li> <li>• Review of curriculum maps in Rubicon</li> <li>• Annual district-led review of each building</li> </ul>

	<p><i>2015-2016 School Year:</i></p> <ul style="list-style-type: none"> <li>• Increased use of differentiation of instruction research to UPK-12</li> <li>• Discussions at faculty meetings</li> <li>• Instructional focus of administrators and core academic leaders (dept. heads, grade level chairs, TLCs, Literacy Coach)</li> <li>• Participation of RtI DDT in regional professional development sessions and in-district technical assistance support</li> <li>• Modeling/Coaching/Embedded support from independent RtI specialist at UPK-2</li> <li>• Modeling/Coaching/Embedded support from Questar III ELA/Math specialists</li> <li>• Modeling/Coaching/Embedded support from RB-ERN specialist</li> <li>• Coaching/Embedded support from Lead Evaluator</li> <li>• Broader pilot of FastBridge benchmark/progress monitoring assessment</li> <li>• Implementation of LanguageLive benchmark and progress monitoring curriculum</li> <li>• Coaching/Embedded support from Measurement, Inc. at 3-6</li> <li>• Coaching and embedded support for new teachers</li> <li>• Schoolwide Plan annual updates</li> </ul>	<p><i>2015-2016 School Year:</i></p> <ul style="list-style-type: none"> <li>• Superintendent Conference Days on 9/8/15, 10/23/15, 3/18/16, 6/17/16</li> <li>• Early dismissal days on 11/19/15 and 12/16/15</li> <li>• Summer Institute</li> <li>• Monthly faculty meetings, department meetings, and grade level meetings</li> <li>• Monthly DDT meetings</li> <li>• Conferences and workshops</li> <li>• Embedded team meetings</li> <li>• Coaching and embedded support is in-district throughout the school year</li> </ul>	
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	<p><i>2016-2017 School Year:</i></p> <ul style="list-style-type: none"> <li>• Implementation of differentiation of instruction research/best practices across UPK-12</li> <li>• Discussions at faculty meetings</li> <li>• Instructional focus of administrators and core academic leaders (dept. heads, grade level chairs, TLCs, Literacy Coach)</li> <li>• Participation of RtI DDT in regional professional development sessions and in-district technical assistance support</li> <li>• K-8 full implementation of FastBridge benchmark and progress monitoring assessments</li> <li>• Continued use of LanguageLive benchmark and progress monitoring curriculum</li> <li>• Modeling/Coaching/Embedded support from independent RtI specialist at UPK-2</li> <li>• Modeling/Coaching/Embedded support from Questar III ELA/Math specialists</li> <li>• Embedded support from Questar III Social Studies specialist</li> <li>• Modeling/Coaching/Embedded support from RB-ERN specialist</li> <li>• Coaching/Embedded support for special education co-teach teams across K-8</li> <li>• Coaching/Embedded support from Lead Evaluator</li> <li>• Coaching and embedded support for new teachers</li> <li>• Schoolwide Plan annual updates</li> </ul>	<p><i>2016-2017 School Year:</i></p> <ul style="list-style-type: none"> <li>• Superintendent Conference Days on 9/6/16, 11/23/16, 3/17/17, 5/16/17</li> <li>• Early dismissal days on 11/17/16 and 12/14/16</li> <li>• Summer Institute</li> <li>• Monthly faculty meetings, department meetings, and grade level meetings</li> <li>• Monthly DDT meetings</li> <li>• Conferences and workshops</li> <li>• Embedded team meetings</li> <li>• Coaching and embedded support is in-district throughout the school year</li> </ul>	
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<p><b>Student Social &amp; Emotional Developmental Health:</b></p> <p>Through the development of procedures and opportunities that positively support students' SEDH, student achievement will be improved at the grade and building level.</p>	<p><i>2014-2015 School Year:</i></p> <ul style="list-style-type: none"> <li>• Increased use of PBIS and RtI strategies in UPK-12 instruction</li> <li>• Continued embedded professional development on common vocabulary and core knowledge of PBIS and RtI</li> <li>• Discussion at faculty meetings</li> <li>• Instructional focus of administrators and core academic leaders (dept. heads, grade level chairs, TLCs, Literacy Coach)</li> <li>• Participation of RtI DDT in regional professional development sessions and in-district technical assistance support</li> <li>• Modeling/Coaching/Embedded support from independent RtI specialist at UPK-2</li> <li>• Modeling/Coaching/Embedded support from Questar III ELA/Math specialists</li> <li>• Peer coaching from psychologists and social workers</li> <li>• Power of Peace PD provided to all HS staff</li> <li>• Culture Responsiveness PD provided to all teacher assistants and aides</li> <li>• Coaching/Embedded support from Lead Evaluator</li> <li>• RtI and PBIS Data Meetings</li> <li>• PD provided to faculty and staff on the impact of trauma on student learning and the brain</li> <li>• Pilot of AIMSweb and FastBridge benchmark/progress monitoring assessments</li> <li>• PDP/DCIP/SCEP annual updates</li> </ul>	<p><i>2014-2015 School Year:</i></p> <ul style="list-style-type: none"> <li>• Superintendent Conference Days on 9/2/14, 10/24/14, 3/20/15, 5/19/15</li> <li>• Summer Institute</li> <li>• Monthly faculty meetings, department meetings, and grade level meetings</li> <li>• Monthly DDT meetings</li> <li>• Monthly Student Support Services meetings</li> <li>• Conferences and workshops</li> <li>• Embedded team meetings</li> <li>• Coaching and embedded support is in-district throughout the school year</li> </ul>	<ul style="list-style-type: none"> <li>• Conference day surveys</li> <li>• Informal teacher observations</li> <li>• Formal teacher observations</li> <li>• Evidence of student achievement through review of student work</li> <li>• Review of student performance on state assessments and graduation rates</li> <li>• Review of student performance on local benchmark assessments</li> <li>• Review of student attendance data</li> <li>• Review of student referral data, including suspensions</li> <li>• Annual district-led review of each building</li> </ul>
