

2018-2019
THE UNION-ENDICOTT CENTRAL SCHOOL DISTRICT
PROFESSIONAL DEVELOPMENT PLAN

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UNION-ENDICOTT CENTRAL
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THE PROFESSIONAL DEVELOPMENT MISSION OF THE UNION-ENDICOTT SCHOOL DISTRICT

The Union-Endicott Central School District has as its mission to develop students who are responsible, self-directed, life-long learners. In practice, this mission informs the learning opportunities that the District offers both to its students and to its staff members.

Education for the students of Union-Endicott has been of a consistently high caliber, delivered in light of the requirements of New York State, the beliefs and goals of the District, and the expectations of the community. Union-Endicott's success as an educational entity has been due in no small part to the commitment of its staff to their own professional growth. The connection between student success and skilled instruction has been a hallmark of education in this District.

By fulfilling the New York State mandate that each of its school districts publish a Professional Development Plan, Union-Endicott has created a powerful tool that enables the district to deal equitably with all its stakeholders. The work outlined in the PDP, indeed all work done in the district, is directed toward assuring that all Union-Endicott graduates achieve our Commencement Goals (*see page 2.*) It is by design that these goals are in direct alignment with the New York State Learning Standards. Thus, when UE graduates achieve our goals, they have also fulfilled the high expectations held for them by New York.

By offering high-quality, integrated staff development to teachers and other staff members, the district provides these practitioners the tools they need to bring our students to the graduation stage and to aid their transition to the world beyond. The opportunities offered for professional growth are supportive of the district goals set by the Board of Education, the needs of students as indicated on assessments and other measures, and the professional skills sought by teachers as outlined in the annual needs assessment survey and the Annual Professional Performance Review documents.

For the past ten years, the district has organized its improvement efforts around a local schema, the Union-Endicott Instructional Improvement Process. (*See page 3 for a graphic representation.*)

By supporting initiatives that routinely focus on pedagogy and assessment, the Professional Development Plan continues to build the capacity of the District to function as a professional learning community. As a framework, the Plan delineates in a clear manner the goals that it has for the professional growth of staff members as they work to improve student outcomes. The PDP outlines a plan of work in support of student success. The Plan takes into account characteristics of the adult learner. It acknowledges that adults have individual learning styles, and outlines possibilities for growth in a variety of venues. It recognizes that adults learn best when they are able to construct their own knowledge, and provides opportunities for collaboration and problem solving. Above all, it endorses the belief that the staff of Union-Endicott is anxious to strive for professional excellence and offers them myriad ways in which to achieve that goal. This Professional Development Plan, then, provides a scaffold to reinforce the strength of Union-Endicott's staff. It enables stakeholders to focus on clear, shared goals for student learning, to collaborate with colleagues in achieving the Commencement Goals, and to reflect upon their own learning and professional practice.

THINKS
Exhibits depth of thought through various forms of communication

OBSERVES
Understands that making careful observations is an essential first step to gathering and weighing information to be shared with others

LISTENS
Pays attention when listening; is open-minded, and reflects on what is being said.

VALUES DEMOCRATIC PRINCIPLES
Knows how the government of the United States works, values knowing about the past, and is able to understand consequences of the actions of a democracy.

RECOGNIZES ROLE AS A MEMBER OF THE WORLD COMMUNITY
Studies local, national and international news events, and understands their implications.

Effective Communication Skills

Involved Citizenship

SPEAKS
Speaks with confidence, knows the subject, and can make oneself understood by others

WRITES
Produces clear writing and can express a point of view

READS
Reads proficiently for information, and finds enjoyment in the power and beauty of language.

PARTICIPATES IN THE SCHOOL AND LOCAL COMMUNITY
Is a responsible member of the environment in which he or she lives and works

UNDERSTANDS AND RESPECTS DIVERSE CULTURES
Recognizes that various-groups must live and work together within the framework of the community; has knowledge of a second language.

