

PROFESSIONAL DEVELOPMENT PLAN

FOR THE TEACHERS OF THE

EAST GREENBUSH CENTRAL SCHOOL

DISTRICT

2017-2018



STATEMENT OF ASSURANCES

The Superintendent certifies that:

- ✓ Planning, implementation and evaluation of the professional development plan were conducted by a professional development team that included teachers, administrators, and others identified in the plan.
- ✓ The plan focuses on improving student performance and teacher practice as identified through data analysis.
- ✓ The plan describes professional development that:
 - is aligned with state content and student performance 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 each teacher in the district will participate
 - reflects congruence between student and teacher needs and district goals and objectives
- ✓ The plan indicates an evaluation of the effectiveness of the professional development and a mechanism to adjust activities based upon the evaluation.
- ✓ The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.



Signature (Superintendent of Schools)

7/5/17

(Date)

PROFESSIONAL DEVELOPMENT PLANNING TEAM and Core Beliefs

The East Greenbush Central School District Professional Development Committee has a membership that is representative of each of the seven school buildings and all district personnel, both instructional and instructional support. Diversity is strength of the committee. The committee meets regularly and is responsible for planning, implementing, and evaluating professional development activities for the district.

The Professional Development Committee continues to assess staff needs and identify a list of annual objectives that tie staff training to student performance. This method allows for a focused approach to providing purposeful training toward relevant, achievable goals.

Core Beliefs Guiding the Professional Development Plan:

1. High quality professional development is focused, sustained, work embedded, collaborative and purposeful professional learning that results in student achievement.
2. Professional development programs, facilitated by administrators, teacher leaders, and paraprofessional staff, support faculty in assuming leadership roles to enhance the learning community.
3. Professional development that is focused on student learning is aligned with curriculum and instruction as well as the culture of the District.
4. Recognizing that every educator engages in professional learning every day, the District strives to provide differentiated, varied and embedded professional development activities.

The activities planned by the Professional Development Committee will complement the additional training opportunities that staff will pursue through in-district professional study groups, out-of-district workshops, coursework, conferences, etc. The 2017-2018 district calendar provides for three Superintendent Conference Days, two “half-days” of professional development, and two additional full work days designated as professional development days. Given any additional planning, delivery, application and/or evaluation of professional development activities, it is estimated that a teacher will be involved in approximately 35 hours of professional development.

The Professional Development Plan, activities and initiative priorities encompass, but are not limited to the following areas:

1. Maintain Academic Excellence by emphasizing literacy instruction

K-5 Mapping

Articulating Essential Questions and 21st Century Learning Skills

Developing Pacing calendars

K-5 Assessment Writing

Develop Units of study

Develop K-8 Writing and Narrative Rubrics

Develop leveled writing exemplars

Fountas & Pinnell

Wilson Training

K-12 Writing Committee

Teaching Writing

Technology instruction

Standards based grading

Distance Learning

New Staff Orientation

2. Utilize assessment data to guide instruction for all students

District, grade and department level review of data, via Committee for Curriculum Studies, department level meetings, District Education Committee.

Building level RTI Teams

K-12 state and local assessment and screening data

Professional development K-12 feedback surveys

Technology instruction

New Staff Orientation

3. Provide a 21st century education that is characterized by rigor and relevance

Effectively integrate technology to support and advance teaching, learning and student achievement

K-12 Project Based Learning

K-12 Inquiry Based Learning

Project Lead the Way

District Technology Committee

District Education Committee

Development and implementation of a Vision for College and Career Readiness

Development of 6-12 pathways in STEM, CTE, Business

Coordinate and articulate course offerings and content for CTE

6-12 Career and Technical Education (CTE) – Embracing College and Career Readiness

K-12 Next Generation Science Standards

Articulation agreements with Hudson Valley Community College and Schenectady County Community College

Naviance

Advanced Placement

Technology instruction

Build capacity for professional learning and curriculum support via:

- Department Chairs
- Grade Level Content Coordinators
- Professional Learning Communities/Book Study
- Conferences, workshops, webinars, institutes, distance and on-line learning supportive of the Regents Reform Agenda, ESSA, Response to Intervention, Students with Disabilities, Curriculum Mapping and Alignment, teacher leadership, the EGCSO Mentor Teacher Program and teacher/principal evaluation

