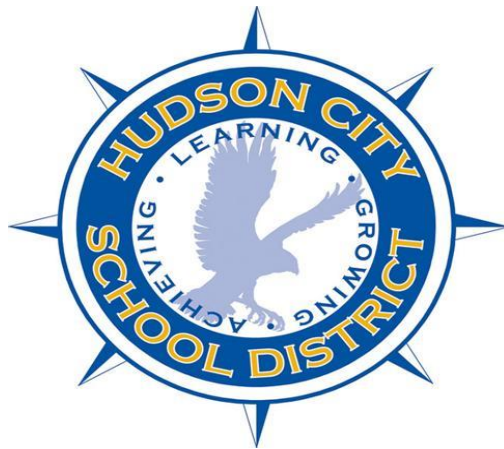


Hudson City School District Professional Development Plan 2015-18



**Office of School Improvement
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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
Consolidated Grant – Titles IA, IIA, III, and V
IDEA Grants 611 and 619
Learning Technology Grant (expires June 30, 2018)
Extended Day/School Violence Prevention Grant (expires June 30, 2019)

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
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
	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, Teacher
Cousens, Michele, TLC
Green, Tanya, TLC
Hanley, Jill, TLC
Hayes, Theresa, Admin. Asst.
MacCormack, Ian, Associate Principal
LaCasse, Robert, Associate Principal
Lybolt, Kim, Admin.
Peduzzi, Marlana, Teacher, TLC
Sabbatino, Alyssa, Associate Principal
Sheedy, Denise, Teacher

DLT Members:

Prestipino, April, Admin., Chair
Abitabile, Antonio, Admin.
Albino, Elizabeth, Teacher
Barnes, Beth, TLC
Brenneman, Mark, Admin.
Clark, Kathleen, After School Program
Coryell, Julia, Teacher
Dolan, Lisa, Parent
Hayes, Theresa, Community Member
Krager, Karen, Parent
Millar, Jeanine, Teacher
Miller, Melanie, Community Schools
Peduzzi, Marlana, Teacher, TLC
Reardon, Derek, Admin.
Spicer, Steven, Admin.

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
Appelbaum, Kerri, Psychologist
Below, Lori, Teacher
LaPorto, Renee, Teacher
Muller, Tracy, Teacher
Ohl, Teresa, Teacher
Zito, Maureen, Teacher

Montgomery C. Smith Intermediate School:

Brenneman, Mark, Principal
Clark, Lynn, Teacher
Del Principe, Kim, Teacher
Hungerford, Sue, Teacher
Keeler, Kimberly, Teacher
Kline, Amber, Parent
Lauria, Christina, Social Worker
VanAlphen, Cindy, Teacher

Hudson Junior High School:

Reardon, Derek, 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/Staff Development 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 and book studies

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. Upon successful completion of any professional development activity from an approved Continuing Teacher and Leader Education (CTLE) provider, participants receive a signed CTLE certificate documenting the type of CTLE activity and the number of professional development hours earned.

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 informal review of each building, discussing with each administrator 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 major points from these discussions 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

District Goal #1: Increase State Assessment Results and Graduation Rates to meet NYS Accountability Requirements			
Target Area	Activities	Timeline	Evaluation
<p>Differentiation of Instruction:</p> <p>Through the differentiation of UPK-12 instruction, student achievement will be improved at the grade and building level.</p>	<p><i>2015-2016 School Year:</i></p> <ul style="list-style-type: none"> • Increased use of differentiation of instruction research to UPK-12 • Discussions at faculty meetings • Instructional focus of administrators and core academic leaders (dept. heads, grade level chairs, TLCs, Literacy Coach) • Participation of RtI DDT in regional professional development sessions and in-district technical assistance support • Modeling/Coaching/Embedded support from independent RtI specialist at UPK-2 • Modeling/Coaching/Embedded support from Questar III ELA/Math specialists • Modeling/Coaching/Embedded support from RB-ERN specialist • Coaching/Embedded support from Lead Evaluator • Broader pilot of FastBridge benchmark/progress monitoring assessment • Implementation of LanguageLive benchmark and progress monitoring curriculum • Coaching/Embedded support from Measurement, Inc. at 3-6 • Coaching and embedded support for new teachers • Schoolwide Plan annual updates 	<p><i>2015-2016 School Year:</i></p> <ul style="list-style-type: none"> • Superintendent Conference Days on 9/8/15, 10/23/15, 3/18/16, 6/17/16 • Early dismissal days on 11/19/15 and 12/16/15 • Summer Institute • Monthly faculty meetings, department meetings, and grade level meetings • Monthly DDT meetings • Conferences and workshops • Embedded team meetings • Coaching and embedded support is in-district throughout the school year 	<ul style="list-style-type: none"> • Conference day surveys • Informal teacher observations • Formal teacher observations • Evidence of student achievement through review of student work • Review of student performance on state assessments and graduation rates • Review of student performance on local benchmark assessments • Review of curriculum maps in Rubicon • Informal district-led review of each building