THE UNION-ENDICOTT GRADUATE WILL DEMONSTRATE 

EXEMPLIFIES QUALITIES OF CHARACTER
Exhibits such strengths as honesty, responsibility, and perseverance

TAKES PRIDE IN ACCOMPLISHMENTS
Understands that doing well in one's undertakings is a source of personal fulfillment

SOLVES PROBLEMS
Offers his or her own solutions, or knows where to go to find answers.

IS A TEAM PLAYER
Cooperates with others at work and at play to achieve common goal

EXHIBITS A STRONG WORK ETHIC
Has a good attendance record and exerts consistent effort to complete a task.

Personal Excellence

Expertise of a Life-Long Learner/Worker

PURSUES WELLNESS
Recognizes the need to maintain physical and emotional health

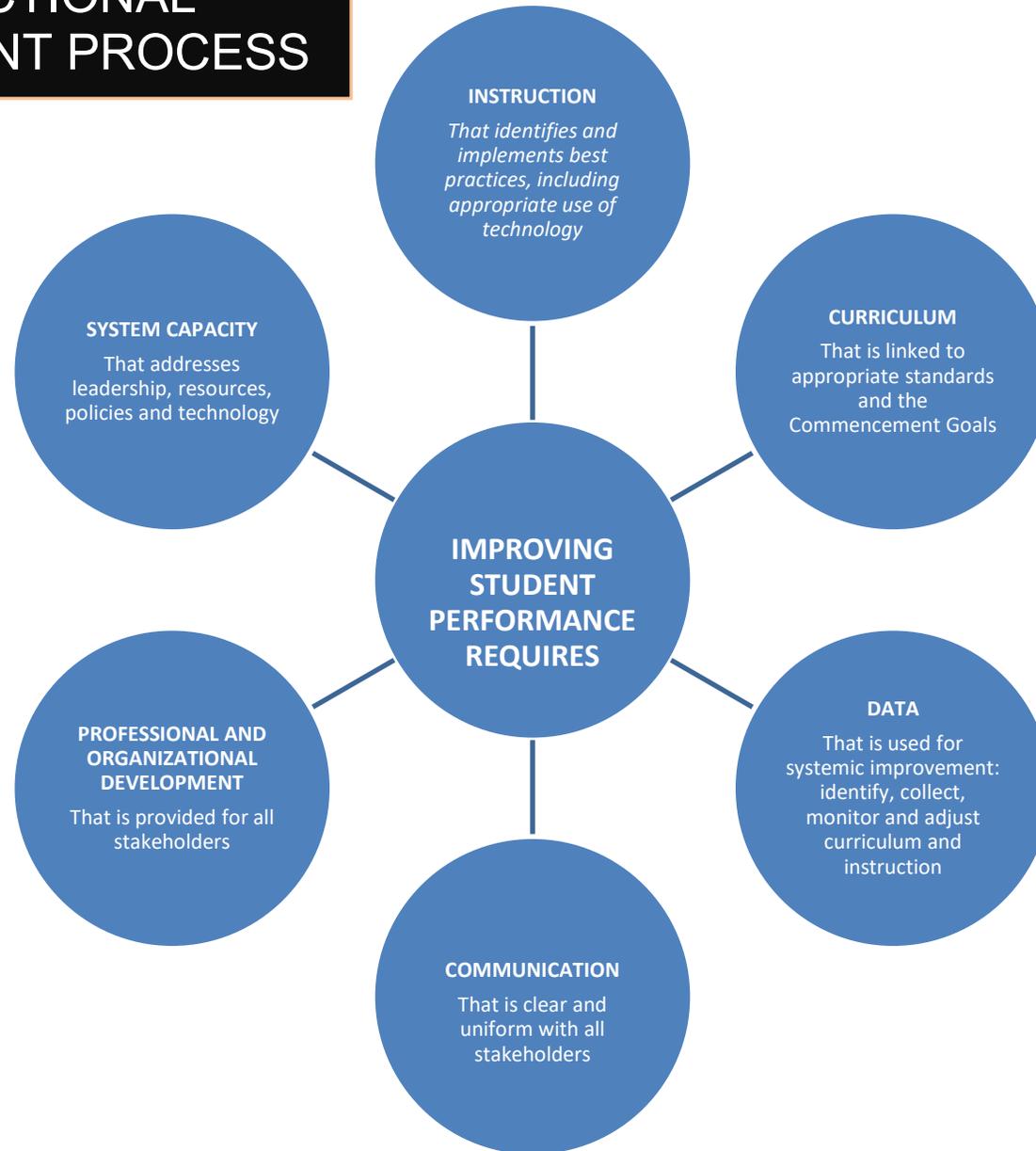
RECOGNIZES OWN STRENGTHS AND NEEDS
Realizes one's own special talents as well as areas in which one can improve