4. Continue to uphold a safe and considerate environment district wide for staff and students to promote social and academic success

All employees are required to attend annual training in school violence prevention and intervention

All employees are required to attend the following District trainings: Right to Know, SAVE, DASA, Bloodborne Pathogens

Health and Safety Committee

Emergency Alert System

Character Education (at all levels):

- Character Education Assemblies
- Morning Program
- Community Service
- Junior National Honor Society
- Guest speakers on current topics
- Interact Club
- Social Media Safety Assemblies
- Guest speakers on current health related topics

- Health and Wellness Fairs
- Career Day/workshops
- SADD: Accident simulation
- Gay Straight Alliance Student Group

5. Provide an aligned K-12 Curriculum

Curriculum Mapping in ELA and Mathematics with CASDA

Questar III facilitated curriculum work

District Education Committee

The Professional Development Committee will provide ongoing needs assessments to promote systemic professional learning and student growth. Committees will use data that includes, but is not limited to, the following:

School Report Cards

NYS Assessments

Ongoing formative and summative assessments

NERIC reports

Building developed Local Education Plans

Teacher identified needs to guide recommendations and action plans

The Professional Development Committee will work with this data to clearly identify teacher learning needs and the impact of teaching on student learning. Administrators, Department Chairs, and Grade Level Content Coordinators are responsible for reviewing a variety of sources of information about student performance and learning needs.

The role of the Professional Development committee will be fluid and will guide the identification of appropriate professional development activities and designs to meet the goals established by the Board of Education as supported by shared decision making committees. Professional development activities that are ongoing, sustained and work embedded will be emphasized along with after school and summer in service, workshop and online course work.

Opportunities available to staff that define specific academic gains, enhance academic performance, are aligned with the New York State Professional Development Standards and include, but are not limited to:

- Superintendent's Conference Days
- Graduate Courses (Option: Course credit or professional development hours)
- Conferences
- Professional Study Groups/Professional Learning Communities
- Workshops
- Statewide Professional Committees/Organizations
- Visitations to other classrooms
- Professional readings
- In-service workshops offered by the district
- Presenting workshops
- Teaching courses
- Scoring for NYS assessments
- Publication of professional articles
- Mentoring
- Curriculum writing (As it pertains to initial development – not maintaining records)
- Participation in district wide professional committees (Should be submitted at the end of the school year with a summation of the total hours faculty participated)
- Department/Staff meetings (As they pertain to academic performance and teacher/teaching assistant reflection of practices)
- Piloted Program participation
- District approved webinars

NEEDS/DATA ANALYSIS FOR PROFESSIONAL DEVELOPMENT PLAN

The district wide Professional Development Committee has created a program of professional development based on the following:

- ☐ Board of Education goals
- ☐ Local Education Plans (per individual buildings)
- ☐ NYSED and Local K-12 Assessment data
- ☐ Evaluation of Professional Development Plan goals
- ☐ Staff surveys
- ☐ Committee for Curriculum Studies
- ☐ Department Chairs/Grade Level Teams
- ☐ Grade Level Content Coordinators
- ☐ District Writing Committee
- ☐ District Technology Committee
- ☐ Building based Shared Decision making teams
- ☐ APPR Committee
- ☐ Code of Conduct Committee
- ☐ Building RTI teams
- ☐ District Safety and Wellness Committee
- ☐ Mentor Teacher Program
- ☐ In-service workshop evaluations/feedback

The goals of the professional development plan will be addressed throughout the 2017-2018 school year through the use of professional development days built into the school calendar as well as in-service and out-of-district workshops, seminars, conferences, etc. Priority for the approval of district funding that supports professional development will be given to requests that are associated with the goals identified in the professional development plan.

Expected Teacher Participation

Professional development opportunities will be made available to all teachers. Opportunities may be targeted for specific groups, teams and schools. Teachers are invited and encouraged to participate in activities and identify additional opportunities to meet needs. Leadership roles are assumed by teachers as they engage in meaningful, work-embedded responsibilities at building, district, regional, and state levels.

