



*MONTICELLO CENTRAL
SCHOOL DISTRICT*

**PROFESSIONAL
LEARNING PLAN
2020-2022**

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District Schools

Monticello High School
39 Breakey Avenue
Monticello, NY 12701

Robert J. Kaiser Middle School
45 Breakey Avenue
Monticello, NY 12701

**Emma C. Chase
Elementary School**
28 Pennsylvania Avenue
Wurtsboro, NY 12790

**George L. Cooke
Elementary School**
69 Richardson Avenue
Monticello, NY 12701

**Kenneth L. Rutherford
Elementary School**
26 Patricia Place
Monticello, NY 12701

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Inquiries regarding the District's non-discrimination policies should be directed to: Lisa Failla, Asst. Superintendent of Business, Monticello Central School District, 60 Jefferson Street, Suite 3, Monticello, NY 12701, 845-794-7700 x70525, lfaila@k12mcsd.net

The professional learning plan was created beginning in July in collaboration with the District Comprehensive Improvement Plan Committee and will convene throughout the next two school years. The members are as follows:

- Dr. Matthew T. Evans, Superintendent of Schools
- Linda Oehler-Marx, Asst. Superintendent of Curriculum and Instruction
- Dana Taylor, Exec. Dir. Of Special, Summer & After School Programs
- Kimberly Gordon, Director Technology
- Barbara Recchio, Director of ELA, Science & World Languages
- Shannon Leaney-Levenson, Director of Educational Data
- Jason Doyle, ENL Coordinator, Asst. Principal RJK MS
- Kurt Buddenhagen, Athletic Director
- Christopher Palmer, Principal KLR Elementary
- Stephen Wilder, Principal MHS
- Michelle Knowlton, Principal RJK MS
- Sara Kozachuk, Asst. Principal RJK MS
- Sarah Mootz, Asst. Principal Elementary
- Ana-Marissa Estep, Asst. Principal MHS
- Virginia Gallet, Principal Cooke Elementary
- Karen Crofoot, Special Education Teacher
- Elizabeth Bassett, Art Teacher 6-12, K-12 Visual Arts Dept. Instructional Lead
- Andrew Scecina, 5th Grade Teacher
- Jen Ducey, RJK MS Guidance Counselor
- Brittany Harden, RJK MS Guidance Counselor
- Jesse Hinton, Parent
- Darrin Raynor, Parent
- Vanetta Lane, Parent

*The district partners with SUNY Sullivan and other institutions of higher learning to ensure students have the necessary skills needed for post-secondary opportunities.

Monticello Central School District

Professional Development Plan 2020-2022

Introduction:

The purpose of this Professional Learning Plan is to improve the quality of teaching and learning by ensuring that teachers and leaders participating in substantial professional learning have opportunities for professional growth, remain current with research, and meet the learning needs of their students as required by the New York State Professional Standards and Practices Board (Regulation 100.2 NYSED, Commissioner of Education).

Our Mission:

The mission of professional learning in MCSD is to actively engage all educators in continuous professional growth, designed to increase the success of all students.

Our Vision:

The vision of professional learning in MCSD is to create an environment of collegiality and collaboration where all educators have opportunities to increase knowledge, improve performance, enhance professional satisfaction, and increase student learning.

Professional Learning Priorities:

1. Fully adopt an antiracism framework, improving services and the learning experience for Black students through adult behavior change.
2. Create a culture of inclusivity and belonging to increase student engagement and improve student outcomes.
3. Focus on a system of social/emotional learning, restorative practices, and mental health supports to eliminate barriers to learning.
4. Deliver strong inquiry-based instruction and increased academic intervention both in and after school.
5. Ensure COVID 19 reopening and recovery efforts are implemented in a way that ensures both student safety and equity.

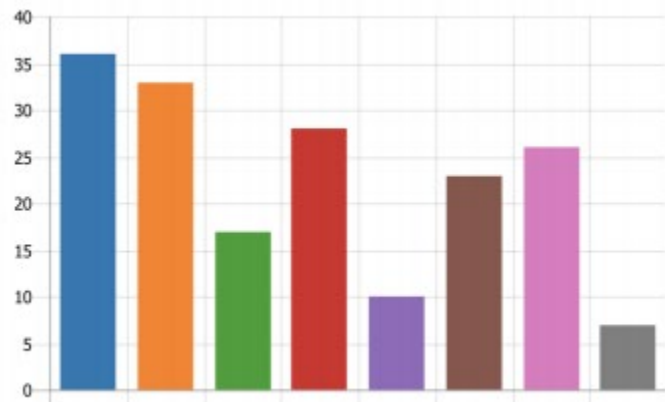
MCSD PROFESSIONAL LEARNING PLAN

1. Needs Analysis:

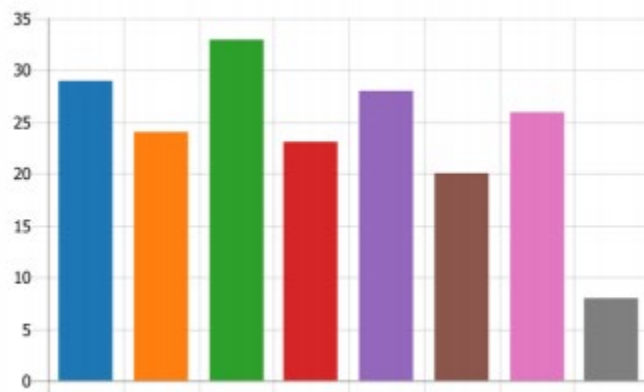
A needs analysis was conducted under the direction of Change Impact, a social impact consultancy firm. Invitations to complete an online survey were distributed to families, faculty, and staff of MCSD. The surveys were conducted in early 2020, and the results were collected and analyzed mid-year. The results of the surveys were analyzed by subgroups: (a) Family Survey Results, and (b) Faculty and Staff Survey Results.

a. Family Survey Results

1. As you reflect on September 2019-February 2020, please select up to three things you feel your child's school has done well?