USES SUCCESSFUL TEST-TAKING STRATEGIES
Demonstrates a command of knowledge and skill when required to do so for school or job assessments

APPLIES TECHNOLOGY AND DATA TO ACCOMPLISH TASKS
Employs appropriate methods to access and assess information.

PARTICIPATES IN AND VALUES THE ARTS
Uses the arts to enhance one's personal quality of life

THE UNION-ENDICOTT INSTRUCTIONAL IMPROVEMENT PROCESS



COMPOSITION OF THE PROFESSIONAL DEVELOPMENT PLANNING TEAM

The District includes four elementary schools, one middle school, one high school, one K-12 alternative school. There is a student population of 3,744 at Union-Endicott.

The Union-Endicott Central School District's strategic planning model is designed to continuously and effectively meet the challenges of high learning standards and contribute to greater student achievement. The model is effective because it coordinates initiatives and efforts of the district into one cohesive plan and cycle.

The District has Instructional Teams comprised of teachers and administrators in each curricular area. The teams meet as needed to address issues of curriculum, instruction and professional development. Their input is sought in making decisions on how best to implement best practice in instruction through professional development. Through district and building data analysis, administrators and teachers determine the professional development needs of the district and the buildings to impact student outcomes.

The Core Curriculum is based upon New York State Common Core Learning Standards and education research. The District's professional development is conducted with an awareness of the need for technology integration to ensure students are prepared for higher education and the workplace. By combining the Curriculum with the other interrelated and often simultaneously occurring components of the plan, the District is better equipped to meet the needs of the students and to keep focused on high levels of learning.

The plan is reviewed and monitored through the Endicott Educational Resource Center's Policy Board. The Policy Board is comprised of district administrators including Directors of Curriculum and Instruction, community member, higher education representative, school board member, and parents. The majority of the board is classroom teachers.

NEEDS/DATA ANALYSIS FOR THE PROFESSIONAL DEVELOPMENT PLAN

The Union-Endicott Professional Development Plan is aligned with New York State Common Core Learning Standards and assessments, as well as student needs. It is articulated within and across grade levels. The objectives that support each goal in the Plan are a natural outgrowth of a system of staff development that the District has supported across time and reflect the changing landscape of accountability for student outcomes by focusing on data-driven decision-making. This year's PDP has been designed to provide support to students and their teachers as they strive to actualize the District's Commencement Goals. In working toward this goal, Union-Endicott stakeholders operate within the parameters of New York State regulations and local Board of Education goals.

The Professional Development Plan is continuous and reflects a multi-year approach to improving student performance. The previous year's plan is reviewed by the administrative staff to determine if goals have been attained. Those which have not are frequently built into the new plan, and other identified needs are also incorporated into the document going forward.

The mission of the District is to encourage life-long learning, and the Plan is a vehicle through which to actualize that mission. The District periodically revisits its needs through UE's Instructional Improvement Process, student assessment results and professional growth opportunities delineated through the Annual Professional Performance Review. The PDP will be revised to meet new and/or changing needs as they are identified. We anticipate that this task will continue to be a reflection of the congruence among UE's Instructional Improvement Process, the PDP and the APPR.