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	<p><i>2015-2016 School Year:</i></p> <ul style="list-style-type: none"> <li>• Collaborative sharing of best practices</li> <li>• Increased use of PBIS and RtI systematic practices</li> <li>• Discussion at faculty meetings</li> <li>• Instructional focus of administrators and core academic leaders (dept. heads, grade level chairs, TLCs, Literacy Coach)</li> <li>• Participation of RtI DDT in regional professional development sessions and in-district technical assistance support</li> <li>• Modeling/Coaching/Embedded support from independent RtI specialist at UPK-2</li> <li>• Modeling/Coaching/Embedded support from Questar III ELA/Math specialists</li> <li>• Coaching/Embedded support from Lead Evaluator</li> <li>• Mental Health First Aid PD provided to HS teachers</li> <li>• Peer coaching from psychologists and social workers</li> <li>• Power of Peace PD provided to 7-12 staff and all administrators</li> <li>• RtI and PBIS Data meetings</li> <li>• Support staff meetings</li> <li>• PD provided to faculty and staff on the impact of trauma on student learning and the brain</li> <li>• Broader pilot of FastBridge benchmark/progress monitoring assessment</li> <li>• Initial implementation of the Career Cruising Program</li> <li>• Coaching and embedded support</li> </ul>	<p><i>2015-2016 School Year:</i></p> <ul style="list-style-type: none"> <li>• Superintendent Conference Days on 9/8/15, 10/23/15, 3/18/16, 6/17/16</li> <li>• Early dismissal days on 11/19/15 and 12/16/15</li> <li>• Summer Institute</li> <li>• Monthly faculty meetings, department meetings, and grade level meetings</li> <li>• Monthly DDT meetings</li> <li>• Monthly Student Support Services meetings</li> <li>• Conferences and workshops</li> <li>• Embedded team meetings</li> <li>• Coaching and embedded support is in-district throughout the school year</li> </ul>	
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	<p>for new teachers</p> <ul style="list-style-type: none"> <li>• Schoolwide Plan annual updates</li> </ul> <p><i>2016-2017 School Year:</i></p> <ul style="list-style-type: none"> <li>• Collaborative sharing of best practices</li> <li>• Continued use of PBIS and RtI systematic practices</li> <li>• Discussion at faculty meetings</li> <li>• Instructional focus of administrators and core academic leaders (dept. heads, grade level chairs, TLCs, Literacy Coach)</li> <li>• Participation of RtI DDT in regional professional development sessions and in-district technical assistance support</li> <li>• Modeling/Coaching/Embedded support from independent RtI specialist at UPK-2</li> <li>• Modeling/Coaching/Embedded support from Questar III ELA/Math specialists</li> <li>• Coaching/Embedded support from Lead Evaluator</li> <li>• Peer coaching from psychologists and social workers</li> <li>• Power of Peace PD provided to all teachers</li> <li>• RtI and PBIS Data meetings</li> <li>• Support staff meetings</li> <li>• K-8 full implementation of FastBridge benchmark and progress monitoring assessments</li> <li>• Full implementation of the Career Cruising Program</li> <li>• Coaching and embedded support for new teachers</li> <li>• Schoolwide Plan annual updates</li> </ul>	<p><i>2016-2017 School Year:</i></p> <ul style="list-style-type: none"> <li>• Superintendent Conference Days on 9/6/16, 11/23/16, 3/17/17, 5/16/17</li> <li>• Early dismissal days on 11/17/16 and 12/14/16</li> <li>• Summer Institute</li> <li>• Monthly faculty meetings, department meetings, and grade level meetings</li> <li>• Monthly DDT meetings</li> <li>• Monthly Student Support Services meetings</li> <li>• Conferences and workshops</li> <li>• Embedded team meetings</li> <li>• Coaching and embedded support is in-district throughout the school year</li> </ul>	
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<p><b>Family &amp; Community Engagement:</b></p> <p>Through the development and implementation of a comprehensive family and community engagement strategic plan, student achievement will be improved at the grade and building level.</p>	<p><i>2014-2015 School Year:</i></p> <ul style="list-style-type: none"> <li>Professional development for all teachers on Community Schools implementation and strategies</li> <li>Increased use of Community Schools practices in the district</li> <li>Discussions at faculty meetings</li> <li>Data meetings</li> <li>Continued focus of grant manager, District, and community stakeholders</li> <li>PDP/DCIP/SCEP annual updates</li> </ul> <p><i>2015-2016 School Year:</i></p> <ul style="list-style-type: none"> <li>Collaborative sharing of best practices</li> <li>Increased use of Community Schools practices in the district</li> <li>Continued focus of grant manager, District, and community stakeholders</li> <li>Districtwide participation in the Poverty Simulation exercise</li> <li>Introductory PD to the Parent Teacher Home Visit Project</li> <li>Instructional focus of administrators and Community Schools staff</li> <li>Discussions at faculty meetings</li> <li>Peer coaching from psychologists and social workers</li> <li>Coaching and embedded support for new teachers</li> <li>Implementation of Curriculum Nights for parents</li> <li>Schoolwide Plan annual updates</li> </ul>	<p><i>2014-2015 School Year:</i></p> <ul style="list-style-type: none"> <li>Superintendent Conference Days on 9/2/14, 10/24/14, 3/20/15, 5/19/15</li> <li>Monthly faculty meetings, department meetings, and grade level meetings</li> <li>Monthly Student Support Services meetings</li> <li>Conferences and workshops</li> </ul> <p><i>2015-2016 School Year:</i></p> <ul style="list-style-type: none"> <li>Superintendent Conference Days on 9/8/15, 10/23/15, 3/18/16, 6/17/16</li> <li>Early dismissal days on 11/19/15 and 12/16/15</li> <li>Monthly faculty meetings, department meetings, and grade level meetings</li> <li>Monthly Student Support Services meetings</li> <li>Conferences and workshops</li> </ul>	<ul style="list-style-type: none"> <li>Conference day surveys</li> <li>Evidence of student achievement through review of student work</li> <li>Review of student performance on state assessments and graduation rates</li> <li>Review of student performance on local benchmark assessments</li> <li>Review of student attendance data</li> <li>Review of student referral data, including suspensions</li> <li>Parent attendance at afterschool/evening events</li> <li>Student engagement in community partnerships</li> <li>Annual district-led review of each building</li> </ul>
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	<p><i>2016-2017 School Year:</i></p> <ul style="list-style-type: none"> <li>• Implement and provide professional development on LivingTree</li> <li>• Continued exposure to the Parent Teacher Home Visit Project</li> <li>• Peer coaching from psychologists and social workers</li> <li>• Continued use of Community Schools practices in the district</li> <li>• Continued focus of grant manager, District, and community stakeholders</li> <li>• Instructional focus of administrators and Community Schools staff</li> <li>• Discussions at faculty meetings</li> <li>• Coaching and embedded support for new teachers</li> <li>• Schoolwide Plan annual updates</li> </ul>	<p><i>2016-2017 School Year:</i></p> <ul style="list-style-type: none"> <li>• Superintendent Conference Days on 9/6/16, 11/23/16, 3/17/17, 5/16/17</li> <li>• Early dismissal days on 11/17/16 and 12/14/16</li> <li>• Monthly faculty meetings, department meetings, and grade level meetings</li> <li>• Monthly Student Support Services meetings</li> <li>• Conferences and workshops</li> </ul>	
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**District Goal #2: Increase Student Achievement in All Curriculum Areas for All Students**