2. As you reflect on September 2019-February 2020, please select up to three things in which you feel your child's school needs improvement.



3. Does your child feel a sense of belonging and being included in their school?
Approximately 45% of respondents answered yes.



b. Faculty and Staff Survey Results

1. How would you prioritize the district's efforts across the 6 tenets of effective districts?

Tenets	1st	2nd	3rd	4th	5th	6th
Social-Emotional Learning: Effective schools develop a systematic approach to Social-Emotional Learning to ensure that all students can develop social-emotional learning skills necessary for success within and beyond school. (39% = 1 st or 2 nd)	16%	23%	17%	11%	21%	12%
Parent and Community Engagement: Effective schools develop a systematic approach to Family and Community Engagement to empower parents to effectively advocate for their child's learning and for the improvement of the school. (32% = 1 st or 2 nd)	16%	16%	17%	7%	17%	27%
Curriculum: Effective schools provide students with rigorous, coherent, and relevant curricula that prepares all students for success. (28% = 1 st or 2 nd)	13%	15%	21%	16%	20%	15%
Instruction: Effective teachers engage with students in a manner that promotes mastery and allows students to stretch their knowledge and deepen their understanding. (27% = 1 st or 2 nd)	9%	18%	18%	32%	14%	9%

2. The district has committed to implementing multi-tiered systems of support (MTSS), an instructional framework that includes universal screening of all students, multiple tiers of instruction and support services, and an integrated data collection and assessment system to inform decisions at each tier of instruction. On a scale from 1 – 5 (with 1 being the least prepared and 5 being the most prepared), how prepared do you feel to support the district's MTSS efforts?



3. What additional supports do you need to support MTSS?

Respondents generally asked for more professional development, and a “toolbox” of tier 1, 2, and 3 interventions. There seems to be some confusion over the difference between RTI and MTSS. Respondents also expressed interest in clear expectations that are supported by building administrators.

4. The district is committed to implementing social/emotional learning (SEL) districtwide. SEL is the process through which students acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. On a scale from 1 – 5 (with 1 being the least prepared and 5 being the most prepared), how prepared do you feel to support the district’s SEL efforts?



5. The district is committed to equity and inclusion, which broadly reflects a desire to ensure all children feel welcomed and included regardless of their race, ethnicity, gender, religion, sexual orientation, national origin, socioeconomic status, language spoken, ability, or other characteristics. This effort also reflects our commitment to valuing difference, culturally responsive teaching, and providing all students what they need to thrive. On a scale from 1 – 5, how prepared do you feel to support the district’s equity and inclusion efforts?



6. What additional supports do you need to support equity and inclusion?

In addition to multiple respondents asking for training, additional responses noted a need to incorporate multicultural learning materials as well as food in the cafeteria; support for general education teachers to understand, assess, and support differently-abled learners; and faculty representation for Black students.

7. In what ways can the district support professional development for you and your colleagues? Please be specific.

Most responses indicated a need for more in-depth and detailed training, and several people asked for their input to be more central to PD design and delivery. Topics that were raised include cultural awareness/competency; SEL; technology; instructional strategies; and specific math and ELA curricula. Several respondents also asked for peer learning opportunities that can “count” as PD.

8. Students’ learning has been significantly disrupted due to COVID-19. In what ways would you like to see our schools and district respond to the likely learning loss we will face in the fall?

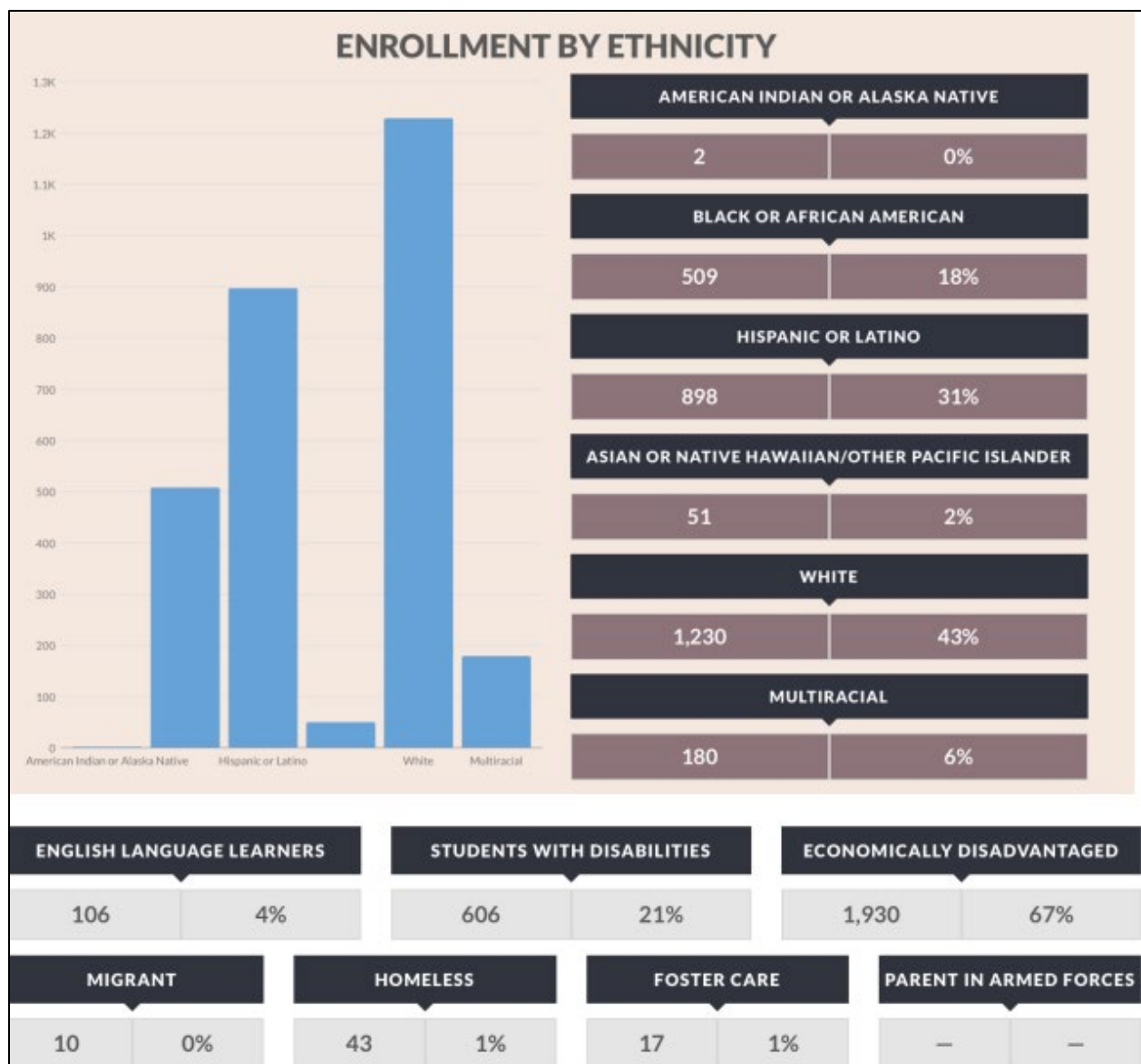
Responses indicated:

- Concern in meeting the curriculum requirements and filling the gaps
- Concern about the emotional toll the COVID closure has on students
- A need for better communication between grade level teachers
- Time for professional development to make necessary changes to curriculum

2. Culturally Responsive Professional Training:

Monticello CSD has a diverse student body represented by 18% Black or African American, 31% Hispanic or Latino, 2% Asian or Native Islander, 43% White, and 6% Multiracial population. A focus on Culturally Responsive Teaching (CRT) forms the focus of professional development at MCSD in order to meet the objectives identifies through the needs assessment. CRT-focused professional development centers on equitable instruction reflected in classroom pedagogy as well as instructional materials. Meaningful connections between student learning, student cultures, student languages, and diverse life experiences are incorporated into professional development training.

a. District Demographics



b. Attendance Data

- The district had a chronic absenteeism rate of 31.5% in 2018-19, compared to a national rate of 16% and a statewide rate of 18%. The rate remained flat from 2017-18.
- Efforts to reduce chronic absenteeism should be designed to target subgroups struggling the most with attendance, in order of population size:
 - Economically disadvantaged students (though down 2.5 points from 2017-18) o Hispanic students (but not ELLs) (no change from 2017-18)
 - Students with disabilities (though down 2 points from 2017-18)
 - Students experiencing homelessness (up 2 points from 2017-18)
- The district would benefit from targeted campaigns to address the importance of attendance with certain grades.
 - Consider: How might the importance of attendance be targeted to grades K-1 students and families to establish strong attendance habits?¹
 - Consider: How might the importance of attendance be targeted to high school students to connect attendance with college and career readiness/success?²

¹ Starting as early as preschool and kindergarten, chronic absence can leave third graders unable to read proficiently, sixth graders struggling with coursework, and high school students off track for on-time graduation (Attendance Works, 2014).

² Chronic absence is correlated to increased rates of dropout, adverse health outcomes and poverty in adulthood, and an increased likelihood of interacting with the criminal justice system (Schoeneberger, 2012; U.S. Department of Education, 2016; Center for Research in Education and Social Policy, 2018).

2018-19 Percentage of Students Who Were Absent (n = 176 school days)				
Subgroup Name	Students Enrolled for at Least One Day During the School Year	Absent 0-4% of Enrolled School Days Percent	Absent 5-9% of Enrolled School Days (At- Risk of becoming Chronically Absent) Percent	Absent 10% or More of Enrolled School Days (Chronically Absent) Percent
All Students	3,079	38.6 %	29.8 %	31.5 %
1. Race/Ethnicity: A higher percentage of Hispanic students are chronically absent and at-risk of being chronically absent.				
Black	550	41.1 %	27.8 %	31.1 %
Hispanic	981	33 %	32.8 %	34.1 %
Islander	55	67.3 %	14.5 %	18.2 %
Asian	55	67.3 %	14.5 %	18.2 %
White	1,294	41.7 %	27.9 %	30.4 %
Multiracial	196	32.1 %	36.7 %	31.1 %
2. Ability: A higher percentage of students with disabilities students are chronically absent (36.9% compared to 30.1%).				
Students with Disabilities	651	33.3 %	29.8 %	36.9 %
3. Income: A higher percentage of economically-disadvantaged students are chronically absent (35.5% compared to 24.2%).				
Economically Disadvantaged	1,986	33.7 %	30.7 %	35.5 %
4. Housing: A significantly higher percentage of students experiencing homelessness are chronically absent (60.3% compared to 30.4%).				
Homeless	121	17.4 %	22.3 %	60.3 %
5. Early grades: K and 1st grade students have higher rates of chomic absenteeism. Attendance appears stronger in grades 2-8. The national chronic absence rate for elementary schools is 14%, MCSD's average elementary rate is 31.5%, largely because of grades K and 1.				
Grade KF	251	27.1 %	29.1 %	43.8 %
Grade 01	239	31.4 %	33.1 %	35.6 %
6. High School: High school students display a surge in chronic absenteeism after grades 2-8. The national chronic absence rate for high school is 20%, MCSD's average high school rate is 35%.				
Grade 09	239	43.5 %	24.3 %	32.2 %
Grade 10	247	39.3 %	27.1 %	33.6 %
Grade 11	184	41.3 %	22.8 %	35.9 %
Grade 12	230	37 %	25.7 %	37.4 %
7. ELLs: A lower percentage of English Language Learners are chronically absent (25.2% compared to 31.8%). Good news!				
English Language Learner	119	34.5 %	40.3 %	25.2 %

3. Student Learning Outcomes

MCSD is a Target District (TD) with Targeted Support and Intervention (TSI) status for Black elementary school students. Additional subgroups identified as at-risk of becoming TSI groups include Students With Disabilities and Hispanic students districtwide, as well as Black and Hispanic students at Rutherford and middle school students with disabilities.