There is a direct correlation between the goals, objectives and strategies in the Professional Development Plan and the various data from which it derives. The drivers of the Plan are the goals set by the Board of Education as they relate to student needs.

ATTACHMENT 1: NEEDS ASSESSMENT SOURCES USED

- ◆ District goals set by the Board of Education
- ◆ Demographic information
- ◆ Graduation and dropout rates
- ◆ The New York State Standards and assessments
- ◆ District and Building-Level board reports
- ◆ Staff profiles from BEDS and other sources
- ◆ Needs assessments of staff and other stakeholders
- ◆ The work of and recommendations made by the Board Advisory Teams
- ◆ Final data from *Results First* work
- ◆ Results of formative and summative assessments
- ◆ State and local benchmarks for student performance
- ◆ Feedback from the Mentor program
- ◆ Feedback from Instructional Leadership Teams
- ◆ Interviews with administration
- ◆ Interviews with Literacy Coordinators
- ◆ Special education information and trends
- ◆ Disproportionality Data
- ◆ Interviews with ESOL teachers about ENL
- ◆ Technology capacity and growth plans

ATTACHMENT 2: NEEDS ASSESSMENT PRIORITIZING

The Professional Development Team determined the priority of the Plan's objectives by relating them to the Board of Education Goals, which have among their foci the improvement of student outcomes. The Plan assures that the most pressing student needs are given precedence. The district is working to establish itself as a professional learning community with staff development standing as one element of such a community. Thus, the objectives of the Plan are overarching – addressing the needs of the district as a whole, but also local, in that they are addressed not only by district teams, but also by building teams, grade levels and departments. Thus, the district has shared ownership of the needs and their resolution with stakeholders. As evidence emerges that a student need has been successfully met through the elements of this plan the need will either be revised or removed from the grid to make room for student needs unmet. The Union-Endicott PDP ascribes to the philosophy of the New York State Department of Education relative to providing the opportunity for excellence with equity to all of our students.

“Given that research indicates that teacher quality is the single most powerful influence on student achievement, it is essential to ensure that teachers are provided with ongoing, high quality professional development to sustain and enhance their practice. Indeed, teacher professional development is an essential element of comprehensive school improvement. The professional development needs of other members of school community, including administrators and support personnel, must also be addressed to ensure a focus on continuous learning and to create the conditions necessary for closing the achievement gap and improving the achievement of all students.” New York State Professional Development Standards (pg 1, 2009)

ATTACHMENT 3: DISTRICT RESOURCES

- ◆ In pursuit of the goals of this Professional Development Plan, the Union-Endicott School District will use local funds, draw upon monies from Titles 1 and 2 and other grant funding as available.
- ◆ The District will call upon the services of its administrative staff, coordinators, teachers and content area specialists, as well as the District Title 1 Parent Team. In addition, the District will use the resources of Lesley University, New York University's Technical Assistance Center (TAC-D), Teachers' College at Columbia, as well as trainers by various vendors listed whose materials we use.
- ◆ The District will utilize services offered by the following vendors:

American Red Cross
AMTNYS (Association of Mathematics Teachers of NYS)
BC Mental Health (Broome County)
Binghamton University
BOCES
Broome Teachers Center
College Board
Cornell University
Cortland State
CPI (NCI) Nonviolent Crisis Intervention
EDVISTA
EERC
FORECAST 5
Greater Binghamton Chamber of Commerce
Kopernick
Jr. Achievement
Lesley University
National Institute for Restorative Practices
New York State Council for the Social Studies
New York State Social Studies Supervisors Association
NYS Art Teacher's Association
NYSCATE
NYSAFLT

NYSCOSS
NYSCSS
NYSSBA
RBERN
Results First
RIT
Roberson
SAANYS
SSFC
STANYS – Science Teacher's Association of NYS
SUNY Albany
SUNY Broome
SUNY ESF
SUNY Oswego
Syracuse University
Tac-D
TC3
TEACH
Teachers College at Columbia
UHS
Incubatoredu
XQ Super Schools
Hillside

ATTACHMENT 4: SERVICE DELIVERY

The Union-Endicott CSD has in place a wide variety of support structures that allow stakeholders to tailor improvement initiatives to the needs of the District as a whole, as well as those needs identified by departments, grade-levels, buildings and individual teachers:

- ◆ The **Instructional Teams (grade level teams and department teams including administration)** are responsible for mapping and aligning the curriculum that is taught within the District and in setting instructional outcomes. They

also provide information relative to best practices in instruction and assessment to stakeholders. Their recommendations are among the major elements that inform Endicott’s professional development initiatives.