	<p><i>2016-2017 School Year:</i></p> <ul style="list-style-type: none"> • Implementation of differentiation of instruction research/best practices across UPK-12 • Discussions at faculty meetings • Instructional focus of administrators and core academic leaders (dept. heads, grade level chairs, TLCs, Literacy Coach) • Participation of RtI DDT in regional professional development sessions and in-district technical assistance support • K-8 full implementation of FastBridge benchmark and progress monitoring assessments • Continued use of LanguageLive benchmark and progress monitoring curriculum • Modeling/Coaching/Embedded support from independent RtI specialist at UPK-2 • Modeling/Coaching/Embedded support from Questar III ELA/Math specialists • Embedded support from Questar III Social Studies specialist • Modeling/Coaching/Embedded support from RB-ERN specialist • Coaching/Embedded support for special education co-teach teams across K-8 • Coaching/Embedded support from Lead Evaluator • Coaching and embedded support for new teachers • Schoolwide Plan annual updates 	<p><i>2016-2017 School Year:</i></p> <ul style="list-style-type: none"> • Superintendent Conference Days on 9/6/16, 11/23/16, 3/17/17, 5/16/17 • Early dismissal days on 11/17/16 and 12/14/16 • Summer Institute • Monthly faculty meetings, department meetings, and grade level meetings • Monthly DDT meetings • Conferences and workshops • Embedded team meetings • Coaching and embedded support is in-district throughout the school year 	
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	<p><i>2017-2018 School Year:</i></p> <ul style="list-style-type: none"> • Training for new teachers on differentiated instruction research/best practice • Discussions at faculty meetings • Instructional focus of administrators and core academic leaders (dept. heads, grade level chairs, TLCs, Literacy Coach) • Regular meetings of RtI DDT and in-district technical assistance support • Continued K-8 full implementation of FastBridge benchmark and progress monitoring assessments • Continued use of LanguageLive benchmark and progress monitoring curriculum • Modeling/Coaching/Embedded support from independent RtI specialist at UPK-5 • Modeling/Coaching/Embedded support from Questar III ELA/Math specialists • Embedded support from Questar III Science and Social Studies specialists • Modeling/Coaching/Embedded support from RB-ERN specialist • Coaching/Embedded support for special education co-teach teams across K-8 • Coaching/Embedded support from Lead Evaluator • Coaching and Embedded support for new teachers • Coaching/Embedded support from TLCs • Coaching/Embedded support 	<p><i>2017-2018 School Year:</i></p> <ul style="list-style-type: none"> • Superintendent Conference Days on 9/5/17, 10/20/17, 3/16/18, 5/15/18 • Early dismissal days on 11/16/17, 11/22/17, 12/13/17 • Summer Institute • Monthly faculty meetings, department meetings, and grade level meetings • Regular DDT meetings • Conferences and workshops • Embedded team meetings • Book studies/PLCs • Coaching and embedded support in-district throughout the school year 	
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	<p>from CASDA Google specialist</p> <ul style="list-style-type: none"> • Various after-school book study/PLC meetings • Introduction of new Writing/Science curriculum materials in Grades 1-7 • Schoolwide Plan annual updates 		
<p>Student Social & Emotional Developmental Health:</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>2015-2016 School Year:</i></p> <ul style="list-style-type: none"> • Collaborative sharing of best practices • Increased use of PBIS and RtI systematic practices • Discussion at faculty meetings • Instructional focus of administrators and core academic leaders (dept. heads, grade level chairs, TLCs, Literacy Coach) • Participation of RtI DDT in regional professional development sessions and in-district technical assistance support • Modeling/Coaching/Embedded support from independent RtI specialist at UPK-2 • Modeling/Coaching/Embedded support from Questar III ELA/Math specialists • Coaching/Embedded support from Lead Evaluator • Mental Health First Aid PD provided to HS teachers • Peer coaching from psychologists and social workers • Power of Peace PD provided to 7-12 staff and all administrators • RtI and PBIS Data meetings • Support staff meetings • PD provided to faculty and staff on the impact of trauma on 	<p><i>2015-2016 School Year:</i></p> <ul style="list-style-type: none"> • Superintendent Conference Days on 9/8/15, 10/23/15, 3/18/16, 6/17/16 • Early dismissal days on 11/19/15 and 12/16/15 • Summer Institute • Monthly faculty meetings, department meetings, and grade level meetings • Monthly DDT meetings • Monthly Student Support Services meetings • Conferences and workshops • Embedded team meetings • Coaching and embedded support is in-district throughout the school year 	<ul style="list-style-type: none"> • Conference day surveys • Informal teacher observations • Formal teacher observations • Evidence of student achievement through review of student work • Review of student performance on state assessments and graduation rates • Review of student performance on local benchmark assessments • Review of student attendance data • Review of student referral data, including suspensions • Informal district-led review of each building

	<p>student learning and the brain</p> <ul style="list-style-type: none"> • Broader pilot of FastBridge benchmark/progress monitoring assessment • Initial implementation of the Career Cruising Program • Coaching and embedded support for new teachers • Schoolwide Plan annual updates <p><i>2016-2017 School Year:</i></p> <ul style="list-style-type: none"> • Collaborative sharing of best practices • Continued use of PBIS and RtI systematic practices • Discussion at faculty meetings • Instructional focus of administrators and core academic leaders (dept. heads, grade level chairs, TLCs, Literacy Coach) • Participation of RtI DDT in regional professional development sessions and in-district technical assistance support • Modeling/Coaching/Embedded support from independent RtI specialist at UPK-2 • Modeling/Coaching/Embedded support from Questar III ELA/Math specialists • Coaching/Embedded support from Lead Evaluator • Peer coaching from psychologists and social workers • Power of Peace PD provided to all teachers • RtI and PBIS Data meetings • Support staff meetings • K-8 full implementation of 	<p><i>2016-2017 School Year:</i></p> <ul style="list-style-type: none"> • Superintendent Conference Days on 9/6/16, 11/23/16, 3/17/17, 5/16/17 • Early dismissal days on 11/17/16 and 12/14/16 • Summer Institute • Monthly faculty meetings, department meetings, and grade level meetings • Monthly DDT meetings • Monthly Student Support Services meetings • Conferences and workshops • Embedded team meetings • Coaching and embedded support in-district throughout the school year 	
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	<p>FastBridge benchmark and progress monitoring assessments</p> <ul style="list-style-type: none"> • Full implementation of the Career Cruising Program • Coaching and embedded support for new teachers • Schoolwide Plan annual updates <p><i>2017-2018 School Year:</i></p> <ul style="list-style-type: none"> • Collaborative sharing of best practices • Continued use of PBIS and RtI systematic practices • Discussion at faculty meetings • Instructional focus of academic leaders (dept. heads, grade level chairs, TLCs, Literacy Coach) • Regular meetings of RtI DDT and in-district technical assistance support • Modeling/Coaching/Embedded support from independent RtI specialist at UPK-5 • Modeling/Coaching/Embedded support from Questar III ELA/Math specialists • Embedded support from Questar III Science and Social Studies specialists • Coaching/Embedded support from Lead Evaluator • Peer coaching from psychologists and social workers • Power of Peace PD opportunities for secondary teachers • RtI and PBIS data meetings • Support staff meetings • K-8 full implementation of FastBridge benchmark and progress monitoring assessments 	<p><i>2017-2018 School Year:</i></p> <ul style="list-style-type: none"> • Superintendent Conference Days on 9/5/17, 10/20/17, 3/16/18, 5/15/18 • Early dismissal days on 11/16/17, 11/22/17, 12/13/17 • Summer Institute • Monthly faculty meetings, department meetings, and grade level meetings • Regular DDT meetings • Monthly Student Support Services meetings • Conferences and workshops • Embedded team meetings • Book studies/PLCs • Coaching and embedded support in-district throughout the school year 	
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	<ul style="list-style-type: none"> • Full implementation of the Career Cruising Program • Coaching and embedded support for new teachers • Coaching/Embedded support for teachers on Mindfulness techniques • Introduction to Restorative Justice strategies • Schoolwide Plan annual updates 		
<p>Family & Community Engagement:</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>2015-2016 School Year:</i></p> <ul style="list-style-type: none"> • Collaborative sharing of best practices • Increased use of Community Schools practices in the district • Continued focus of grant manager, District, and community stakeholders • Districtwide participation in the Poverty Simulation exercise • Introductory PD to the Parent Teacher Home Visit Project • Instructional focus of administrators and Community Schools staff • Discussions at faculty meetings • Peer coaching from psychologists and social workers • Coaching and embedded support for new teachers • Implementation of Curriculum Nights for parents • Schoolwide Plan annual updates <p><i>2016-2017 School Year:</i></p> <ul style="list-style-type: none"> • Implement and provide professional development on LivingTree • Continued exposure to the Parent Teacher Home Visit Project 	<p><i>2015-2016 School Year:</i></p> <ul style="list-style-type: none"> • Superintendent Conference Days on 9/8/15, 10/23/15, 3/18/16, 6/17/16 • Early dismissal days on 11/19/15 and 12/16/15 • Monthly faculty meetings, department meetings, and grade level meetings • Monthly Student Support Services meetings • Conferences and workshops <p><i>2016-2017 School Year:</i></p> <ul style="list-style-type: none"> • Superintendent Conference Days on 9/6/16, 11/23/16, 3/17/17, 5/16/17 • Early dismissal days on 11/17/16 and 12/14/16 	<ul style="list-style-type: none"> • Conference day surveys • Evidence of student achievement through review of student work • Review of student performance on state assessments and graduation rates • Review of student performance on local benchmark assessments • Review of student attendance data • Review of student referral data, including suspensions • Parent attendance at afterschool/evening events • Student engagement in community partnerships • Informal district-led review of each building