<b>Target Area</b>	<b>Activities</b>	<b>Timeline</b>	<b>Evaluation</b>
<p><b>Data Analysis:</b></p> <p>Through the use of improved UPK-12 assessment practices and analysis, the instructional staff will improve student achievement on classroom, local, and NYS assessments.</p>	<p><i>2014-2015 School Year:</i></p> <ul style="list-style-type: none"> <li>• Increased use of data analysis in UPK-12 instruction</li> <li>• Continue embedded professional development on common vocabulary and core knowledge</li> <li>• Discussion at faculty meetings</li> <li>• Instructional focus of administrators and core academic leaders (dept. heads, grade level chairs, TLCs, Literacy Coach)</li> <li>• Participation of RtI DDT in regional professional development sessions and in-district technical assistance support</li> </ul>	<p><i>2014-2015 School Year:</i></p> <ul style="list-style-type: none"> <li>• Superintendent Conference Days on 9/2/14, 10/24/14, 3/20/15, 5/19/15</li> <li>• Summer Institute</li> <li>• Monthly faculty meetings, department meetings, and grade level meetings</li> <li>• Monthly DDT meetings</li> <li>• Monthly Student Support Services meetings</li> <li>• Conferences and workshops</li> <li>• Embedded team meetings</li> <li>• Coaching and embedded support is in-district throughout the school year</li> </ul>	<ul style="list-style-type: none"> <li>• Conference day surveys</li> <li>• Informal teacher observations</li> <li>• Formal teacher observations</li> <li>• Evidence of student achievement through review of student work</li> <li>• Review of student performance on state assessments and graduation rates</li> <li>• Review of student performance on local benchmark assessments</li> <li>• Review of curriculum maps in Rubicon</li> <li>• Annual district-led review of each building</li> </ul>