Support and Documentation for Required Professional Development Hours for Certification of Teachers, Teaching Assistants, and Administrators

The continued improvement of professional development opportunities will strengthen our ability to support differentiated professional learning for teaching assistants, extended-term substitutes, teachers and administrators. The Professional Development Committee will review and ensure opportunities for those with Initial and Professional certification to complete professional development hours as required by NYS Education Department. All certificated professionals, including Level III Teaching Assistants, will have training in language acquisition (i.e teaching strategies and integrated content instruction). Professional employees will have a record of all professional development related to certification (e.g MyLearningPlan). Acceptable professional learning and leadership activities will be developed in collaboration with the teachers and administrators. These will be published and reviewed/updated regularly.

All teachers new to the profession will participate in a district mentoring and induction program.

Resources and Major Partners

Technology, literacy, RTI, quality teaching, leadership, curriculum development and assessment for learning
Greater Capital Region Teacher Center
NYC Teacher Center

International Baccalaureate Organization
CASDA
NYSUT
Questar III
Needham Risk Management
National Board of Professional Teaching Standards (NBC)
Capital Region BOCES
Tech Valley High School
SAANYS
Columbia-Greene Community College
Syracuse University
SUNY Cobleskill
Cornell University
SUNY Albany
Albany and Greene County Chambers of Commerce
NYSCOSS
Hudson Valley Community College
The College of St. Rose
Sage Colleges
Sherry Guice Literacy
Rensselaer County School Districts
Center for Autism and Related Disabilities (CARD)
Parsons Child and Family Center (SATRI)
R-BERN
NYSSLAT Training
NYSAA Training
Creative Teacher Inc.

Additional course content to explore

ASCD: *Understanding by Design* and other curriculum and teaching courses (online)
National Staff Development Council
Staff Development for Educators
Bureau for Educational Research
Professional Education Systems, Inc.

Procedures for Submitting and Revising This Plan

The plan will be developed and reviewed by the Professional Development Committee based on identified needs and submitted annually to the Superintendent of Schools and the Board of Education for review and consideration. It will be utilized by Central Administration and District stakeholders for guiding professional development.

East Greenbush Central School District
PROFESSIONAL DEVELOPMENT PLAN 2017-2018

Goal #1: Continue to improve literacy District wide, aligned with the Common Core Learning Standards and the Next Generation Science Standards, so that students in grades K-12 will read text with understanding, critically analyze what they have read, and express themselves clearly either in written or spoken word.

Objective: The East Greenbush Central School District will provide professional development opportunities with a focus on exceptional teaching and learning practices.

STRATEGY	ACTIVITY	PERFORMANCE MEASURE/DATA SOURCE
Continued work on K-5 curriculum mapping	Establishment of pacing calendars and consistent K-5 units of instruction; development and implementation of pre and post assessments	Teacher use of pacing calendars and K-5 instructional units – reviewed at end of each marking period. Development of assessments by the end of the first marking period.
Development of a consistent writing program K-12	Creation of universal writing rubrics with examples	Professional development to all teachers regarding use of writing rubrics; monitor implementation of writing rubrics at the end of each marking period.

Goal #2: The District will continue developing and implementing the STEM program in the East Greenbush Central School District.

Objective: The East Greenbush Central School District will provide opportunities for collaborative planning and training through a variety of delivery strategies. All professional development opportunities will have a focus on exceptional teaching and learning practices.

STRATEGY	ACTIVITY	PERFORMANCE MEASURE/DATA SOURCE
Implement Project Lead the Way Computer Integrated Manufacturing	Explore K-12 Project/Problem Based Learning through Tech Valley High School	Have students who complete PLTW sequence challenge (NOTTI) National Occupational Competency Testing Institute and monitor student success.
Prepare transitioning to implementation of the new state learning standards for science: K-12 Next Generation Science Standards (NGSS)	Implementation of K-5 STE Science kits with embedded professional development	Raise K-12 staff awareness; begin to build capacity through the development of (6-12) units of study incorporating NGSS with engineering component.

Goal #3: The District will continue developing, implementing and supporting student opportunities to be college and career ready.

Objective: The East Greenbush Central School District will provide opportunities for teachers to engage in professional conversations and research that will have a focus on exceptional teaching and learning practices and will strengthen relationships with professional organizations and local colleges that can be of assistance to the district improving programs for students.