- ◆ The **Superintendent’s Advisory Council (SAC)** provides a learning community for administrators and encourages their professional growth and that of their staffs.
- ◆ The **Building Planning Teams (BPTs)** examine the needs of their constituencies through a more localized lens, and are responsible for devising methods to meet those needs.
- ◆ The **Annual Professional Performance Review Plan (APPR)** is aligned with the New York State Teaching Standards and regulations and provides the vehicle for consultation between individual staff members and their supervisors. The process allows the professional to identify needs and improvement goals for their practice that may be addressed through an array of classes, collaborations, etc.

Among the activities in which staff engage are:	
Leadership training for administrators including Lead Evaluator Training in alignment with NYS APPR requirements	Support staff training
Use of data driven instruction (DDI) to identify student need and modify instruction	Study groups
The development and analysis of quarterly formative assessments (~9 hours)	Attendance at conferences
Departmental and/or grade-level meetings devoted to instructional issues primarily related to student achievement and NYS Standards implementation (~10 hours)	After-school continuing education classes
Faculty/building meetings devoted to instructional issues primarily related to student achievement and NYS Standards implementation (~15 hours)	Curriculum writing to align with the NYS Learning Standards
Superintendent’s Conference Days planned around data analysis to focus on student needs (~18 hours)	Graduate classes, Education Learning Trust workshops, online graduate coursework

The varied forms that Professional Development may take in the Union-Endicott CSD are at all times tied to student outcomes as delineated in the Board of Education Goals. The goal of each of these activities is to create venues in which staff members come together around issues of instruction and of accountability. Taken as a whole, they are the building blocks of Professional Learning Communities.

WHAT WAS DONE IN THE 2017-2018 ACADEMIC YEAR

The work of Union-Endicott is focused on the goal of having all students successfully achieve the Commencement Goals. The District's Professional Development Plan for 2017-2018 worked toward that end by linking initiatives for teacher and student growth to the Board of Education Goals. These goals in turn were supported by the goals set in each instructional building and department.

WHAT IS PROPOSED FOR THE 2018-2019 ACADEMIC YEAR

The PDP will again revolve around the district goals as identified by the Board of Education, the majority of which build upon the goals which they set for UE in 2017-2018 and are to be achieved by June 2019. The Plan will be evaluated based on achievement of the Board of Education Goals.

Proposed Success Targets for the 2018-19 Year:

Grades K-12 June Graduation Rate: Increase by 7% from 80% (UECSD)/88% (UEHS) to 87% UECSD/95% UEHS

Grades 6-12 Course Passing Rate: Increase by 2% from overall 94% to 96%

Grades K-2 Literacy: Increase by 9% from overall 76% at Instructional Benchmark Text Level to overall 85% (was 72%)

Grades 3-8 ELA & Math Proficiency: Increase by 5% from overall 30% to 35% on ELA; and from overall 36% to 41% in Math

Grades 10-12 A.P. Exam Proficiency: Increase from 6/14 Exams to 8/14 Exams the course-specific AP Exams exceeding their National Average in Proficiency (Scoring 3, 4, or 5)

Grades K-12 Attendance: Decrease by 10% the number of Chronically Absent Students (19 or more absences) at each building. From 475 students in 2017-18 to 427 students in 2018-19.

Grades K-12 Suspensions: Reduce by 10% the number of Suspensions at each building. From 1204 days in 2017-18 to 1084 days in 2018-19.