	<ul style="list-style-type: none"> <li>• Modeling/Coaching/Embedded support from independent RtI specialist at UPK-2</li> <li>• Modeling/Coaching/Embedded support from Questar III ELA/Math specialists</li> <li>• Pilot of AIMSweb and FastBridge benchmark/progress monitoring assessments</li> <li>• Pilot of LanguageLive benchmark and progress monitoring curriculum</li> <li>• Coaching/Embedded support from Measurement, Inc. at 3-6</li> <li>• Peer coaching</li> <li>• Data meetings</li> <li>• Lesson demonstrations and modeling</li> <li>• PDP/DCIP/SCEP annual updates</li> </ul> <p><i>2015-2016 School Year:</i></p> <ul style="list-style-type: none"> <li>• Increased use of data analysis in daily instructional best practices</li> <li>• Collaborative sharing of best practices</li> <li>• Discussion at faculty meetings</li> <li>• Instructional focus of administrators and core academic leaders (dept. heads, grade level chairs, TLCs, Literacy Coach)</li> <li>• Participation of RtI DDT in regional professional development sessions and in-district technical assistance support</li> <li>• Modeling/Coaching/Embedded support from independent RtI specialist at UPK-2</li> <li>• Modeling/Coaching/Embedded</li> </ul>	<p><i>2015-2016 School Year:</i></p> <ul style="list-style-type: none"> <li>• Superintendent Conference Days on 9/8/15, 10/23/15, 3/18/16, 6/17/16</li> <li>• Early dismissal days on 11/19/15 and 12/16/15</li> <li>• Monthly faculty meetings, department meetings, and grade level meetings</li> <li>• Monthly Student Support Services meetings</li> <li>• Conferences and workshops</li> <li>• Summer Institute</li> <li>• Monthly DDT Meetings</li> <li>• Embedded team meetings</li> <li>• Coaching and embedded support is in-district throughout the school year</li> </ul>	
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	<p>support from Questar III ELA/Math specialists</p> <ul style="list-style-type: none"> <li>• Broader pilot of AIMSweb and FastBridge benchmark/progress monitoring assessments</li> <li>• Implementation of LanguageLive benchmark and progress monitoring curriculum</li> <li>• Coaching/Embedded support from Measurement, Inc. at 3-6</li> <li>• Coaching and embedded support for new teachers</li> <li>• Peer coaching</li> <li>• Data meetings</li> <li>• Lesson demonstrations</li> <li>• Schoolwide plan annual updates</li> </ul> <p><i>2016-2017 School Year:</i></p> <ul style="list-style-type: none"> <li>• Continued use of data analysis in daily instructional best practices</li> <li>• Collaborative sharing of best practices</li> <li>• Discussion at faculty meetings</li> <li>• Instructional focus of administrators and core academic leaders (dept. heads, grade level chairs, TLCs, Literacy Coach)</li> <li>• Participation of RtI DDT in regional professional development sessions and in-district technical assistance support</li> <li>• Modeling/Coaching/Embedded support from independent RtI specialist at UPK-2</li> <li>• Modeling/Coaching/Embedded support from Questar III ELA/Math specialists</li> <li>• Coaching/Embedded support for</li> </ul>	<p><i>2016-2017 School Year:</i></p> <ul style="list-style-type: none"> <li>• Superintendent Conference Days on 9/6/16, 11/23/16, 3/17/17, 5/16/17</li> <li>• Early dismissal days on 11/17/16 and 12/14/16</li> <li>• Monthly faculty meetings, department meetings, and grade level meetings</li> <li>• Monthly Student Support Services meetings</li> <li>• Conferences and workshops</li> <li>• Summer Institute</li> <li>• Monthly DDT meetings</li> <li>• Embedded team meetings</li> <li>• Coaching and embedded support is in-district throughout the school year</li> </ul>	
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	<p>special education co-teach teams across K-8</p> <ul style="list-style-type: none"> <li>• K-8 full implementation of FastBridge benchmark and progress monitoring assessments</li> <li>• Continued use of LanguageLive benchmark and progress monitoring curriculum</li> <li>• Peer coaching</li> <li>• Coaching and embedded support for new teachers</li> <li>• Data meetings</li> <li>• Lesson demonstrations</li> <li>• Schoolwide plan annual updates</li> </ul>		
<p><b>Student Social &amp; Emotional Developmental Health:</b></p> <p>Through the development of procedures and opportunities that positively support students' SEDH, student achievement will be improved at the grade and building level.</p>	<p><i>2014-2015 School Year:</i></p> <ul style="list-style-type: none"> <li>• Increased use of PBIS and RtI strategies in UPK-12 instruction</li> <li>• Continued embedded professional development on common vocabulary and core knowledge of PBIS and RtI</li> <li>• Discussion at faculty meetings</li> <li>• Instructional focus of administrators and core academic leaders (dept. heads, grade level chairs, TLCs, Literacy Coach)</li> <li>• Participation of RtI DDT in regional professional development sessions and in-district technical assistance support</li> <li>• Modeling/Coaching/Embedded support from independent RtI specialist at UPK-2</li> <li>• Modeling/Coaching/Embedded support from Questar III ELA/Math specialists</li> <li>• Peer coaching from psychologists and social workers</li> <li>• Power of Peace PD provided to</li> </ul>	<p><i>2014-2015 School Year:</i></p> <ul style="list-style-type: none"> <li>• Superintendent Conference Days on 9/2/14, 10/24/14, 3/20/15, 5/19/15</li> <li>• Monthly faculty meetings, department meetings, and grade level meetings</li> <li>• Monthly Student Support Services meetings</li> <li>• Conferences and workshops</li> <li>• Summer Institute</li> <li>• Monthly DDT meetings</li> <li>• Embedded team meetings</li> <li>• Coaching and embedded support is in-district throughout the school year</li> </ul>	<ul style="list-style-type: none"> <li>• Conference day surveys</li> <li>• Informal teacher observations</li> <li>• Formal teacher observations</li> <li>• Evidence of student achievement through review of student work</li> <li>• Review of student performance on state assessments and graduation rates</li> <li>• Review of student performance on local benchmark assessments</li> <li>• Review of student attendance data</li> <li>• Review of student referral data, including suspensions</li> <li>• Annual district-led review of each building</li> </ul>