	<ul style="list-style-type: none"> • Peer coaching from psychologists and social workers • Continued use of Community Schools practices in the district • Continued focus of grant manager, District, and community stakeholders • Instructional focus of administrators and Community Schools staff • Discussions at faculty meetings • Coaching and embedded support for new teachers • Schoolwide Plan annual updates <p><i>2017-2018 School Year:</i></p> <ul style="list-style-type: none"> • Continued review of LivingTree for implementation • Continued exposure to the Parent Teacher Home Visitation Project • Peer coaching from psychologists and social workers • Continued use of Community Schools practices in the district • Continued focus of grant manager, District, and community stakeholders • Instructional focus of administrators and Community School staff • Discussions at faculty meetings • Coaching and embedded support for new teachers • Partnership and collaboration with the Hudson Area Library for academic events • Schoolwide Plan annual updates 	<ul style="list-style-type: none"> • Monthly faculty meetings, department meetings, and grade level meetings • Monthly Student Support Services meetings • Conferences and workshops <p><i>2017-2018 School Year:</i></p> <ul style="list-style-type: none"> • Superintendent Conference Days on 9/5/17, 10/20/17, 3/16/18, 5/15/18 • Early dismissal days on 11/16/17, 11/22/17, 12/13/17 • Monthly faculty meetings, department meetings, and grade level meetings • Monthly Student Support Services meetings • Conferences and workshops • Coaching and embedded support in-district throughout the school year 	
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District Goal #2: Increase Student Achievement in All Curriculum Areas for All Students

Target Area	Activities	Timeline	Evaluation
<p>Data Analysis:</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>2015-2016 School Year:</i></p> <ul style="list-style-type: none"> • Increased use of data analysis in daily instructional best practices • Collaborative sharing of best practices • Discussion at faculty meetings • Instructional focus of administrators and core academic leaders (dept. heads, grade level chairs, TLCs, Literacy Coach) • Participation of RtI DDT in regional professional development sessions and in-district technical assistance support • Modeling/Coaching/Embedded support from independent RtI specialist at UPK-2 • Modeling/Coaching/Embedded support from Questar III ELA/Math specialists • Broader pilot of AIMSweb and FastBridge benchmark/progress monitoring assessments • Implementation of LanguageLive benchmark and progress monitoring curriculum • Coaching/Embedded support from Measurement, Inc. at 3-6 • Coaching and embedded support for new teachers • Peer coaching • Data meetings • Lesson demonstrations • Schoolwide plan annual updates 	<p><i>2015-2016 School Year:</i></p> <ul style="list-style-type: none"> • Superintendent Conference Days on 9/8/15, 10/23/15, 3/18/16, 6/17/16 • Early dismissal days on 11/19/15 and 12/16/15 • Monthly faculty meetings, department meetings, and grade level meetings • Monthly Student Support Services meetings • Conferences and workshops • Summer Institute • Monthly DDT Meetings • Embedded team meetings • Coaching and embedded support is in-district throughout the school year 	<ul style="list-style-type: none"> • Conference day surveys • Informal teacher observations • Formal teacher observations • Evidence of student achievement through review of student work • Review of student performance on state assessments and graduation rates • Review of student performance on local benchmark assessments • Review of curriculum maps in Rubicon • Informal district-led review of each building