“Whatever It Takes”

- Student Participation in Extra-Curricular Activities
- Communication between school and home; school and community; schools within the district
- Positive Parent Involvement
- Focus on meeting the needs of all students, especially focusing on diversity and special education
- Literacy across the curriculum K-12
- Effective Use of Volunteers – both community and staff

Area of Focus: EQUITY and INNOVATION

The Plan will also identify specific areas in which teachers will be supported in improving their practice to improve student achievement. It is our intent to keep the PDP as a living, flexible document. As noted in the table above, some PD activities are embedded in the work of the school. Others are developed and offered to groups of stakeholders as needs arise. Still others are pursued by individuals. The work of Union-Endicott in the area of professional development will reflect the following:

- APPR
- CDOS and other related graduation pathways
- Professional development related to working with ELL students for all staff
- Implementation of the NYS Social Studies Framework and the use of inquiry based instruction
- Implementation of the Next Generation Science, ELA, and Math Standards (NGSS)
- Professional development on school violence prevention and intervention
- Attention to professional development surrounding the implementation of the NYS Standards and the strengthening of a data driven (DDI) culture
- The strengthening of teachers understanding and implementation of Specially Designed Instruction for classified students
- Professional development in RTI, Disproportionality, Cultural Competence
- Professional development directly related to the Dignity for All Students Act (DASA) and its implementation
- Continued professional development in the implementation of the Olweus Anti-Bullying Program
- Right to Know Training
- Continued K-8 professional development in Lucy Calkins Units of Study
- Continued K-5 professional development in Literacy Collaborative
- Professional development in quality instruction for students in poverty
- Opportunities that present themselves after the Plan has been crafted
- Shared concerns that transcend a building or department
- Staff development opportunities that are vital to the progress of the professional community but which cannot be tied as closely to a specific student outcome (eg. Therapeutic Crisis Intervention, Restorative Justice practices, project-based learning)
- Professional development in Trauma Informed Instruction

EMBEDDED SUPPORTS TO MEET SUCCESS TARGETS

- *Training and continued implementation in “Results Now/No Tiger Left Behind” for all administrative staff and teachers who are interested in participating. This training incorporates a coaching component and requires the development of specific and measurable goals related to student achievement.*
- *Training and professional development related to the State Standards in all relevant academic areas K-12*
- *Continued Training in Data Driven Instruction to strengthen a culture that utilizes individual student data to plan for instruction*
- *Response to Intervention (RTI) K-12 training to strengthen the existing program*
- *Training in Disproportionality and Cultural Competence (Guardians of Equity).*
- *Training in instructional strategies working with students of poverty.*
- *Continued training in the Olweus Anti-Bullying Program.*
- *Training for the new teachers in the District Attendance Procedure developed by the Board Advisory Team for Equity in conjunction with the School-Community Unification Team. This procedure is designed to have a direct, positive impact on student attendance.*
- *District training for testing accommodations and transition planning*
- *Continued training of Leveled Literacy Intervention (LLI) for AIS and Special Education teachers.*
- *Continued training and implementation of Literacy Collaborative in elementary buildings*
- *Continued professional development for the Literacy Coordinators*
- *Therapeutic Crisis Intervention for all interested staff members*
- *Continued training in Differentiated Instruction, including coaching and planning*
- *Continued implementation and training of ATLAS curriculum mapping for teachers and administrators*
- *Continued implementation and training of Essential Elements of Effective Instruction (EEEI)*
- *Continued training in CDOS Standards as per graduation requirements for special education students.*
- *Professional Development in Writing Across the Curriculum*
- *Refinement of common, quarterly assessments to inform instruction to identify student needs*
- *Training for all elementary and all secondary social studies teachers related to the implementation of the Social Studies Framework and inquiry based instruction*
- *Training for all elementary and all secondary teachers related to the implementation of the Next Generation Science, ELA, and Math Standards*
- *Continue training in the instructional use of technology*