	<p>HS staff</p> <ul style="list-style-type: none"> <li>• Coaching/Embedded support from Lead Evaluator</li> <li>• RtI and PBIS Data Meetings</li> <li>• PD provided to faculty and staff on the impact of trauma on student learning and the brain</li> <li>• Pilot of AIMSweb and FastBridge benchmark/progress monitoring assessments</li> <li>• PDP/DCIP/SCEP annual updates</li> </ul> <p><i>2015-2016 School Year:</i></p> <ul style="list-style-type: none"> <li>• Collaborative sharing of best practices</li> <li>• Increased use of PBIS and RtI systematic practices</li> <li>• Discussion at faculty meetings</li> <li>• Instructional focus of administrators and core academic leaders (dept. heads, grade level chairs, TLCs, Literacy Coach)</li> <li>• Participation of RtI DDT in regional professional development sessions and in-district technical assistance support</li> <li>• Modeling/Coaching/Embedded support from independent RtI specialist at UPK-2</li> <li>• Modeling/Coaching/Embedded support from Questar III ELA/Math specialists</li> <li>• Coaching/Embedded support from Lead Evaluator</li> <li>• Mental Health First Aid PD provided to HS teachers</li> <li>• Peer coaching from psychologists and social workers</li> </ul>	<p><i>2015-2016 School Year:</i></p> <ul style="list-style-type: none"> <li>• Superintendent Conference Days on 9/8/15, 10/23/15, 3/18/16, 6/17/16</li> <li>• Early dismissal days on 11/19/15 and 12/16/15</li> <li>• Monthly faculty meetings, department meetings, and grade level meetings</li> <li>• Monthly Student Support Services meetings</li> <li>• Conferences and workshops</li> <li>• Summer Institute</li> <li>• Monthly DDT meetings</li> <li>• Embedded team meetings</li> <li>• Coaching and embedded support is in-district throughout the school year</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Power of Peace PD provided to secondary staff</li> <li>• RtI and PBIS Data meetings</li> <li>• Support staff meetings</li> <li>• PD provided to faculty and staff on the impact of trauma on student learning and the brain</li> <li>• Broader pilot of FastBridge benchmark/progress monitoring assessment</li> <li>• Initial implementation of the Career Cruising Program</li> <li>• Coaching and embedded support for new teachers</li> <li>• Schoolwide Plan annual updates</li> </ul> <p><i>2016-2017 School Year:</i></p> <ul style="list-style-type: none"> <li>• Collaborative sharing of best practices</li> <li>• Increased use of PBIS and RtI systematic practices</li> <li>• Discussion at faculty meetings</li> <li>• Instructional focus of administrators and core academic leaders (dept. heads, grade level chairs, TLCs, Literacy Coach)</li> <li>• Participation of RtI DDT in regional professional development sessions and in-district technical assistance support</li> <li>• Modeling/Coaching/Embedded support from independent RtI specialist at UPK-2</li> <li>• Modeling/Coaching/Embedded support from Questar III ELA/Math specialists</li> <li>• Coaching/Embedded support from Lead Evaluator</li> <li>• Power of Peace PD provided to</li> </ul>	<p><i>2016-2017 School Year:</i></p> <ul style="list-style-type: none"> <li>• Superintendent Conference Days on 9/6/16, 11/23/16, 3/17/17, 5/16/17</li> <li>• Early dismissal days on 11/17/16 and 12/14/16</li> <li>• Monthly faculty meetings, department meetings, and grade level meetings</li> <li>• Monthly Student Support Services meetings</li> <li>• Conferences and workshops</li> <li>• Summer Institute</li> <li>• Monthly DDT meetings</li> <li>• Embedded team meetings</li> <li>• Coaching and embedded support is in-district throughout the school year</li> </ul>	
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	<p>all teachers</p> <ul style="list-style-type: none"> <li>• Peer coaching from psychologists and social workers</li> <li>• RtI and PBIS Data meetings</li> <li>• Support staff meetings</li> <li>• K-8 full implementation of FastBridge benchmark and progress monitoring assessments</li> <li>• Full implementation of the Career Cruising Program</li> <li>• Coaching and embedded support for new teachers</li> <li>• Schoolwide Plan annual updates</li> </ul>		
<p><b>Family &amp; Community Engagement:</b></p> <p>Through the development and implementation of a comprehensive family and community engagement strategic plan, student achievement will be improved at the grade and building level.</p>	<p><i>2014-2015 School Year:</i></p> <ul style="list-style-type: none"> <li>• Professional development for all teachers on Community Schools implementation and strategies</li> <li>• Increased use of Community Schools practices in the district</li> <li>• Discussions at faculty meetings</li> <li>• Data meetings</li> <li>• Continued focus of grant manager, District, and community stakeholders</li> <li>• PDP/DCIP/SCEP annual updates</li> </ul> <p><i>2015-2016 School Year:</i></p> <ul style="list-style-type: none"> <li>• Collaborative sharing of best practices</li> <li>• Increased use of Community Schools practices in the district</li> <li>• Continued focus of grant manager, District, and community stakeholders</li> <li>• Districtwide participation in the Poverty Simulation exercise</li> <li>• Introductory PD to the Parent Teacher Home Visit Project</li> </ul>	<p><i>2014-2015 School Year:</i></p> <ul style="list-style-type: none"> <li>• Superintendent Conference Days on 9/2/14, 10/24/14, 3/20/15, 5/19/15</li> <li>• Monthly faculty meetings, department meetings, and grade level meetings</li> <li>• Monthly Student Support Services meetings</li> <li>• Conferences and workshops</li> </ul> <p><i>2015-2016 School Year:</i></p> <ul style="list-style-type: none"> <li>• Superintendent Conference Days on 9/8/15, 10/23/15, 3/18/16, 6/17/16</li> <li>• Early dismissal days on 11/19/15 and 12/16/15</li> <li>• Monthly faculty meetings, department meetings, and grade level meetings</li> <li>• Monthly Student Support Services meetings</li> <li>• Conferences and workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Conference day surveys</li> <li>• Evidence of student achievement through review of student work</li> <li>• Review of student performance on state assessments and graduation rates</li> <li>• Review of student performance on local benchmark assessments</li> <li>• Review of student attendance data</li> <li>• Review of student referral data, including suspensions</li> <li>• Parent attendance at afterschool/evening events</li> <li>• Student engagement in community partnerships</li> <li>• Annual district-led review of each building</li> </ul>

	<ul style="list-style-type: none"> <li>• Instructional focus of administrators and Community Schools staff</li> <li>• Discussions at faculty meetings</li> <li>• Peer coaching from psychologists and social workers</li> <li>• Coaching and embedded support for new teachers</li> <li>• Implementation of Curriculum Nights for parents</li> <li>• Schoolwide Plan annual updates</li> </ul> <p><i>2016-2017 School Year:</i></p> <ul style="list-style-type: none"> <li>• Implement and provide professional development on LivingTree</li> <li>• Continued exposure to the Parent Teacher Home Visit Project</li> <li>• Peer coaching from psychologists and social workers</li> <li>• Continued use of Community Schools practices in the district</li> <li>• Continued focus of grant manager, District, and community stakeholders</li> <li>• Instructional focus of administrators and Community Schools staff</li> <li>• Discussions at faculty meetings</li> <li>• Coaching and embedded support for new teachers</li> <li>• Schoolwide Plan annual updates</li> </ul>	<p><i>2016-2017 School Year:</i></p> <ul style="list-style-type: none"> <li>• Superintendent Conference Days on 9/6/16, 11/23/16, 3/17/17, 5/16/17</li> <li>• Early dismissal days on 11/17/16 and 12/14/16</li> <li>• Monthly faculty meetings, department meetings, and grade level meetings</li> <li>• Monthly Student Support Services meetings</li> <li>• Conferences and workshops</li> </ul>	
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### District Goal #3: Develop and Align Curriculum According to the New York State Common Core Standards