	<p><i>2016-2017 School Year:</i></p> <ul style="list-style-type: none"> • Continued use of data analysis in daily instructional best practices • Collaborative sharing of best practices • Discussion at faculty meetings • Instructional focus of administrators and core academic leaders (dept. heads, grade level chairs, TLCs, Literacy Coach) • Participation of RtI DDT in regional professional development sessions and in-district technical assistance support • Modeling/Coaching/Embedded support from independent RtI specialist at UPK-2 • Modeling/Coaching/Embedded support from Questar III ELA/Math specialists • Coaching/Embedded support for special education co-teach teams across K-8 • K-8 full implementation of FastBridge benchmark and progress monitoring assessments • Continued use of LanguageLive benchmark and progress monitoring curriculum • Peer coaching • Coaching and embedded support for new teachers • Data meetings • Lesson demonstrations • Schoolwide plan annual updates 	<p><i>2016-2017 School Year:</i></p> <ul style="list-style-type: none"> • Superintendent Conference Days on 9/6/16, 11/23/16, 3/17/17, 5/16/17 • Early dismissal days on 11/17/16 and 12/14/16 • Monthly faculty meetings, department meetings, and grade level meetings • Monthly Student Support Services meetings • Conferences and workshops • Summer Institute • Monthly DDT meetings • Embedded team meetings • Coaching and embedded support is in-district throughout the school year 	
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	<p><i>2017-2018 School Year:</i></p> <ul style="list-style-type: none"> • Continued use of data analysis in daily instructional best practices • Collaborative sharing of best practices • Discussion at faculty meetings • Instructional focus of administrators and core academic leaders (dept. heads, grade level chairs, TLCs, Literacy Coach) • Regular meetings of RtI DDT and in-district technical assistance support • Modeling/Coaching/Embedded support from independent RtI specialist at UPK-5 • Modeling/Coaching/Embedded support from Questar III ELA/Math specialists • Modeling/Coaching from Questar III Science and Social Studies specialists • Coaching/Embedded support from TLCs • Coaching/Embedded support for special education co-teach teams across K-8 • Continued K-8 full implementation of FastBridge benchmark and progress monitoring assessments • Continued use of LanguageLive benchmark and progress monitoring curriculum • Peer coaching • Coaching and embedded support for new teachers • Data meetings • Lesson demonstrations • Schoolwide Plan annual updates 	<p><i>2017-2018 School Year:</i></p> <ul style="list-style-type: none"> • Superintendent Conference Days on 9/5/17, 10/20/17, 3/16/18, 5/15/18 • Early dismissal days on 11/16/17, 11/22/17, 12/13/17 • Monthly faculty meetings, department meetings, and grade level meetings • Monthly Student Support Services meetings • Conferences and workshops • Summer institute • Regular DDT meetings • Embedded team meetings • Coaching and embedded support in-district throughout the school year 	
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<p>Student Social & Emotional Developmental Health:</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>2015-2016 School Year:</i></p> <ul style="list-style-type: none"> • Collaborative sharing of best practices • Increased use of PBIS and RtI systematic practices • Discussion at faculty meetings • Instructional focus of administrators and core academic leaders (dept. heads, grade level chairs, TLCs, Literacy Coach) • Participation of RtI DDT in regional professional development sessions and in-district technical assistance support • Modeling/Coaching/Embedded support from independent RtI specialist at UPK-2 • Modeling/Coaching/Embedded support from Questar III ELA/Math specialists • Coaching/Embedded support from Lead Evaluator • Mental Health First Aid PD provided to HS teachers • Peer coaching from psychologists and social workers • Power of Peace PD provided to secondary staff • RtI and PBIS Data meetings • Support staff meetings • PD provided to faculty and staff on the impact of trauma on student learning and the brain • Broader pilot of FastBridge benchmark/progress monitoring assessment • Initial implementation of the Career Cruising Program • Coaching and embedded support 	<p><i>2015-2016 School Year:</i></p> <ul style="list-style-type: none"> • Superintendent Conference Days on 9/8/15, 10/23/15, 3/18/16, 6/17/16 • Early dismissal days on 11/19/15 and 12/16/15 • Monthly faculty meetings, department meetings, and grade level meetings • Monthly Student Support Services meetings • Conferences and workshops • Summer Institute • Monthly DDT meetings • Embedded team meetings • Coaching and embedded support is in-district throughout the school year 	<ul style="list-style-type: none"> • Conference day surveys • Informal teacher observations • Formal teacher observations • Evidence of student achievement through review of student work • Review of student performance on state assessments and graduation rates • Review of student performance on local benchmark assessments • Review of student attendance data • Review of student referral data, including suspensions • Informal district-led review of each building
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	<p>for new teachers</p> <ul style="list-style-type: none"> • Schoolwide Plan annual updates <p><i>2016-2017 School Year:</i></p> <ul style="list-style-type: none"> • Collaborative sharing of best practices • Increased use of PBIS and RtI systematic practices • Discussion at faculty meetings • Instructional focus of administrators and core academic leaders (dept. heads, grade level chairs, TLCs, Literacy Coach) • Participation of RtI DDT in regional professional development sessions and in-district technical assistance support • Modeling/Coaching/Embedded support from independent RtI specialist at UPK-2 • Modeling/Coaching/Embedded support from Questar III ELA/Math specialists • Coaching/Embedded support from Lead Evaluator • Power of Peace PD provided to all teachers • Peer coaching from psychologists and social workers • RtI and PBIS Data meetings • Support staff meetings • K-8 full implementation of FastBridge benchmark and progress monitoring assessments • Full implementation of the Career Cruising Program • Coaching and embedded support for new teachers • Schoolwide Plan annual updates 	<p><i>2016-2017 School Year:</i></p> <ul style="list-style-type: none"> • Superintendent Conference Days on 9/6/16, 11/23/16, 3/17/17, 5/16/17 • Early dismissal days on 11/17/16 and 12/14/16 • Monthly faculty meetings, department meetings, and grade level meetings • Monthly Student Support Services meetings • Conferences and workshops • Summer Institute • Monthly DDT meetings • Embedded team meetings • Coaching and embedded support is in-district throughout the school year 	
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	<p><i>2017-2018 School Year:</i></p> <ul style="list-style-type: none"> • Collaborative sharing of best practices • Increased use of PBIS and RtI systematic practices • Discussion at faculty meetings • Instructional focus of administrators and core academic leaders (dept. Heads, grade level chairs, TLCs, Literacy Coach) • Regular meetings of RtI DDT and in-district technical assistance support • Modeling/Coaching/Embedded support from independent RtI specialist at UPK-5 • Modeling/Coaching/Embedded support from Questar III ELA/Math specialists • Modeling/Coaching from Questar III Science and Social Studies specialists • Coaching/Embedded support from Lead Evaluator • Coaching/Embedded support from TLCs • Power of Peace PD opportunities for secondary teachers • Peer coaching from psychologists and social workers • RtI and PBIS Data meetings • Support staff meetings • Continued K-8 full implementation of FastBridge benchmarks and progress monitoring assessments • Full implementation of the Career Cruising Program • Coaching and embedded support for new teachers 	<p><i>2017-2018 School Year:</i></p> <ul style="list-style-type: none"> • Superintendent Conference Days on 9/5/17, 10/20/17, 3/16/18, 5/15/18 • Early dismissal days on 11/16/17, 11/22/17, 12/13/17 • Monthly faculty meetings, department meetings, and grade level meetings • Monthly Student Support Services meeting • Conferences and workshops • Summer Institute • Regular DDT meetings • Embedded team meetings • Book studies/PLCs • Coaching and embedded support in-district throughout the school year 	
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	<ul style="list-style-type: none"> • Coaching/Embedded support for teachers on Mindfulness techniques • Introduction to Restorative Justice strategies • Various after-school book study/PLC meetings • Schoolwide Plan annual updates 		
<p>Family & Community Engagement:</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>2015-2016 School Year:</i></p> <ul style="list-style-type: none"> • Collaborative sharing of best practices • Increased use of Community Schools practices in the district • Continued focus of grant manager, District, and community stakeholders • Districtwide participation in the Poverty Simulation exercise • Introductory PD to the Parent Teacher Home Visit Project • Instructional focus of administrators and Community Schools staff • Discussions at faculty meetings • Peer coaching from psychologists and social workers • Coaching and embedded support for new teachers • Implementation of Curriculum Nights for parents • Schoolwide Plan annual updates <p><i>2016-2017 School Year:</i></p> <ul style="list-style-type: none"> • Implement and provide professional development on LivingTree • Continued exposure to the Parent Teacher Home Visit Project • Peer coaching from psychologists 	<p><i>2015-2016 School Year:</i></p> <ul style="list-style-type: none"> • Superintendent Conference Days on 9/8/15, 10/23/15, 3/18/16, 6/17/16 • Early dismissal days on 11/19/15 and 12/16/15 • Monthly faculty meetings, department meetings, and grade level meetings • Monthly Student Support Services meetings • Conferences and workshops <p><i>2016-2017 School Year:</i></p> <ul style="list-style-type: none"> • Superintendent Conference Days on 9/6/16, 11/23/16, 3/17/17, 5/16/17 • Early dismissal days on 11/17/16 and 12/14/16 • Monthly faculty meetings, 	<ul style="list-style-type: none"> • Conference day surveys • Evidence of student achievement through review of student work • Review of student performance on state assessments and graduation rates • Review of student performance on local benchmark assessments • Review of student attendance data • Review of student referral data, including suspensions • Parent attendance at afterschool/evening events • Student engagement in community partnerships • Informal district-led review of each building