District/School Name	18-19 Accountability Status for District/ School	19-20 Accountability Status for District/ School	Elementary-Middle Subgroup Accountability Status									
			All Students	Students with Disabilities	Native American	Asian	Black	Hispanic	White	English Language Learners	Econ. Disadvant aged	Multiracial
MONTICELLO CSD	GS	TD	GS	GS:PTD	-	GS	TSI - D/S	GS:PTD	GS	GS	GS	GS
EMMA C CHASE SCHOOL	GS	GS	GS	GS	-	-	GS	GS	GS	-	GS	GS
GEORGE L COOKE SCHOOL	GS	GS	GS	GS	-	-	GS	GS	GS	GS	GS	GS
KENNETH L RUTHERFORD SCHOOL	GS	GS	GS	GS	-	-	GS:PTSI	GS:PTSI	GS	GS	GS	GS
MONTICELLO HIGH SCHOOL	GS	GS	-	-	-	-	-	-	-	-	-	-
ROBERT J KAISER MIDDLE SCHOOL	GS	TSI	GS	GS:PTSI	-	GS	TSI	GS	GS	GS	GS	GS

District/School Name	18-19 Accountability Status for District/ School	19-20 Accountability Status for District/ School	High School Subgroup Accountability Status									
			All Students	Students with Disabilities	Native American	Asian	Black	Hispanic	White	English Language Learners	Econ. Disadvant aged	Multiracial
MONTICELLO CSD	GS	TD	GS	GS	-	-	GS	GS	GS	GS	GS	GS
EMMA C CHASE SCHOOL	GS	GS	-	-	-	-	-	-	-	-	-	-
GEORGE L COOKE SCHOOL	GS	GS	-	-	-	-	-	-	-	-	-	-
KENNETH L RUTHERFORD SCHOOL	GS	GS	-	-	-	-	-	-	-	-	-	-
MONTICELLO HIGH SCHOOL	GS	GS	GS	GS	-	-	GS	GS	GS	GS	GS	GS
ROBERT J KAISER MIDDLE SCHOOL	GS	TSI	-	-	-	-	-	-	-	-	-	-

- While MCSD students are showing growth, achievement scores led to TD status for the district and TSI status for Black students.
 - Consider: What is driving performance growth? Can MCSD expand promising practices?
- Chase is outperforming the district in ELA; Cooke is outperforming the district in math.
 - Consider: What promising practices can be drawn from these schools?
- Exploring all possible root causes of these results requires exploration of:
 - Effectiveness of the curriculum/alternative curricular options
 - Family and community experiences unique to Black students
 - Capacity for and execution of culturally responsive practices³
 - Black students' sense of belonging in school and in the classroom⁴
 - Presence of implicit biases impacting Black students' experiences (e.g., behavior management practices, high versus low expectations)⁵
 - Presence of Black teachers and school leaders⁶

³ Culturally responsive practice requires educators to be culturally competent and to use instructional practices and materials that reflect students' cultural backgrounds, while maintaining high expectations for learning. Culturally responsive practice has been found to be "significantly associated with academic outcomes and ethnic-racial identity development" (Byrd, 2016).

⁴ Research indicates that Black students are more at risk of feeling disconnected from school because of a cultural divide between students and educators (Thompson, 2004) and that students' feelings of belongingness influence their academic achievement (Faircloth & Hamm, 2005; (Boston & Warren, 2017).