APPENDIX ONE: THE NYS STANDARDS FOR PROFESSIONAL DEVELOPMENT

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.
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.
3. **Research-based Professional Learning:** Professional development is research-based and provides educators with opportunities to analyze apply and engage in research.
4. **Collaboration:** Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.
5. **Diverse Learning:** Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
6. **Student Learning Environments:** Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
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.
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.
9. **Technology:** Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
10. **Evaluation:** Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

APPENDIX TWO: THE MENTORING PROGRAM

THE STRATEGIC MENTORING AND RETENTION TRAINING (SMART START) PROGRAM OF THE UNION-ENDICOTT CSD

The Union-Endicott CSD appointed a shared decision-making team in December 2000 to formulate a Mentor Program for the District. The Committee met during the spring of 2001 to develop and plan the implementation of a Program that would meet the needs of stakeholders. At that time, the Committee used as its template the guidance given through the NYS Teacher Mentor Intern Grant Program. Since its implementation in August 2001, the Program has continued to change to incorporate current research on best practices in mentoring as well as to answer specific concerns of UE's cadre of Mentors and Mentees. The SMART Start Mentor program was negotiated into the teacher contract for 2015-2018 between the UECSA and the Endicott Teachers Association.

ADMINISTRATIVE OVERSIGHT *is the province of the Education Directors who are responsible for the appointment of mentor/mentee pairs. The Education Directors review meeting logs and approve stipends as stipulated in the teacher contract.*

APPLICATION *to be a Mentor is a public process in which the requirements are sent electronically to all stakeholders. The process includes:*

- *An application that details the prospective mentor's curriculum vitae, including staff development activities and leadership experiences*
- *Two letters of recommendation, one from an administrator and one from a colleague*
- *An essay by the applicant that is focused on why s/he wishes to mentor.*
- *An interview process that is conducted by members of the mentor committee.*

CLASSES *are offered throughout the year to Mentees and Professional Partner Mentees. They are required to attend two of these programs during the course of their first year of employment. They may register for in-service credit or for payment under the terms of the teacher contract.*

CONTRACT LANGUAGE *is contained in Article 35 of the Agreement between the Union-Endicott Central School District and the Endicott Teachers' Association.*

DATA collected for formative evaluation purposes include: results of surveys of satisfaction with the program and other surveys when/where appropriate, retention rate of new teachers, portfolios of teacher work when applicable, reflective essays of Mentees, results of focus forums with Mentors.

EVALUATION is formative and is of the program. Evaluation consists of:

- Surveys of Mentors, Mentees, and administrators
- Self-assessment by Mentees on the Continuum of Teacher Development
- Yearly evaluation of Mentors by Mentees
- Review of the weekly/monthly mentor/mentee logs by the Directors

LEAVES OF ABSENCE, when taken by Mentors, activate a process whereby a substitute Mentor is appointed for the duration of the Mentor's leave. It is the responsibility of the regular Mentor to notify the Education Director of the impending leave. The stipend of a Mentor who has taken a leave is prorated according to his/her length of service for the year.

LONG-TERM SUBSTITUTE TEACHERS are assigned a Mentor if their teaching responsibility will last at least eight weeks. The Mentor stipend is prorated for the length of service entailed.

MENTEES are teachers who are new to Union-Endicott and have less than two years of professional experience. A Mentee is paired with a Mentor for the first year of the UE experience. S/he is expected to attend Induction Week in August and to meet with a mentor for one hour, outside of encumbered time, each week to discuss issues of importance to the teaching/learning process.

MENTORS are teachers who have at least three years of professional teaching (or counseling, where appropriate) experience, and who have successfully completed Mentor Training in the District. Once designated as a Mentor, the professional is considered part of a pool from which the District chooses Mentors to pair with new professionals. The decision on whom to choose as a mentor is the province of the Directors in consultation with other building administrators.