Target Area	Activities	Timeline	Evaluation
<p>Develop vertically and horizontally aligned UPK-12 curriculum maps for all content areas based on Common Core Learning Standards and the New York State Standards to improve UPK-12 student academic achievement on local and state assessments.</p>	<p><i>2014-2015 School Year:</i></p> <ul style="list-style-type: none"> <li>• Increased use of CCLS strategies in UPK-12 instruction</li> <li>• Collaborative sharing of best practices</li> <li>• Discussions at faculty meetings</li> <li>• Instructional focus of administrators and core academic leaders (dept. heads, grade level chairs, TLCs, Literacy Coach)</li> <li>• Data Meetings</li> <li>• Modeling/Coaching/Embedded support from Questar III ELA/Math specialists</li> <li>• Modeling/Coaching/Embedded support from RB-ERN specialist</li> <li>• Coaching/Embedded support from Lead Evaluator</li> <li>• PDP/DCIP/SCEP annual updates</li> </ul> <p><i>2015-2016 School Year:</i></p> <ul style="list-style-type: none"> <li>• Increased use of CCLS strategies in UPK-12 instruction</li> <li>• Collaborative sharing of best practices</li> <li>• Discussions at faculty meetings</li> <li>• Instructional focus of administrators and core academic leaders (dept. heads, grade level chairs, TLCs, Literacy Coach)</li> <li>• Rubicon Atlas PD provided to all dept. heads and grade level chairs</li> <li>• Data Meetings</li> <li>• Modeling/Coaching/Embedded support from Questar III</li> </ul>	<p><i>2014-2015 School Year:</i></p> <ul style="list-style-type: none"> <li>• Superintendent Conference Days on 9/2/14, 10/24/14, 3/20/15, 5/19/15</li> <li>• Summer Institute</li> <li>• Monthly faculty meetings, department meetings, and grade level meetings</li> <li>• Conferences and workshops</li> <li>• Embedded team meetings</li> <li>• Coaching and embedded support is in-district throughout the school year</li> </ul> <p><i>2015-2016 School Year:</i></p> <ul style="list-style-type: none"> <li>• Superintendent Conference Days on 9/8/15, 10/23/15, 3/18/16, 6/17/16</li> <li>• Early dismissal days on 11/19/15 and 12/16/15</li> <li>• Summer Institute</li> <li>• Monthly faculty meetings, department meetings, and grade level meetings</li> <li>• Conferences and workshops</li> <li>• Embedded team meetings</li> <li>• Coaching and embedded support is in-district throughout the school year</li> </ul>	<ul style="list-style-type: none"> <li>• Conference day surveys</li> <li>• Informal teacher observations</li> <li>• Formal teacher observations</li> <li>• Evidence of student achievement through review of student work</li> <li>• Review of student performance on state assessments and graduation rates</li> <li>• Review of student performance on local benchmark assessments</li> <li>• Review of curriculum maps in Rubicon</li> <li>• Annual district-led review of each building</li> </ul>

	<p>ELA/Math specialists</p> <ul style="list-style-type: none"> <li>• Modeling/Coaching/Embedded support from RB-ERN specialist</li> <li>• Coaching/Embedded support from Lead Evaluator</li> <li>• Coaching and embedded support for new teachers</li> <li>• Schoolwide Plan annual updates</li> </ul> <p><i>2016-2017 School Year:</i></p> <ul style="list-style-type: none"> <li>• Increased use of CCLS strategies in UPK-12 instruction</li> <li>• Collaborative sharing of best practices</li> <li>• Discussions at faculty meetings</li> <li>• Instructional focus of administrators and core academic leaders (dept. heads, grade level chairs, TLCs, Literacy Coach)</li> <li>• Data Meetings</li> <li>• Modeling/Coaching/Embedded support from Questar III ELA/Math specialists</li> <li>• Modeling/Coaching/Embedded support from Questar III Social Studies Specialist</li> <li>• Modeling/Coaching/Embedded support from RB-ERN specialist</li> <li>• Coaching/Embedded support from Lead Evaluator</li> <li>• Coaching and embedded support for new teachers</li> <li>• Schoolwide Plan annual updates</li> </ul>	<p><i>2016-2017 School Year:</i></p> <ul style="list-style-type: none"> <li>• Superintendent Conference Days on 9/6/16, 11/23/16, 3/17/17, 5/16/17</li> <li>• Early dismissal days on 11/17/16 and 12/14/16</li> <li>• Summer Institute</li> <li>• Monthly faculty meetings, department meetings, and grade level meetings</li> <li>• Conferences and workshops</li> <li>• Embedded team meetings</li> <li>• Coaching and embedded support is in-district throughout the school year</li> </ul>	
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**HUDSON CITY SCHOOL DISTRICT  
New Employee Mentoring Opportunities**

**Spring 2013  
NEMO Steering Committee**

Melissa Brown - John L. Edwards (Coordinator)

April M. Prestipino, Administrative Liaison

# **MENTORING/INDUCTION PROGRAM CORE COMPONENTS HUDSON CITY SCHOOL DISTRICT**

## **PURPOSE**

The purpose of the Hudson City School District New Employee Mentoring Opportunities, NEMO, will be to:

- enhance the quality of education through mutually beneficial partnerships in a supportive, nurturing environment in order to increase overall student achievement.
- increase retention of Intern Teachers by sharing scaffolding techniques for smooth transition from theory to practice.