STRATEGY	ACTIVITY	PERFORMANCE MEASURE/DATA SOURCE
The District will continue to support CTE (Career and Technical Education (CTE)).	CTE 6-12 Department meetings once per month, implementation for 2017-18: Articulate course offerings and content; strengthen instructional approaches; organize student leadership opportunities and review student performance.	Alternate Education program review completed in 2016. Board of Education request to complete a review of all Alternate Education programs (goals of program, progress needs). A review of all programs with a target date of October-November 2017.
Explore and develop a plan within the business department to get a New York State Education Department approved business pathway in business finance and or marketing.	Work with Rie Posillico, Center Specialist from CTE Technical Assistance Center of NY.	Meet throughout the 2017-18 school year and to have an approved program by June 30, 2018.

TEACHER MENTOR PROGRAM

INTRODUCTION

The East Greenbush Central School District, in conjunction with the East Greenbush Teachers Association, operates a district wide Teacher Mentor Program. The initial consideration for this Mentoring program is to comply with New York State Education Department mandates for teacher certification. Another consideration for the program is to create an environment in which highly successful veteran teachers sharing their classroom expertise and knowledge of the district will help teachers who are new to the profession and/or the district to fulfill the district's mission: *To promote the maximum growth of each child.*

RATIONALE

The growth and development of students and adults in schools are vitally linked. The initial year of teaching is a continuation of pre-service preparation and on-going professional development, a time where theory and research are put into daily practice. A strong mentoring program is paramount in the creation of a culture and atmosphere where teachers thrive and children succeed. East Greenbush teachers who change building, grade level or tenure area, or experienced teachers new to the district have the option of being provided with a mentor if the district budget and steering committee agree and they agree to such.

GOALS of the Teacher Mentor Program

- ✓ Attract, hire and retain highly qualified independent teaching professionals
- ✓ Ease the transition of initially certified colleagues to the East Greenbush Central School District, while promoting their professional well being and satisfaction. Assist all instructional staff who request and/or would benefit from mentoring.
- ✓ Train and support a cadre of learning-centered mentors to assist new colleagues. Each mentor must be skilled in peer coaching, instructional design, classroom management and the district's mode of observation and evaluation.
- ✓ Foster a collaborative professional community of Board of Education members, administrators, teachers and support staff with a shared sense of responsibility for improving student achievement, thereby promoting excellence in education for all students.
- ✓ Maintain and enhance the professionalism of all staff
- ✓ Assist new staff to meet district Board of Education goals
- ✓ Encourage reflective practices and on-going professional learning.
- ✓ Assure timely, effective, successful implementation of East Greenbush Central School District Mentoring Program in order to be in compliance with New York State Education Law.

MENTOR STEERING COMMITTEE MEMBERSHIP

The district mentor steering committee will minimally consist of the following members:

- Assistant Superintendent for Personnel/Professional Development
- One administrator from each instructional level (K-5, 6-8, 9-12)
- Two teachers from the elementary schools; two teachers from the middle school; two teachers from the high school (an alternate from each level is recommended)
- One EGTA member
- One Board of Education Member (whose role will be to assure that the Teacher Mentor Program is operated pursuant to board-approved program guidelines and procedures)
- Program facilitator

THE ROLE OF THE MENTOR

The mentor roles include serving as guide, teacher, coach, advisor, researcher, role model and colleague. The responsibilities of the mentor include:

- Sharing information with mentees related to school or district procedures, guidelines and expectations.
- Linking mentees to appropriate resources

- Sharing teaching strategies or information about the instructional process
- Offering support through empathic listening and by sharing of experiences
- Giving guidance and ideas related to discipline, scheduling, planning, and organizing
- Offering assistance in implementing the NYS Learning Standards while maintaining an inclusive classroom using diverse teaching strategies
- Counseling through difficulties
- Promoting self-observation and analysis
- Demonstrating and observing for more meaningful reflection on instructional practice
- Promoting systematic study of student progress based on both empirical data and anecdotal data
- Assisting the Steering Committee with an annual evaluation of the mentor program

CRITERIA FOR SERVING AS A MENTOR

A teacher wishing to serve in the role of mentor must meet the following criteria:

- a. Tenured teacher- preferably with at least five (5) years of classroom experience
- b. Successful completion of the required two day training to become a “qualified mentor”
- c. Completion of the mentor application packet
 - Mastery of subject matter and/or pedagogical skills
 - Leadership qualities
 - Positive attitude toward professional growth
 - A willingness to participate
 - Interpersonal relationship skills

Please note:

- Consideration will be given to retired East Greenbush Central School District teachers who meet this criteria
- Retired teachers may not participate as mentors with initially certified teachers involved in the MTIP Grant according to the New York State Education Department regulations.