	<p>and social workers</p> <ul style="list-style-type: none"> • Continued use of Community Schools practices in the district • Continued focus of grant manager, District, and community stakeholders • Instructional focus of administrators and Community Schools staff • Discussions at faculty meetings • Coaching and embedded support for new teachers • Schoolwide Plan annual updates <p><i>2017-2018 School Year:</i></p> <ul style="list-style-type: none"> • Continued review of LivingTree for implementation • Continued exposure to the Parent Teacher Home Visitation Project • Peer coaching from psychologists and social workers • Continued use of Community Schools practices in the district • Continued focus of grant manager, District, and community stakeholders • Instructional focus of administrators and Community Schools staff • Discussions at faculty meetings • Coaching and embedded support for new teachers • Partnership and collaboration with the Hudson Area Library for academic events • Schoolwide Plan annual updates 	<p>department meetings, and grade level meetings</p> <ul style="list-style-type: none"> • Monthly Student Support Services meetings • Conferences and workshops <p><i>2017-2018 School Year:</i></p> <ul style="list-style-type: none"> • Superintendent Conference Days on 9/5/17, 10/20/17, 3/16/18, 5/15/18 • Early dismissal days on 11/16/17, 11/22/17, 12/13/17 • Monthly faculty meetings, department meetings, and grade level meetings • Monthly Student Support Services meetings • Conferences and workshops • Coaching and embedded support in-district throughout the school year 	
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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>2015-2016 School Year:</i></p> <ul style="list-style-type: none"> • Increased use of CCLS strategies in UPK-12 instruction • Collaborative sharing of best practices • Discussions at faculty meetings • Instructional focus of administrators and core academic leaders (dept. heads, grade level chairs, TLCs, Literacy Coach) • Rubicon Atlas PD provided to all dept. heads and grade level chairs • Data Meetings • Modeling/Coaching/Embedded support from Questar III ELA/Math specialists • Modeling/Coaching/Embedded support from RB-ERN specialist • Coaching/Embedded support from Lead Evaluator • Coaching and embedded support for new teachers • Schoolwide Plan annual updates <p><i>2016-2017 School Year:</i></p> <ul style="list-style-type: none"> • Increased use of CCLS strategies in UPK-12 instruction • Collaborative sharing of best practices • Discussions at faculty meetings • Instructional focus of administrators and core academic leaders (dept. heads, grade level chairs, TLCs, Literacy Coach) • Data Meetings • Modeling/Coaching/Embedded support from Questar III 	<p><i>2015-2016 School Year:</i></p> <ul style="list-style-type: none"> • Superintendent Conference Days on 9/8/15, 10/23/15, 3/18/16, 6/17/16 • Early dismissal days on 11/19/15 and 12/16/15 • Summer Institute • Monthly faculty meetings, department meetings, and grade level meetings • Conferences and workshops • Embedded team meetings • Coaching and embedded support is in-district throughout the school year <p><i>2016-2017 School Year:</i></p> <ul style="list-style-type: none"> • Superintendent Conference Days on 9/6/16, 11/23/16, 3/17/17, 5/16/17 • Early dismissal days on 11/17/16 and 12/14/16 • Summer Institute • Monthly faculty meetings, department meetings, and grade level meetings • Conferences and workshops • Embedded team meetings • Coaching and embedded support 	<ul style="list-style-type: none"> • Conference day surveys • Informal teacher observations • Formal teacher observations • Evidence of student achievement through review of student work • Review of student performance on state assessments and graduation rates • Review of student performance on local benchmark assessments • Review of curriculum maps in Rubicon • Informal district-led review of each building