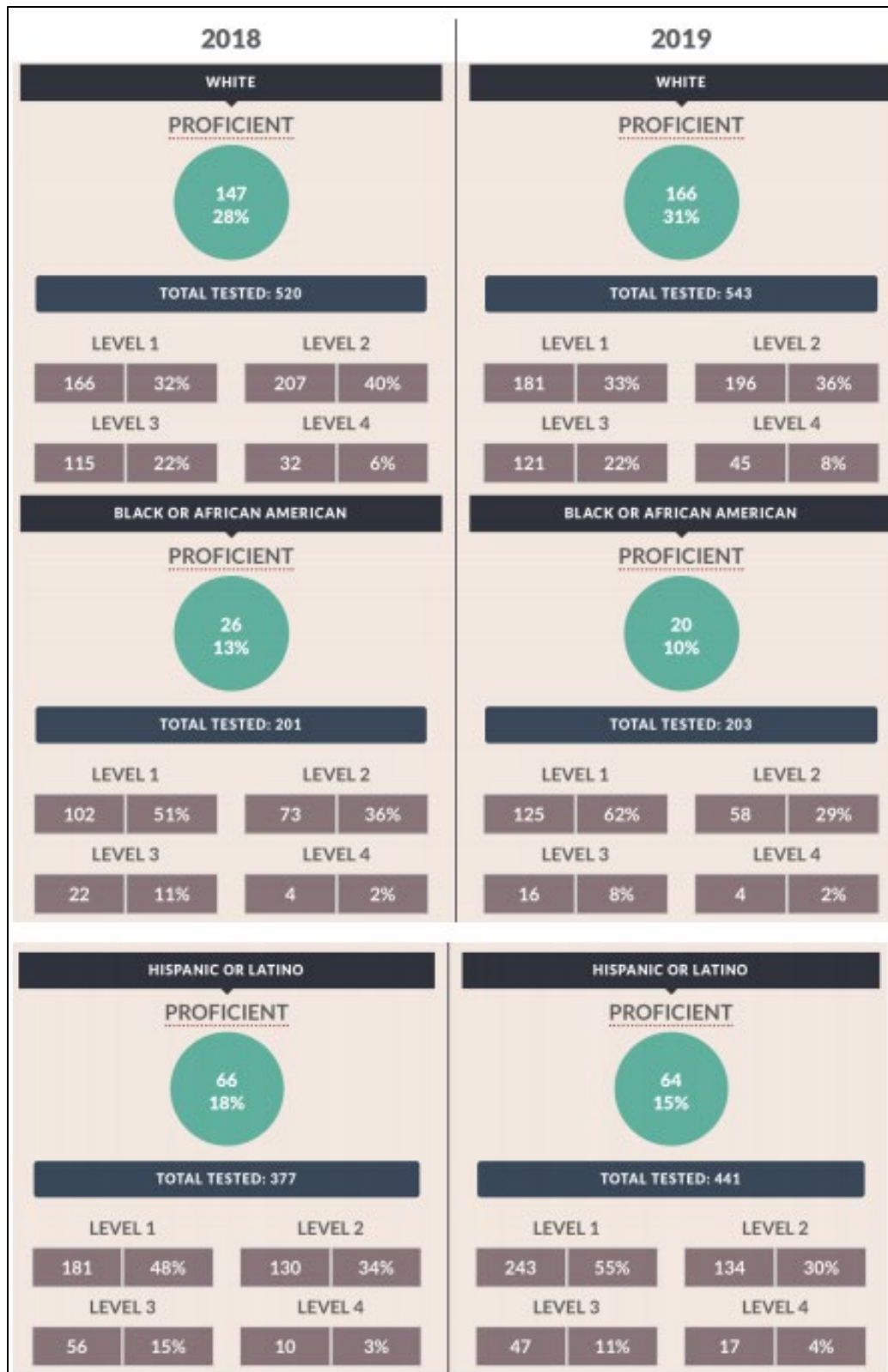
⁵ Examples of the impact of bias can be found throughout education literature. For example, Black and Latinx children are less likely to be screened for gifted programs in schools (AERA, 2016). In 2014, the U.S. Department of Education (2014) found that while Black students represented 16% of student enrollment, they accounted for 27% of law enforcement referrals from schools and 31% of students subjected to a school-related arrest.

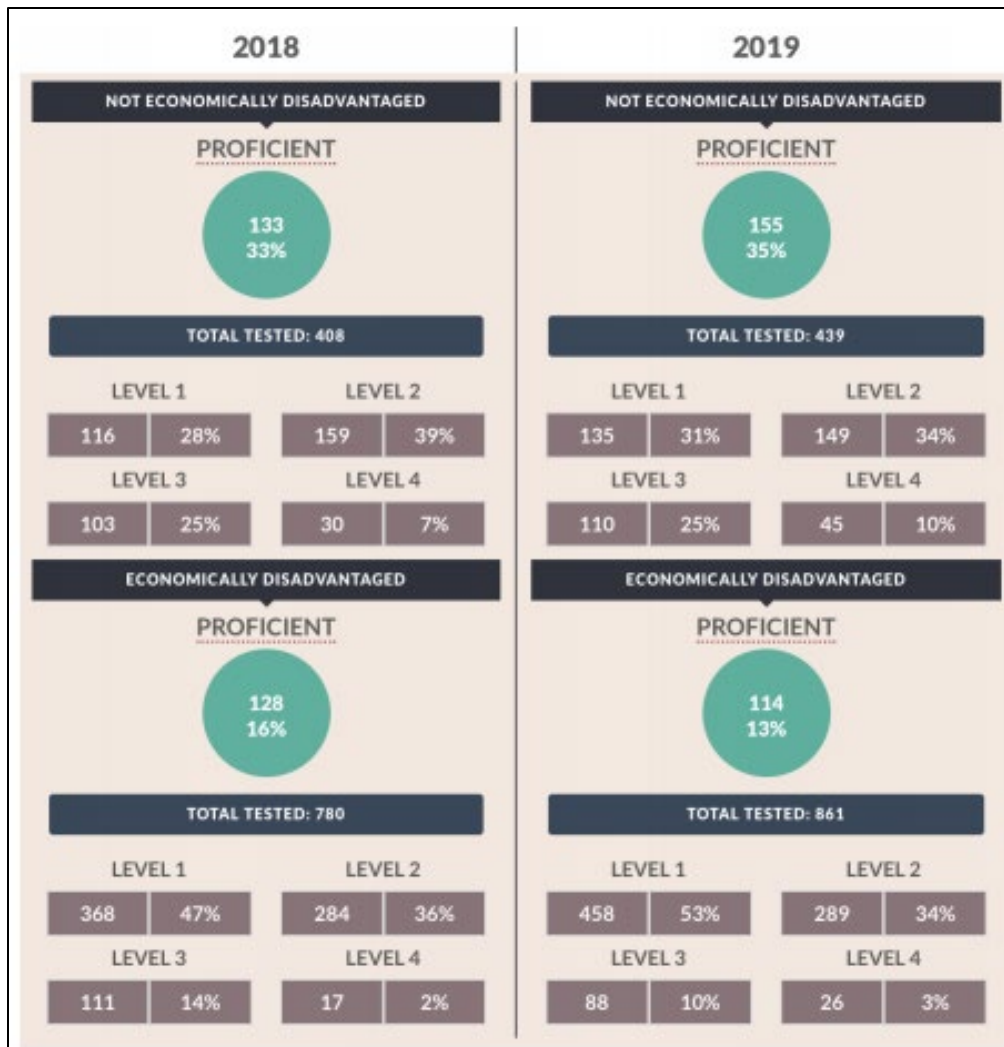
District/School Name	Subgroup	Accountability Status for Subgroup in 19-20 school year	Subgroup Met CSI/TSI Identification Criteria, or Good Standing in 19-20 school year	ELA and Math Academic Progress								Avg. ELA and Math Acad. Progress Level. Rounded down average of column # 50 and 58.
				18-19 ELA Acad. Ach.	18-19 ELA Sch./Dist. MIP	ELA Academic Progress Level	ELA Academic Progress Level Details	18-19 Math Acad. Ach.	18-19 Math Sch./Dist. MIP	Math Academic Progress Level	Math Academic Progress Level Details	
MONTICELLO CSD	All	Good Standing	Good Standing	78.7	75	2	Met Lower MIP and did not meet State Long Term Goal, or met Safe Harbor	75.4	72.8	2	Met Lower MIP and did not meet State Long Term Goal, or met Safe Harbor	2
MONTICELLO CSD	Black	TSI	TSI Scenario #2	51.5	63.3	1	Did not meet Lower MIP	47.3	52.6	1	Did not meet Lower MIP	1
EMMA C CHASE SCHOOL	Black	Good Standing	Good Standing									
GEORGE L COOKE SCHOOL	Black	Good Standing	Good Standing	56.1	90.2	1	Did not meet Lower MIP	85.7	57	2	Met Lower MIP and did not meet State Long Term Goal, or met Safe Harbor	1
KENNETH L RUTHERFORD SCHOOL	Black	Good Standing	Good Standing: Potential TSI for 2020-21	32.5	52.4	1	Did not meet Lower MIP	35	48.6	1	Did not meet Lower MIP	1
ROBERT J KAISER MIDDLE SCHOOL	Black	TSI	TSI Scenario #1	51.9	58.1	2	Met Lower MIP and did not meet State Long Term Goal, or met Safe Harbor	34.1	48.2	1	Did not meet Lower MIP	1