THE MENTEE

A mentee is defined as a full time teacher who is new to the school district. According to New York State Education Department regulations, any initially certified teacher (teachers receiving certification after February 1, 2004) must be mentored in his/her first year of teaching by a trained, qualified mentor. Also, any initially certified teacher or part time long term (a semester) permanent substitute who work 40 consecutive days in a given year must be mentored in that experience. A sign off on completion of one year of mentoring must be submitted along with a master’s degree and three successful years of teaching in order for the initially certified teacher to be granted professional certification. Newly experienced teachers to the district may be assigned mentors based on availability of resources and request in order to aid assimilation. The assigned mentee is expected to actively participate in the district mentoring program as an integral part of the individual’s development into a quality, independent teaching professional.

MENTEE REQUIREMENTS FOR SUCCESSFUL COMPLETION OF THE PROGRAM

- Attend the mentor/mentee match-up meeting late summer
- Attend the regularly scheduled meetings for mentees during the calendar year
- Meet 50 clock hours with your mentor (bi-weekly discussions are suggested) during the year and submit documented clock hour sheets to the program facilitator
- Participate in observation of your mentor’s classroom teaching (and of other teachers, if deemed beneficial)
- Participate in the evaluation of the mentoring program through active participation and survey completion
- Welcome your mentor into your classroom for the purpose of collaborating and observing
- Whenever possible attend workshops or conferences with your mentor
- Attend the mid-year celebratory gathering and end of the year celebration ceremony

Please note:

It is strongly recommended that mentor/mentee pairs do reflective journaling since reflection is the heart of good teaching practices. However, this is not a mandate and is only strongly recommended. Pairs may share their journal reflections with one another but it is not a requirement.

MENTEE EVALUATION

Formal evaluations of district employees are an administrative responsibility. The mentor/mentee relationship is confidential. Any observation of a mentee by a mentor is intended solely for the purpose of professional growth.

RELEASE TIME

A total of two (2) instructional days in release time will be allotted during the school year for various mentor/mentee activities. These instructional release days will be scheduled as determined by agreement between the mentor/mentee team and the building principal. The release time may be scheduled in either half of full day segments. The purpose of the release time is to allow mentors and mentees to participate in activities such as classroom observations or attendance at workshops. When scheduling release time, the mentor and mentee should communicate with the building principal so as to agree upon the date of the activity. Teachers needing substitute coverage should follow the standard district procedure for securing a substitute. The cost of substitute coverage will be the responsibility of the school district.

Please note:

Mentees who request a year two of mentoring, as well as administrators who feel that a mentee would benefit with a one on one mentor may request such and if the budget and steering committee agree, one may be provided.

PROGRAM EVALUATION

Evaluation of the teacher-mentor program will be formative and summative. Program evaluation is done for the purpose of accountability and program improvement and will be done by the Steering Committee on an ongoing basis. Program assessment will seek to indemnify the benefits of the program to both mentors and mentees. Assessment techniques will include process indicators and outcome indicators.

Process Indicators Include:

- Orientation and training agendas
- Mentor and mentee monthly clock hour sheets
- Results of mini book club discussions and article protocols
- Mentee professional portfolios
- Overall spring evaluation of the Teacher Mentor Program including recommendations

Outcome Indicators include:

- New teacher retention rates
- Human Resources exit data
- Participant program satisfaction as identified through surveys and mentor/mentee focus groups
- Reflective Data regarding the impact of Danielson's *Framework for Teaching on Professional Practice/Teachscape*
- Mentees' overall success on their observations and evaluations according to the adopted district model
- Mentor/Mentee attitudes toward professionalism

The program facilitator will compile all assessment tools and will provide an annual summary for review by the Steering Committee, Board of Education and the East Greenbush Teachers' Association.