	<p>ELA/Math specialists</p> <ul style="list-style-type: none"> • Modeling/Coaching/Embedded support from Questar III Social Studies Specialist • Modeling/Coaching/Embedded support from RB-ERN specialist • Coaching/Embedded support from Lead Evaluator • Coaching and embedded support for new teachers • Schoolwide Plan annual updates <p><i>2017-2018 School Year:</i></p> <ul style="list-style-type: none"> • Use of CCLS strategies in UPK-12 instruction • Collaborative sharing of best practices • Discussions at faculty meetings • Instructional focus of administrators and core academic leaders (dept. heads, grade level chairs, TLCs, Literacy Coach) • Data meetings • Modeling/Coaching/Embedded support from Questar III ELA/Math specialists • Modeling/Coaching/Embedded support from Questar III Science and Social Studies specialists • Modeling/Coaching/Embedded support from RB-ERN specialist • Coaching/Embedded support from Lead Evaluator • Coaching and embedded support for new teachers • Writing/Science curriculum materials in Grades 1-7 • Schoolwide Plan annual updates 	<p>is in-district throughout the school year</p> <p><i>2017-2018 School Year:</i></p> <ul style="list-style-type: none"> • Superintendent Conference Days on 9/5/17, 10/20/17, 3/16/18, 5/15/18 • Early dismissal days on 11/16/17, 11/22/17, 12/13/17 • Summer Institute • Monthly faculty meetings, department meetings, and grade level meetings • Conferences and workshops • Embedded team meetings • Coaching and embedded support in-district throughout the school year 	
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HUDSON CITY SCHOOL DISTRICT

New Employee Mentoring Opportunities



January 2017

Melissa Brown, NEMO Steering Committee K-5

Judy Roehr, NEMO Steering Committee 6-12

April Prestipino, Superintendent's Designee

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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 Beginning Teachers (also known as BTs) 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 a BT's education and subsequent practice.
- ❖ welcome and assimilate BTs into the district by orienting them to district policies and building procedures.
- ❖ foster shared professional development through the establishment of mentor/BT partnerships.
- ❖ increase the commitment to the district and the profession at large.
- ❖ promote the BT's 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 BT.
- ❖ provide opportunity for reflective practices.

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

COLLABORATING PARTICIPANTS

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).

BUILDING LEADERS

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

UNION (HTA)

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

NEMO STEERING COMMITTEE

*The NEMO Steering Committee will be comprised of three members - one for K-5, one for 6-12, and one administrative liaison.

Melissa Brown - K-5

Judy Roehr - 6-12

April Prestipino - Administrative Liaison

The NEMO Steering Committee administers the NEMO program:

- ❖ assisting administration in identifying BTs
- ❖ consulting with building leaders in identifying mentor/BT matches
- ❖ assessing BTs' 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/BT information
- ❖ oversee all mentors to ensure that mentoring requirements are being met
- ❖ assist the Superintendent or designee with the New Teacher Orientation (induction) as needed
- ❖ revise, distribute, analyze new teacher needs assessment
- ❖ create action plan if necessary
- ❖ inform Superintendent's designee to cover mentor stipends as directed by the NEMO Steering Committee
- ❖ create/revise forms and procedures to streamline all lines of communication and recordkeeping
- ❖ set/prepare agendas and chair all NEMO meetings including Steering Committee, Mentor/BT Meetings, and BT workshops

- ❖ coordinate initial training for new mentors and provide professional learning for ongoing mentors
- ❖ review/revise and coordinate both the program evaluation and mentor recruitment/renewal process
- ❖ coordinate and direct all procedures such as log distribution and collection, NEMO public relations material, and BOE/District negotiations
- ❖ current with SED regulations
- ❖ oversee annual program review/evaluation
- ❖ address problems, answer questions, and develop action plans as needed throughout the year for anyone/anything pertaining to the NEMO Committee and teaching certifications
- ❖ attend quarterly NEMO meetings
- ❖ troubleshoot all building level problems
- ❖ involved in all aspects of annual program review and evaluation
- ❖ additional responsibilities as directed by NEMO coordinator
- ❖ liaise as needed to keep all stakeholders informed regarding NEMO
- ❖ collaborate with Superintendent's designee to provide resources as needed for mentors/BTs

ROLE of the MENTOR

The Mentor provides guidance and support to the beginning teacher (BT) by building a confidential relationship.

Responsibilities include:

- ❖ maintaining confidentiality regarding all aspects of the mentor/BT relationship
- ❖ attending Mentor training as required by NEMO being available by email in the summer
- ❖ attending New Teacher Orientation with BT
- ❖ meeting with BT prior to the start of school
- ❖ meeting with the BT no less than one hour per week outside of the regular school day [contract day]
- ❖ helping the BT organize the classroom and supplies for the first day of school
- ❖ designing actively engaging instruction with a focus on classroom management with the BT
- ❖ understanding APPR and guiding the BT through the process
- ❖ familiarizing the BT to school building policies, routines, and procedures
- ❖ guiding the BT in using HCSD curricula and NYS Learning Standards to plan effective lessons and unit plans
- ❖ helping the BT develop effective discipline strategies
- ❖ guiding the BT 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 BT
- ❖ helping the BT to work with IEPs and 504 plans
- ❖ helping the BT to develop effective communication with parents, colleagues, administrators, and student
- ❖ reflecting on time management practices with the BT
- ❖ allowing BT to visit mentor's classroom 2x/semester [using prep time and/or conference day] to allow BT observe best instructional practices and to provide feedback
- ❖ observing the BT teaching, if needed (BT request)
- ❖ helping BT navigate network systems [email, student management systems, IEP direct,

iObservation]