## **GOALS**

The goals of the NEMO program will be to:

- bridge the gap between an Intern's education and subsequent practice.
- welcome and assimilate Intern Teachers into the district by orienting them to district policies and building procedures.
- foster shared professional development through the establishment of mentor/intern partnerships.
- increase the commitment to the district and the profession at large.
- promote the Intern Teachers' assimilation into the culture of the school and the surrounding community.
- recognize and reward experienced teachers by providing them the opportunity to share successful strategies.
- create a supportive environment for all staff to contribute to the growth and success of the Intern.
- provide opportunity for reflective practices.

## **ROLES**

### **BOARD OF EDUCATION**

The Board of Education approves the NEMO plan as part of the PDP as recommended by the superintendent. The Board of Education provides the resources required to implement and sustain the plan as mandated by New York State.

### **SUPERINTENDENT**

The superintendent recommends the adoption of the plan including all the necessary funding to affect the program to the Board of Education. The superintendent assigns mentors as recommended by the NEMO Steering Committee. The superintendent supports and advocates for the ongoing needs of the NEMO plan in accordance with negotiated Memorandum of Agreement (MOA).

### **PRINCIPAL / BUILDING ADMINISTRATORS**

The principal / building administrator will maintain and respect the confidentiality of the NEMO plan and its participants. The principal / building administrator will advocate and promote the NEMO plan through a supportive school community. The principal / building administrator will attempt to schedule common planning time for the mentor and intern. The principal / building administrator will celebrate and express appreciation for NEMO and its participants. The principal / building administrator will facilitate the use of release time for mentors and interns to meet.

## **NEMO COORDINATOR**

The coordinator will serve as the chair of the NEMO Steering Committee. The coordinator clearly understands the purpose of the NEMO plan. The coordinator thoroughly understands the roles and responsibilities of the participants. The coordinator is available to mentors for support and guidance. The coordinator is accountable to the NEMO Steering Committee.

## **ADMINISTRATIVE LIAISON**

The liaison will serve as a bridge between the committee and the administration.

## **NEMO STEERING COMMITTEE MEMBERS**

Melissa Brown - John L. Edwards (Coordinator)  
April Prestipino - Administrative Liaison

The NEMO Steering Committee administers the NEMO program:

- assisting administration in identifying interns
- assessing interns' needs
- recruiting, interviewing and selecting mentors
- scheduling training for mentors
- documenting all NEMO activities, conferences and visitations
- meeting with mentors to facilitate NEMO activity planning
- evaluating NEMO programs
- promoting the program in the HCSD
- maintaining confidentiality regarding all mentor/intern information

## **UNION**

Union Leadership will collaborate to insure quality program which provides mentors and interns with time, resources, training and compensation. Union will negotiate the MOA with the superintendent.

## **ROLE of the MENTOR**

The Mentor provides guidance and support to the new teacher by building a confidential relationship. Responsibilities include:

- maintaining confidentiality regarding all aspects of the mentor/intern relationship
- attending Mentor training as required by NEMO
- helping the Intern organize the classroom and supplies for the first day of school
- familiarizing the Intern to school building policies, routines, and procedures
- guiding the Intern in using HCSD curricula and NYS Learning Standards to plan effective lessons and unit plans
- helping the Intern develop effective discipline strategies
- guiding the Intern in preparing assessments, grading policies, a grade book, report cards, and in preparing for parent conferences

- observing, reviewing, and reflecting on instructional strategies with the Intern
- helping the Intern to work with IEPs and 504 plans
- helping the Intern to develop effective communication with parents, colleagues, administrators, and student
- reflecting on time management practices with the Intern
- observing the Intern teaching, if needed (intern request)
- modeling best teaching practices for the Intern to observe, if needed
- meeting with the Intern no less than one hour per week outside of the regular school day
- attending NEMO meetings called by the Steering Committee
- attending pre and post observation meetings with Intern and Principal if requested
- filing monthly mentoring logs and related documentation with the NEMO Steering Committee
- instructing the Intern in the use of any necessary instructional technology
- act a liaison for content specific information as needed

Information obtained by a mentor through interaction will not be used for evaluation or discipline.

## **ROLE of the INTERN**

- is required to participate in the new staff orientation to be held the last week of August (as per the teacher contract) to be coordinated by the Superintendent's Office
- is required to attend regular workshops provided by the mentoring program
- complete needs assessment
- will actively participate in the process as laid out in the NEMO plan
- will complete program evaluations

(In compliance with Part 100 of the Commissioner's regulations)

## **SELECTION PROCESS**

The NEMO Steering Committee schedules two open recruitment periods each year. The NEMO program is explained in faculty meetings at each building and at a HTA general meeting. Teachers with five or more years of experience in the District can be nominated by colleagues or administrators or can self-nominate to be a mentor.

Teachers with five or more years of experience in the District can apply to be a mentor or be nominated by colleagues or administrators.

The NEMO Steering Committee will recruit teachers on an as needed basis, based on anticipated vacancies in the district. The Committee will also hold an annual open recruitment period as needed.

The selection process for nominated mentors will be:

- a formal application with a written narrative
- two self-selected Reference Assessment Checklists from colleagues or administrators
- a formal interview with the NEMO Steering Committee

## **COMPENSATION**

Mentors will receive a stipend concurrent with the HTA agreement upon successful completion of the requirements established by the NEMO Steering Committee.

## **MENTORING TIME**

Mentors will meet with interns holding initial CERTIFICATION A MINIMUM OF 1 HOUR/WEEK outside of their other teaching responsibilities. It is recommended that Mentors and Interns schedule a regular meeting time for consistency. Where possible, common planning time will be scheduled, release time may be granted, and time allotted during superintendent conference days will be available.