MENTOR ACTIVITIES may include team teaching, instructional planning, acclimation to culture and climate, assistance with observations, peer coaching, participation in protocols, instructional modeling and observation and other activities deemed appropriate by the pair. Each Mentor-Mentee or Mentor-Professional Partner team is required to participate in an observation activity at least once during the course of the first year. Substitute coverage will be provided by the District for the Mentor to observe the Mentee and the Mentee to observe the Mentor or another suitable professional colleague for purposes such as formative assessment and improvement of teaching practice.

MENTOR TRAINING is conducted for up to twelve hours following a teacher's acceptance into the program. It consists of an overview of the SMART Start program and its expectations, the characteristics of new and seasoned teachers, adult learning theory, The Annual Professional Performance Review process as it relates to the untenured teacher, the New York State Criteria for Teachers and The Continuum of Teacher Development, professional portfolios, peer coaching, literacy, curriculum, interpersonal communication and collegiality. In addition, Mentors attend training during two days of the summer preceding a year in which they are assigned to a Mentee, and are also invited to attend training sessions for Mentees. Mentors must also attend a minimum of two of the three one-hour sessions for Mentors during the academic year.

MID-YEAR HIRING OF A NEW TEACHER activates the appointment of a Mentor or Professional Partner Mentor as appropriate. Should the new teacher be continued into the following academic year, s/he is expected to attend Induction Week in August of that year.

PROFESSIONAL PARTNER MENTEES are teachers who are new to Union-Endicott who have had two years or more of professional experience. A Professional Partner is paired with a Mentor for the first year of the UE experience. S/he is expected to attend Induction Week in August and to meet with a Mentor for one hour, outside of encumbered time, each month during the academic year to discuss issues of import to the teaching/learning process.

PROJECT COORDINATION is the responsibility of the UECSD.

MENTOR COMMITTEE is a shared decision making team of teachers (at least 51%) and administrators with responsibility for oversight of the mentoring program. The Directors of Elementary and Secondary Education and the President of the ETA are members of the Committee.

RECORDKEEPING is the responsibility of the Directors of Elementary and Secondary Education. Reporting to New York State on the particulars of the assigned Mentor-Mentee pairs is the province of the Assistant Superintendent for Personnel and Secondary Instruction.

STIPENDS are delineated in the contract between the UECSD and the UE Teachers Association.

Mentors

1. The job duties and responsibilities of a mentor shall be defined within the Professional Development Plan ("PDP").
2. Mentors who satisfy their job duties and responsibilities will be compensated as per the ETA contract.
3. Mentors completing the initial training at the EERC will be paid a stipend as per the ETA contract.

Mentees

1. Mentees are teachers new to UE who are new to the profession with less than two (2) years of professional experience.
2. The job duties and responsibilities of a mentee shall be defined within the PDP.
3. Mentees will be compensated as per ETA contract. A mentee cannot receive any other payment for summer training.
4. Mentees will attend five-(5) SMART Start classes specific to the SMART Start program and processes. They may register for lump-sum payment as per the teacher contract, or they may take them for in-service credit.

Professional Partner Mentors

1. Professional Partner Mentors are teachers who have had more than two years professional experience and are mentoring new UE teachers with 2 or more years of experience.
2. The job duties and responsibilities of a professional partner mentor shall be defined within the PDP.
3. Professional Partner Mentors will be compensated as per the ETA contract, but cannot receive any other payment for this training or work.

Professional Partners Mentees

1. Professional Partner Mentees are teachers new to UE who have had two years or more of professional teaching experience.
2. The job duties and responsibilities of a professional partner mentee shall be defined within the PDP.
3. Professional Partners Mentees will be compensated as per the ETA contract. A professional partner mentee cannot receive any other payment for the foregoing training.
4. Professional Partner Mentees will attend five (5) SMART Start classes specific to the SMART Start program and processes. They may register for lump-sum payment as per the teacher contract, or they may take them for in-service credit.

Project Coordination

1. The job duties and responsibilities of coordinating the mentor program shall be the responsibility of the District.
2. The District may contract with the EERC for the performance of these duties.
3. If the District chooses to hire a bargaining unit member to perform these duties in addition to work hours they will be compensated as per the ETA contract.