a. Districtwide Performance (2018-19)

In addition to the subgroup performance described above, districtwide data will support broader district planning. With 21% of MCSD students scoring proficient in math and 22% in ELA, the district performed below Sullivan County (28% and 26%, respectively) and statewide rates (47% and 45%, respectively). The data below reveals an achievement gap between Black (21-point gap) students as well as (16-point gap) Hispanic students and their White peers, and between students who are Economically-Disadvantaged and their more affluent peers (22-point gap).

⁶ Research shows that attending schools with diverse teachers and leaders benefits all students, and for students of color having members of one's own race/ethnicity in a leadership position has a positive impact on their learning and engagement (Goldhaber, Theobald, & Tien, 2016).





For complete MCSD performance data, visit:
<https://data.nysed.gov/profile.php?instid=800000036596> .

b. Student Learning Outcomes: Professional Development Plan

State assessment data, needs assessments, local assessments, and benchmarks will drive the Professional Learning. Learning will occur in-person and virtually with audience size determined by topic. Due to the nature of the ongoing COVID-19 pandemic, timelines and anticipated number of hours will remain flexible to ensure we prioritize opportunities based on presenting need.

Topic	Audience	Anticipated Provider	Timeline	CTLE/TE SOL Hours Available	Anticipated No. hours	Professional Learning Priority Addressed (pg. 17)
*Anti-racism Frameworks	ALL	Bank Street Education/In house staff	11/20-6/22	Yes	3	1,5
*Implicit Bias	ALL	Bank Street Education/Change Impact/BOCES	11/20-6/22	Yes	3	1,2,5
*Equity	ALL	Bank Street Education/Change Impact/BOCES/In house staff	11/20-6/22	Yes	3	1,2,5
* Culturally Responsive Pedagogy	ALL	BOCES/In house staff	2020-2022	Yes	20	1,2,3,4
Social Justice Standards	ALL	BOCES/In house staff	Summer 2020	Yes	3	2
*Restorative Practices	ALL	BOCES/In house staff	2020-2021	Yes	5	2,3,5
*SEL	ALL	BOCES/In house staff	2020-2021	Yes	3	2,3,4,5
RULER	K-8	BOCES/In house staff	2020-2022	Yes	20	2,3
*Trauma-informed schools	ALL	BOCES/In house staff	Sept 2020	Yes	2	2,3,5
*Embedding evidence-based best practices to reduce disparities in outcomes into instructional pedagogy	ALL	BOCES/In house staff	2020-2022	Yes	20	2,3,4
*Family Engagement	ALL	Scholastic/ Harvard/ In house staff	2020-2021	Yes	15	2
Curriculum specific work by content areas	ALL	Hudson Valley Writing Project/BOCES/In house staff	2020-2021	Yes	20	2,3,4
*MTSS	ALL	In house staff	2020-2021	Yes	2	2,3,4,5

4. NYS Professional Learning Standards and MCSD Professional Development Plan

MCSD Professional Development Plan incorporates the 10 standards for high quality professional development as outlined by NYSED:

1. Designing Professional Development: Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.

- MCSD uses data derived from a needs assessment to pinpoint areas that will benefit from professional development for our faculty and staff. Professional development is based on research-based best practices that support effective classroom instruction and student learning.

2. Content Knowledge and Quality Teaching: Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

- MCSD presents instructional models and learning experiences across content areas in well-developed trainings that target areas in need of improvement including quality lesson plans, inquiry-focused instruction, student-centered instruction, common formative assessments, and rubric-based assessments.

3. Research-based Professional Learning: Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research.

- MCSD professional development is based on current research in the fields of classroom instruction, cognitive development, and neuroeducation. Results from the incorporation of instructional strategies are analyzed for effectiveness using local and state assessments as benchmarks.

4. Collaboration: Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate in a respectful and trusting environment.

- MCSD utilizes several Learning Management Systems (LMS) to ensure that all educators can work collaboratively, share information and data, and form Professional Learning Communities (PLC's) that act to sustain successful initiatives.