- ❖ attending NEMO meetings called by the Steering Committee [up to 4x/year]
- ❖ filing mentoring logs and related documentation with the NEMO Steering Committee
- ❖ instructing the BT in the use of any necessary instructional technology
- ❖ acting as a liaison for content specific information as needed
- ❖ acting as an advocate
- ❖ modeling professionalism in all aspects of the job
- ❖ troubleshooting – to maintain confidentiality, report any issues to NEMO Steering Committee [other than mandated reporter issues and/or safety issues]

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

ROLE of the Beginning Teacher

MENTORING ELIGIBILITY

- ❖ Beginning Teacher (BT) – new to teaching – full time mentoring
- ❖ New to district – halftime mentoring
- ❖ Long Term Substitute after 40 contiguous days – halftime mentoring
- ❖ Second year – halftime mentoring by building administrator request
- ❖ Second year by BT teacher request - halftime mentoring

The Beginning Teacher:

- ❖ 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

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

Once appointed, mentors will stay in the mentoring pool for five years. Mentors will be selected from the pool on an as needed basis.

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 BTs a minimum of one hour per week outside of their other teaching responsibilities [outside of contract hours]. It is preferred practice that Mentors and BTs schedule a regular collaboration time for consistency.

TRAINING

Mandatory NEMO training will be provided.

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/BT MEETINGS**

NEMO procedures

- ❖ Differentiated Instruction
- ❖ Lesson plans
- ❖ Instructional strategies
- ❖ Assessments/grading
- ❖ Classroom management
- ❖ Discipline
- ❖ Pacing
- ❖ Professional demeanor & dress
- ❖ District policies & procedures
- ❖ Time management
- ❖ Photo/video permission slips
- ❖ Parent Conferences
- ❖ Independent Studies
- ❖ Terminology
- ❖ Building policies & procedures
- ❖ First day classroom procedures
- ❖ Supervisory duties (bus, assemblies, proctoring, etc.)
- ❖ Parent communication
- ❖ Parent volunteers
- ❖ Student Management System
- ❖ Learning Styles
- ❖ IEP & 504s
- ❖ Managing aides
- ❖ Phone use (school/cell)
- ❖ Sub folders/emergency plans
- ❖ Calling for subs
- ❖ Supply requisitions
- ❖ Holiday party policies
- ❖ Movies - ratings
- ❖ Confidentiality
- ❖ End of year procedures
- ❖ Snow day schedules
- ❖ Fire drill procedures
- ❖ Lockdown procedures
- ❖ First aid & emergency guides
- ❖ Teacher evaluation & the APPR
- ❖ Review school handbook
- ❖ District computer use policies for teachers and students
- ❖ Strategies for engagement
- ❖ Field trip/permission slips
- ❖ Chromebooks/Use of Google

MENTORS NEEDED
For NEMO
(New Employee Mentoring Opportunities)

Mentor criteria are as follows:

- Tenured with at least five years of service in the district
- Completed application process
- Evidence of successful teaching – effective or highly effective as deemed by observations
- Knowledge of current trends and issues in education, including use of data and instructional technology
- Open and flexible to all learning/teaching styles
- Will need to complete mandatory summer and quarterly training, if necessary
- Will need to meet with BT [beginning teacher] as indicated by NEMO Committee
- Will need to attend periodic mentor meetings
- Will need to submit feedback to the NEMO Committee

Application process – all parts must be submitted to be considered for an interview:

- A completed application
- A written reflection response
- Two self-selected Reference Assessment Checklists
- An interview showing evidence of problem solving skills

Applications are available through the NEMO Steering Committee. **Completed applications should be submitted to the Steering Committee by May 31st.**

Nominating Procedure:

Colleagues and Building Leaders may suggest potential candidates to the NEMO Steering Committee. An application will be given to any nominated candidates.

*Recently (within last 2 years) retired HCSD teachers may be considered

NEMO Steering Committee

K-5 Coordinator. – Melissa Brown

brownm@hudsoncsd.org

6-12 Coordinator – Judy Roehr

roehrj@hudsoncsd.org

Superintendent's Designee – April Prestipino

prestipino@hudsoncsd.org

Compensation will be based upon agreed contractual pay. Training will be available in the selected areas of coaching skills, instructional practices, building relationships, classroom management, and engaging beginning teachers in critical reflection. Preferential treatment will be afforded to teachers with National Certification, locally recognized teachers of excellence, Google Educator Level 1 Certification, and previous volunteer mentors.

**HUDSON CITY SCHOOL DISTRICT
NEMO MENTOR APPLICATION**

Name _____

Building _____

Contact Information (phone number and email address)

Teaching Certification (Content area(s)/grade level(s)):

Teaching Experience (location/subject area/grade level/years):

Describe your teaching experience and how you are a leader in the field of education in the Hudson City School District (including committees, coaching, advisories, previous mentoring experience, and experience as a cooperating teacher for student teachers, etc.)

Identify 3-5 qualities or characteristics that you feel would make you an effective mentor teacher:

On a separate sheet, please respond to the following: "Reflecting on your career in education, expand on the qualities that will make you a good candidate for NEMO, the beginning teacher mentor program."

I am aware of the expectations and procedures of the N.E.M.O. Mentor Program and I am available to attend the mentor/BT training.

(Signature)

(Date)

Return this application to your NEMO building representative by May 31st.

**HUDSON CITY SCHOOL DISTRICT
NEMO MENTOR RENEWAL APPLICATION**

Name _____

Building _____

Yes I am willing to mentor during the _____ school year. I understand that agreeing to this does not necessarily guarantee a BT (beginning teacher) to mentor but I am available and willing to do so.

I am aware of the expectations and procedures of the NEMO Mentor Program and I am available to attend the New Teacher Orientation prior to the start of the _____ school year (August).

Teaching Certification (Content area(s)/grade level(s)):

(Signature)

(Date)

Summer Address

Phone: _____

Phone: _____

Email: : _____

Return this application to your building representative by May 31st.

N.E.M.O. Steering Committee

J.L.E. (K-5) – Melissa Brown
6-12 - Judy Roehr

brownm@hudsoncsd.org
roehrj@hudsoncsd.org

**HUDSON CITY SCHOOL DISTRICT
MENTOR CANDIDATE ASSESSMENT**

Name _____ Building _____
Grade Level _____ Content Area _____

To be filled out by reference:

Please reflect and rate the candidate on the following attributes of an effective mentor teacher. This candidate...