ROLES AND RESPONSIBILITIES

Board of Education

Educational Law Section 3033, as amended by Section 117-b of Chapter 436, states that Boards of Education and Boards of Cooperative Educational Services are authorized to participate in the East Greenbush Central School District Teacher Mentor Program in accordance with said law. The East Greenbush Central School District Board of Education, in compliance with the law, understands that a District mentoring program shall be developed and implemented consistent with any collective bargaining obligation required by Article XIV of the Civil Service Law. By regulation, any items of the mentoring plan that fall within the purview of Article XIV of the Civil Service Law (Taylor Law) must be negotiated contractually in accord with those provisions.

Establishing and sustaining the East Greenbush Central School District Teacher Mentor Program carries with it the fiscal responsibility for implementation and maintenance. The Board of Education commits its support to this end. A successful and exemplary program for teachers is the ultimate goal of the East Greenbush School Board of Education.

Superintendent of Schools

In an effort to ensure that the East Greenbush Teacher Mentor Program is exemplary and achieves its goals of enhancing professional practice, teacher retention, and stability in the work force, the Superintendent of schools takes full responsibility for the implementation of the mentor program. This will be accomplished by directly providing mentors for training and the mentor/mentee pairings, and indirectly, through the appointment of an Administrative District Designee to the Steering Committee (in this case the Assistant Superintendent of Personnel and Professional Development), who in tandem with the program facilitator, will enact policy and implement a successful mentor program in all District Schools. In addition, the Assistant Superintendent of Personnel and Professional Development will determine teachers with initial certification eligible for mentoring, review recommendations of the Mentor Steering Committee, input recommendations for pairings, provide assistance to the program facilitator in clerical responsibilities relating to the program operation, and facilitate the availability of replacement/substitute teachers.

Building Administration: Principal

The principal is a significant component of the mentor/mentee program. The principal assists in shaping the mentee's first impression of the district and the mentoring program. As the instructional leader of the building it is the responsibility of the principal to:

- Provide resources to assist the mentor and mentee to carry on their respective roles and responsibilities
- Assist the mentor and mentee in scheduling release time
- Explain the mentoring program to all staff, parents and other community members to gain community support
- Access district wide resources as well as resources from within the building
- Serve on the district mentor steering committee as needed
- Respect and maintain confidentiality between new and mentor teachers

Principals must neither ask a mentor about a teacher's progress nor ask the new teacher about the quality of the mentoring experience. This undermines the confidentiality and trust upon which the mentor/new teacher relationship is based. Asking either the new and/or mentor teacher to provide feedback jeopardizes the integrity of the mentoring relationship. While this information is critical to monitor and improve the mentor program, it is the responsibility of the Program Facilitator and the Steering Committee to conduct this assessment.

Generally, administration needs to:

- Make the mentoring program a high priority in the schools
- Create and support an environment that values the mentoring process

- Assist new teachers in a complete orientation of both building and District-level initiatives and infrastructures
- Help the mentee acquire a thorough understanding of the District's strategic plan and building Local Education Plan
- Offer guidance and support as warranted
- Respect the confidentiality of the mentor/mentee relationship
- Assist the program facilitator in recruiting mentors to support all content areas
- Participate in the evaluation of the Teacher Mentor Program
- Create a system to monitor substitute teachers, particularly those who are initially certified and qualify for mentoring

The presence of a mentoring program should never be construed as limiting or replacing the process of evaluation conducted by school administrators or others who supervise the mentees. The District Teacher Mentor Program should complement the evaluation process, sharing the common goal of excellent teaching and increasing student achievement.

Union Leadership

In the spirit of collaboration and cooperation the East Greenbush Teachers' Association (EGTA) will ensure that the Teacher Mentor Program develops into an established, viable and leading mentoring program in the region and in the state. It is the shared vision that this program offers the strong promise of helping our students meet or exceed New York State Learning Standards to achieve success. In addition, the East Greenbush Central School District sanctioned program's goal is to retain a cadre of highly qualified teachers.

Staff

It is recommended that the entire mentoring program be collaboratively developed with the full participation and agreement of district officials and the EGTA. Experience has shown that professional development is most effective when planned with the input of the representatives of the recipients of the training. This principle holds true for this form of professional development as well. The induction of teachers needs to be seen as the work and responsibility of the entire school community. For example, mentors will frequently direct assigned mentees to other colleagues' classrooms to observe or include them in action research or curriculum development projects with other teachers, to experience collegial collaboration. It is the Districts' goal to encourage and provide the opportunity for all staff members to become trained as highly qualified mentors to foster a school community of professionalism and collegiality.