5. Diverse Learning: Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.

- MCSD professional development opportunities are built to include multi-leveled strategies that will accommodate all learners.

6. Student Learning Environments: Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.

- MCSD professional development includes opportunities to incorporate components of SEL in all teaching and learning. Strategies for creating safe physical and emotional environments for learning are a top priority.

7. Parent, Family and Community Engagement: Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.

- MCSD professional development considers the community needs first. Identification of community priorities has been essential in establishing critical professional development objectives.

8. Data-driven Professional Practice: Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.

- MCSD professional development training incorporates student classroom data triangulated with state and local assessments in considering the need for, and effectiveness of, trainings.

9. Technology: Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.

- MCSD professional development focuses on a dual approach of content and technology. The integration of technology is aligned to the professional development needs and delivered as a cohesive training.

10. Evaluation: Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

- MCSD uses objective(s)-based professional development trainings that are determined through needs analysis. Evaluations are both survey-based (qualitative) and criterion-referenced (quantitative) using local and state assessments as measures.

5. Grade Level Professional Development

Elementary Grade Level Leaders (GLL) and Secondary Department Instructional Leaders (DILS) have regularly scheduled meetings with their teams to engage in data driven conversations related to their specific instructional practices and student outcomes. These smaller professional learning communities provide an opportunity for staff to have intentional dialog according to their grade levels, specialized skill sets and teacher certification areas. In collaboration with district administrators, the GLLs and DILs identify specific professional learning needs and develop an action plan to build staff capacity. If trends in data are present across grade level bands, professional learning may occur in larger group settings such as K-2, 3-5, 6-8 and 9-12 grade levels.

6. Measuring the Impact of Professional Learning

The impact of professional learning at MCSD will be measured by a dual approach. Surveys will be administered following each professional development training to gauge the level of appropriateness, satisfaction, and impact. In addition, professional development targeting classroom instruction that supports equity, inquiry-based strategies, and inclusivity will be evaluated through any measurable shifts in assessment results at both the district and state levels.

7. Participation in Professional Learning

In order to model life-long learning for our students, the district professional staff engages in frequent professional learning both mandatory and optional. Although CTLE accountability is the responsibility of the certificated individual, the district provides frequent opportunities that go above and beyond the expected 100 hours in a five-year period.

Position	Anticipated No. of Hours	CTLE Available
Administrator	50-75	Yes
Teacher	40-50	Yes
Teaching Assistant	30-40	Yes
Teacher Aide	10-20	N/A
Guidance Counselor	40-50	Yes
Speech Therapist	40-50	Yes
School Psychologist	40-50	Yes
School Social Worker	40-50	Yes
Teacher on Special Assignment	40-50	Yes
School Nurse	40-50	Yes

8. CTLE/Other Professional Learning Opportunities

Due to the disproportionate outcomes of our ESSA identified subgroups, a significant portion of the professional learning included in this plan will be mandatory. The District Comprehensive Improvement Plan defines deliberate action steps needed to ensure staff have the capacity to improve outcomes for targeted groups of students. As an accredited CTLE provider, the district intends to award the corresponding number of hours to assist with teacher certification requirements. Mandatory requirements are outlined in section 3 and account for approximately 40-50 hours. Staff are encouraged to participate in optional learning opportunities that may be offered with CTLE hours as well.

Approximate No. Mandatory Professional Learning Hours	Approximate No. Optional Professional Learning Hours
40-50	At the discretion of the certificated individual and funds available

9. Sustaining Professional Learning

The sustainability of professional development depends on on-going collaboration and the use of technology to share resources, ideas, and data. It is important that professional development enhances changes in teachers' cognition, professional attitude, and pedagogical knowledge. MCSD professional development trainings incorporate sustainability through offerings that require multiple-session delivery targeted to specific objectives aligned to the district's mission and vision. The reliance on PLC's and building/grade-level meetings ensures that information is shared across appropriate grade-levels and building levels. This strategy supports a common framework and knowledge base for change.

10. Professional Learning through the Lens of Andragogy

Adult education requires a different approach to instruction than that for children. Knowles (1984) has outlined four major areas of differences: (1) adult learners want to know why specific things are being taught; (2) adult learners want task-orientated instruction; (3) adult learners carry varying levels of expertise that must be honored; and (4) adults are self-directed and prefer to learn through discovery. MCSD accounts for the differences in child/adult learning principles and develops trainings that respects the learning styles of adults.

Trainings center on effective practices that rely on collected feedback to ensure professional development is meeting the needs of all teachers. Collaboration with Sullivan BOCES, Sullivan County Community College, and SUNY New Paltz is essential in providing professional development that is timely, effective, and current.

11. Opportunities to Complete 100 Hours of CTLE

MCSD provides teachers and educational leaders opportunities to complete 100 hours of CTLE hours via multiple professional development providers including: Regional BOCES, Regional Bilingual Education Resource Network (RBERN), Sullivan County Teachers Center, in-district Superintendents Conference Days, Cornell Cooperative Extension, Catholic Charities, and outside professional organizations. Participants register through Frontline (MLP) as a platform for monitoring hours.

12. Professional Development Addressing the Needs Teachers of ELL's

Professional certificate holders employed at MCSD have opportunities to complete 15% of the required CTLE credits in trainings that address the needs of English Language Learners (ELL's). Trainings include a focus on best practices for co-teaching strategies and integrating language and content instruction for ELL students. The REBERN serves as the professional training center for classroom teachers.

13. Professional Development Addressing the Needs of Teaching Assistants and ELL's

Teaching Assistants employed at MCSD have opportunities to complete 15% of the required CTLE credits in trainings that address the needs of English Language Learners (ELL's). Trainings include a focus on best practices for co-teaching strategies and integrating language and content instruction for ELL students. The REBERN serves as the professional training center for classroom teaching assistants.