## **TRAINING**

Mandatory NEMO training will be provided

- Initial new mentor training will be available
- Meeting/training with Steering Committee
- Continued mandatory training is provided through ongoing meetings and workshops with the Steering Committee





**Hudson City School District  
New Employee Mentoring Opportunities**

**TOPICS TO DISCUSS IN  
MENTOR/INTERN MEETINGS**

**NEMO procedures**

- **Conference/Visitation forms**
- **Grad course forms**
- **Lesson plans**
- **Instructional strategies**
- **Assessments/grading**
- **Classroom management**
- **Discipline**
- **Pacing**
- **Professional demeanor & dress**
- **First day classroom procedures**
- **Supervisory duties (bus, assemblies, proctoring, etc.)**
- **Building policies & procedures**
- **District policies & procedures**
- **Time management**
- **Photo/video permission slips**
- **Parent communication**
- **Parent volunteers**
- **Parent conferences**
- **Independent Studies**
- **Terminology**
- **Field trips/permission slips**
- **Learning Styles**
- **IEPs & 504s**
- **Managing aides**
- **Phone use (school/cell)**
- **Sub Folder/emergency plans**
- **Calling for subs**
- **Supply requisitions**
- **Holiday party policies**
- **Movies – ratings**
- **Confidentiality**
- **End of year procedures**
- **Snow day schedules**
- **Fire Drill procedures**
- **Lock Down procedures**
- **First aid & emergency guides**
- **Teacher evaluations & APPR**
- **Review school handbook**
- **District Computer use policies for teachers & students**
- **Phone code**



**Questar III BOCES - Current Professional Development Providers**

<b>Professional Development Providers</b>
ACTEA – Association of Career and Technical Educators Administrators
Albany Medical Center
Alexia Rodriguez Thompson, Associate In Bilingual
AMTNYS – Association of Math Teachers of NYS
Andrea Honigsfeld
Andrew Solomon
Andrew Zaffarano, Technology teacher at New Hartford
Angela Di Michele Lalor
Anne Dalton, Esq.
Apple
ASBO
Autism Speaks
Bard College
BlueShield of Northeastern New York
Boston Children’s Hospital
Breakthrough Coach
Buck Institute
Cambell House Psychology
Capital District Developmental Pediatrics
Capital Region BOCES
CASDA
CASSA – Capital Area Science Supervisors Association
CDAMS – Capital Area Math Supervisors Association

Center for Applied Linguistics
Center for Autism and Related Disabilities
Center for Disability
Classbook
College of St. Rose
Columbia-Greene Community College
Columbia University
Cornell University
CTE Technical Assistance Center of NY
David Abrams, Education Consultant Rose & Greene Consulting
David Kay
David Nagal
David Peterson, Kensington Representative(s)
Dr. Callen Kostelnik
Dr. Deborah Kundert
Dr. Giselle Martin-Kniep
Dr. Harvey Silver
Dr. Karen Peper
Dr. John More
Dr. Jeffery Arp-Sandel
Dr. Liz Locatelli
Dr. Meir Be Hur of International Renewal Institute
Dr. Phillip Wilder - Elemson University
Dr. Samuel Silverstein
Dr. Steve Birchak
Dr. Zvi Klopott
Dynamic Learning Labs
E-Doctrina
Ed-Vistas
ESSDAK
Excelsior College

Four Winds
Frontier Technology
Google Representative
Gray Castle Cyber Security
Greater Capital Region Teacher Center
Harry Chan
Harvard University
HFM BOCES
Hudson Valley Community College
Isabel Burke, Director of The Health Network
J'aime Pfeiffer
Jack Baldermann, PLC Associate
James Ball
John Yiegelski
Leah Mermelstein from Read-Write-Connect, Inc.
Learner- Centered Initiatives
Lee Bordick
Les Loomis
Leslie Preddy
Liz Locatelli, LCI
Kelly Gallagher
Maria Dove
Mary Ratzer & Judi Dzikowski
Matt Roe (Apple Mobility Engineer)
McREL
MetriTech, Inc.
Mike Dames of Aha! Process, Inc.
Mike Ford
miSci
Mohawk Valley Community College
MyLearningPlan

NCTM – National Council of Teachers of Mathematics
Nellie J. Brown
Nellie J. Brown and Nona McQuay, Cornell University
New Technology Network
New York Metro Center
NSTA – National Science Teachers Association
NY LEARNS
NYCDOE
NYSASBO
NYSCATE – NYS Association of Computer and Technologies in Education
NYSCOSS
NYSSBA
NYSSILR
NYSTEEA – NYS Technology and Engineering Educators’ Association
NYSUT
NYSED
Olga Nesi
Parent to Parent
Paula Sobol
Pearson
Perkins School for the Blind
Polly Farrington
Proctors
Questar Assessment Inc.
Questar III BOCES
Questar III Component and Non Component Superintendents, School Business Officials, Curriculum and Instruction Coordinators
RBERN
RSE-TASC 1

RSE-TASC 2
Rebecca Ekstrom
Renaissance Learning
Rensselaer County Public Health
Rensselaer Polytechnic Institute (RPI)
Right Reasons Rep
Rubicon Atlas
Russell Sage College
SANNYS
Schenectady County Community College
Shelley Fairbairn and Stephaney Jones-Vo
Siena College
Silver and Strong, Inc.
Southern Regional Education Board (SREB)
STANYS – Science Teachers Association of NYS
Stephen Barkley, Educational Consultant, Author, NYS Learns
SUNY Polytechnic Institute
Teachscape
The Library Girl
Thomas Many, Solution Tree
Thoughtful Classroom
Union College
University at Albany
Wayne Callender - Partners for Learning, Inc.
Washington-Saratoga-Warren-Hamilton-Essex BOCES
Whiteman, Osterman and Hanna LLP
Wildwood