CANDIDATE ATTRIBUTES	1 NEVER	2 SELDOM	3 FREQUENT	4 ALWAYS
Has a passion for teaching				
Believes mentoring improves instructional practice				
Can be a role model for other teachers				
Is willing to be observed by others				
Will advocate on behalf of colleagues				
Is open to participate in training to improve mentoring skills				
Will share information, ideas, and plan with colleagues				
Exhibits good humor and resourcefulness				
Enjoys new challenges and solving problems				
Listens attentively				
Asks questions that prompt reflection and understanding				
Offers positive and productive strategies				
Has excellent knowledge of pedagogy and subject matter				
Draws from and uses a broad repertoire of instructional strategies effectively				
Demonstrates excellent classroom management skills				
Is reflective and able to learn from mistakes				
Is resilient, flexible, persistent, and open-minded				
Is well organized and efficient with use of time				
Is regarded by colleagues as an outstanding teacher				
Is able to maintain a trusting professional relationship				
Is approachable; able to establish a rapport with others				
Is patient				

Reference (print): _____ Date: _____

Reference Signature: _____

Return this application to your NEMO building representative by May 31st.

**HUDSON CITY SCHOOL DISTRICT
MENTOR CANDIDATE ASSESSMENT**

Name _____ Building _____
Grade Level _____ Content Area _____

To be filled out by reference:

Please reflect and rate the candidate on the following attributes of an effective mentor teacher. This candidate...

CANDIDATE ATTRIBUTES	1 NEVER	2 SELDOM	3 FREQUENT	4 ALWAYS
Has a passion for teaching				
Believes mentoring improves instructional practice				
Can be a role model for other teachers				
Is willing to be observed by others				
Will advocate on behalf of colleagues				
Is open to participate in training to improve mentoring skills				
Will share information, ideas, and plan with colleagues				
Exhibits good humor and resourcefulness				
Enjoys new challenges and solving problems				
Listens attentively				
Asks questions that prompt reflection and understanding				
Offers positive and productive strategies				
Has excellent knowledge of pedagogy and subject matter				
Draws from and uses a broad repertoire of instructional strategies effectively				
Demonstrates excellent classroom management skills				
Is reflective and able to learn from mistakes				
Is resilient, flexible, persistent, and open-minded				
Is well organized and efficient with use of time				
Is regarded by colleagues as an outstanding teacher				
Is able to maintain a trusting professional relationship				
Is approachable; able to establish a rapport with others				
Is patient				

Reference (print): _____ Date: _____

Reference Signature: _____

Return this application to your NEMO building representative by May 31st.

N.E.M.O. Mentor Meeting Log

Hudson City School District

Mentor: _____

Beginning Teacher: _____

DATES	Time (Hours)	Collaboration Code	Mentor Initials	Beginning Teacher Initials

Collaboration Code:

C: Curriculum T: Technology PC: Parent Communication FC: Faculty Communication
LP: Lesson Planning OP: Other Paperwork CM: Class Management SB: School Building Business
M: Meetings O: Organization OT: Other _____

Mentor signature: _____

Beginning Teacher signature: _____

***Both mentors and beginning teachers should keep a copy of this document**

Comments:

N.E.M.O. Steering Committee Log

Hudson City School District

DATES	Time (Hours)	Activity Code

Activity Code:

SCM: Steering Committee Meeting **CW: Computer Work** **CP: Copying**
D: Discussions with Mentors/Interns **P: Preparation for Workshop/Conference/Meeting**
C: Communication – Administration, Union, Mentor, Intern
T: Training **M: Mentor/intern Meeting** **O: Other _____**

Comments:

NEEDS ASSESSMENT FOR BEGINNING TEACHERS

Mentor: _____ Beginning Teacher: _____

Write the letter in the rating column that most closely indicates your need for learning more in each area.				
Rating	A - Little need	B - Some need	C - Moderate need	D - High Need
	1. Using student data to drive instruction, planning & assessment			
	2. Understanding the academic standards and curriculum			
	3. Planning & preparing for instruction			
	4. Obtaining instructional resources and materials			
	5. Using a variety of instructional methods			
	6. Facilitating differentiated group instruction			
	7. Assisting students with disabilities			
	8. Organizing and managing my classroom			
	9. Maintaining student rules and standards of behavior			
	10. Motivating students			
	11. Dealing with individual student differences			
	12. Administering standardized achievement tests			
	13. Using a variety of assessments to measure student learning			
	14. Managing my time and work			
	15. Dealing with stress			
	16. Communicating with administration and colleagues			
	17. Understanding the professional evaluation process			
	18. Completing administrative paperwork			
	19. Understanding my legal rights and responsibilities as a teacher			
	20. Dealing with union-related issues			
	21. Communicating with parents and community			
	22. Knowing the special services provided by the district and community			
	23. Other:			
Please return to NEMO Steering Committee – Melissa Brown (JLE), Judy Roehr (HHS)				

HUDSON CITY SCHOOL DISTRICT
 NEMO EVALUATION
 MIDYEAR - FINAL
 (Please circle one)

Name (Optional) _____

Beginning Teacher (BT) Mentor School (Select one) JLE MCSIS JHS HHS

Please rate how the following areas have affected your professional growth.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
Time spent with Mentor/BT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of Mentor/BT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom Visitations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional strategies discipline/organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District/building culture/ logistics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administration observations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access/assistance with technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom time management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
APPR	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessments and standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson plans and grading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating with parents and community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obtaining instructional Resources and materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

More questions on the back →

In what specific ways has your involvement in the program advanced your knowledge of the learning process?

Could NEMO provide any additional professional development that would assist you? (e.g. videos, suggested topics for inservice, books for our professional library, technology programs)

Are you experiencing frustration with your mentor/beginning teacher program in general?

Please list any suggestions that you may have that will improve the NEMO program.

Additional comments

BEGINNING TEACHER ONLY:

In what specific ways is your mentor easing your transition into your new professional environment? Is there support for your professional development, including collegial interactions and assistance with finding opportunities to expand and refine your teaching skills?