14. Opportunities to Support Professional Growth

The following organizations and individuals offer other supports for professional development including coaching, induction, and professional learning communities at MCSD:

Support Type	Organization/Individual	Offerings
Professional Learning	BOCES	https://www.mylearningplan.com/WebReg/Catalog.asp?D=10471&H=1
Professional Learning	District Catalog	https://www.mylearningplan.com/LearningPlan/Catalog.asp
Coaching	HMH - Read 180, Math 180,	
Induction	District	Mentoring Program
Professional Learning	Sullivan County Teachers Center	https://www.scbores.org/domain/39

15. Required Certification Trainings

Conference days prior to the start of the school year provide time for the district to deliver required annual trainings. These trainings include but are not limited to:

- DASA
- School violence intervention and Safety Plans
- School violence prevention such as building specific initiatives and Code of Conduct
- Child abuse in educational and domestic settings

In addition, representatives from the Pupil Personnel Department ensure staff have the appropriate knowledge and skills to support students under the Committee on Special Education with the classification of Autism or any of the other 12 disability classifications. This training is typically provided to identified individuals who have direct contact with special education students. Resources from BOCES assist with providing ongoing learning opportunities throughout the year in department and grade level team meetings.

16. Mentoring Requirements

a. Role of Mentors/Mentor Activities

Confidentiality between the Mentor and Mentee is implicit in the relationship. The relationship between the Mentor and Mentee is to be advisory not evaluative. From the guidance provided by established veteran teachers, the Mentee will receive information, encouragement, and better understanding of the culture of the Monticello Central School District promoting more effective delivery of instruction. The Mentor will assist a Mentee in the cognitive/instructive area as follows:

- Model a lesson(s) for the Mentee/modeling instruction
- Observation maintaining a written log
- Opening of the year routines, orientation to school culture
- Curriculum
- Daily and long-range planning
- Lesson planning
- Collaborate on Mentee goals
- Classroom management
- Assist in development of professional growth plan
- Attend trainings to receive stipend
- Attend new teacher orientation in August to initiate the mentor-mentee relationship before the start of the school year
- Attend district Mentor-Mentee dinner(s) during the school year

b. Timeframe for Mentoring

A Mentee will receive Mentor support for a total of 10 months. The services described below should be evenly distributed throughout that 10-month period.

If a new teacher is hired after the start of the school year, they will be provided with a Mentor and that Mentor will receive an appointment through the end of the school year. The Mentor stipend will be prorated. The same Mentor (barring any performance issues) will be reappointed for the beginning of the following school year and would receive a prorated stipend for that appointment. This will ensure that the new teacher will receive a full 10 months of mentoring service. This will also allow for the Mentor to receive a full 10-month stipend. In those cases where the Mentor has to go out of work prior to the end of the school year, the Mentee will receive a new Mentor who will serve for the remainder of the 10-month period.

It is understood that most mentoring activities will occur after school hours. Observations will be arranged during planning periods, or, if necessary, a substitute teacher will be provided to meet this requirement. Mentor training will most likely occur outside the regular school day.

Minimum Time Allotment for Mentoring New Teachers (Level 1*)

28 hours	Mentor-Mentee program meeting and activities
4 hours	Summer Mentor-principal orientation
4 hours	Summer new teacher orientation
4 hours	(4) 45-60 minute peer observations
40 Total Hours	

***Level I Mentor:** Will spend 40 hours minimum with teachers who have no previous full time experience except student teaching. New teacher orientation and (4) 45-60 minute peer observations included.

Minimum Time Allotment for Mentoring New Teachers (Level 2*)

21 hours	Mentor-Mentee program meeting and activities
2 hours	Summer Mentor-principal orientation
4 hours	Summer new teacher orientation
3 hours	(4) 45 minute peer observations
30 Total Hours	

***Level II Mentor:** Will spend 30 hours minimum with teachers who have been placed on Teacher Improvement Plans. New teacher orientation and (4) 45 minute peer observations included.

Minimum Time Allotment for Mentoring New Teachers (Level 3*)

12.5 hours	Mentor-Mentee program meeting and activities
2 hours	Summer Mentor-principal orientation
4 hours	Summer new teacher orientation
1.5 hours	(2) 45 minute peer observations
20 Total Hours	

***Level III Mentor:** Will spend 20 hours minimum with teachers who have 1 to 3 years teaching experience or have never been tenured. New teacher orientation and (2) 45 minute peer observations included.

c. MCSD Monthly Mentoring Log

This form will be kept by the Mentor and completed in collaboration with the Mentee. Copies are kept by each partner, and a copy electronically transmitted or inter-office mailed to the Mentor Coordinator on a monthly basis. Mentor Logs reflect the meetings held by the partners. Any observations, other meetings, etc., should also be referenced.

COLLABORATIVE LOG – MONTH:		
<div>MENTOR:</div> <div>MENTEE:</div>		DATE(S) OF WEEKLY MEETING(S) WITH TIME(S) NOTED:
General information on the <u>types</u> of activities in which you have engaged for the month (ex. peer observations, classroom management, lesson planning/review, data discussions, etc.) <i>Refer to the checklist found in the Mentor Handbook</i>		Current <u>focus</u> of Mentor/Mentee interactions:
Mentee's activities for the following month which will help the Mentee reach their long- and short-term goals:	Mentee's questions for principal or other supervisors:	Mentor's activities for the following month (ex. In what way(s) will you help facilitate your Mentee's goals?)
<div>Date log was reviewed by Mentor and Mentee:</div> <div>Date log received by the Mentor Coordinator:</div>	<div>Mentor's Signature</div> <div>Mentee's Signature</div>	IMPORTANT REMINDER: If, for any reason, a Mentor or a Mentee has concerns about the mentoring process (e.g., another perspective or help with a specific instructional or other issue is desired, or if the partnership does not seem to meet the needs of one or both of the partners) please contact the Mentor Coordinator for a confidential consultation.