

PINE VALLEY CENTRAL SCHOOL

Professional Development Plan



Revised: June 22, 2022

Introduction

The contents of the Pine Valley Central School District Professional Development Plan include two main components. The first component, “A Plan for Professional Growth and Participation” has as its goal the improvement of the quality of teaching and learning by ensuring that teachers participate in substantial professional development. This plan prescribes an emphasis for collaboration and reflection with colleagues, site-determined experiences responding to expressed needs, and individually designed activities to further one’s competence and expertise.

The second component of the Pine Valley Professional Development Plan is the “Mentoring Program”. The goal of the mentoring program in the district is to improve the quality of education through the collegial interaction of the entire staff – administrators, instructional leaders, classroom teachers, counselors, and support staff. Mentoring in our school district encourages excellence in the instructional program through good teaching, effective administrative leadership and supervision and support of students through school related personnel.

Pine Valley Central School District

A Plan for Professional Growth and Participation

June 22, 2022

**PVCSD Curriculum District Improvement Forum
NYSED CR100.2**

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Pine Valley Central School District

MISSION: To prepare all students to be college and career ready as lifelong learners, instilled with the intrinsic values of:

- Integrity
- Perseverance
- Responsibility
- Curiosity

VISION: To provide an education that grows tomorrow's leaders who are fully aware of and able to act upon any and all opportunities.

BOARD OF EDUCATION GOALS:

Student Achievement/College and Career Ready

The Pine Valley School Board will support and encourage the development of, and exposure to, a college and career-minded education for all students providing a scaffolded curriculum including STEAM programs and/or activities.

Engagement with School & Community

The Pine Valley School Board will encourage, support and provide programs that promote the emotional and educational well-being for the students, staff and community members, increasing participation and involvement with our school.

Climate and Culture

The Pine Valley School Board will encourage and support activities that promote a positive and unified culture among students, staff and community.

Fiscal Responsibility

The Pine Valley School Board commits to being fiscally responsible and transparent in its support of educational programs and student outcomes that are centered on sustainability.

Safety

The Pine Valley School Board will review, modify and adopt policies to ensure a safe environment that provides for the physical and emotional security of all students.

PURPOSE

The purpose of this plan shall be to improve the quality of teaching and learning. By ensuring that teachers participate in substantial professional development, they will remain current with their profession and meet the learning needs of their students.

The principles upon which this plan is based are to:

- Improve learning and achievement for all students, teachers and staff
- Provide a safe environment for all students, teachers and staff
- Improve teacher and staff effectiveness
- Maintain high standards for all students, teachers and staff
- Enhance the intellectual stimulation of all students, teachers and staff
- Promote continuous, relevant teacher and staff learning

The PVCSD District Professional Development Planning Team has designed the following plan to ensure that each staff member is provided with job-embedded opportunities. This shall result in the growth and participation of all staff leading to improved quality job performance.

The plan prescribes an emphasis for collaboration and reflection with colleagues, site-determined experiences responding to expressed needs, and individually designed activities to further one's competence and expertise.

By implementing and maintaining teacher standards, students will achieve and master the NYS Common Core Learning Standards and Next Generation Standards to meet our mission of creating lifelong learners. To implement and maintain these teaching standards, the individual will be held accountable through his/her professional growth and participation in the educational issues of our day.

PROFESSIONAL DEVELOPMENT PLANNING TEAM

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

As prescribed by the planning requirements, the authors of this plan include:

Teri Tenpas, Instructional Technology
Jill Marsh, Reading Specialist
Lisa Kelley, Reading Specialists, PVTA President
Carrie Davenport, Director of Special Education and Curriculum
Brandi Meacham, Elementary Principal
Kourtney Almeida, Jr/Sr High School Principal
Andrew Wheelock, BOCES Technology Integrator

PHILOSOPHY

We are committed to high quality, research-based professional development to provide ongoing growth for all of our instructional and non-instructional team, as well as to the assessment of ongoing professional development initiatives. Professional development provided to internal employees is tailored to the needs of the individual district, and building, progresses across grade levels (PreK-graduation) and when appropriate, is continuous and sustained.

We strive to provide professional development in alignment with the New York State Professional Development Standards

(<http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>):

- 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 skills 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 their 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.

Continuing Teacher and Leader Education (CTLE) Requirements

The following information is from the June 1, 2016 memorandum of State law and regulation regarding registration, Continuing Teacher and Leader Education (CTLE) and the approval of those providing CTLE. In March 2016, the Board of Regents advanced for public comment regulations to implement the new State Law (Section 3006 of the Education Law) related to registration, CTLE and the approval of sponsors providing CTLE.

Registration:

The new law requires, commencing with the 2016-2017 school year, that any holder of a:

- permanent or professional teaching certificate in the classroom teaching service,
- permanent or professional leader certificate in the educational leadership service (i.e., school building leader, school district leader, school district business leader), or
- a Level III Teaching Assistant certificate

to register with the Department every five years. These certificate holders must be registered in order to practice in a New York public school district or BOCES. As defined in the regulations, “practicing” means employed 90 days or more during a school year by a single applicable school in New York in a position requiring certification. A single day of employment shall include a day actually worked in whole or in part, or a day not actually worked but a day paid.

Registration will be completed through the TEACH system. The initial registration process will be staggered in the 2016-2017 school year to allow for future re-registrations to be distributed as equally as possible during the course of the year. The Regulations provide for the following registration periods:

- For teachers and school leaders with a permanent or professional certificate or a Level III Teaching Assistant certificate **issued prior to July 1, 2016**, they shall register during the 2016-2017 school year during his/her month of birth, beginning on July 1, 2016 and shall renew his/her registration in the last year of each subsequent five-year period thereafter.
- For teachers and school leaders with a permanent or professional certificate or a Level III Teaching Assistant certificate **issued on or after July 1, 2016**, they shall be automatically registered, and the certificate holder shall re-register during the fifth succeeding birthday month thereafter and during each birthday month in the last year of each subsequent five-year period.

If a certificate holder is **not practicing**, or for any reason ceases to practice in New York, the certificate holder must notify the Department through the TEACH system that he/she is not practicing in a New York State school district or BOCES.

The law also states that a willful failure to register, or provide notice within 180 days of such change, *may* constitute grounds for moral character review. Since the law allows for discretion, and the Department recognizes that this is a transition period, we have no plans to pursue Part 83 moral character review for anyone who may fail to register or update their name and/or address. In the event that a certificate holder who must register fails to do so, the Department will contact the individual several times to make them aware of their responsibility under the law. In addition, the Department has interpreted a “willful failure to register” to mean a failure to register after being notified of the need to register by the Department at least several times.

Continuing Teacher and Leader Education (CTLE):

Commencing with the 2016-2017 school year, that holders of a professional certificate in the classroom teaching service or educational leadership service and holders of a Level III Teaching Assistant certificate (but not holders of permanent certificates) who are practicing (see definition of practicing above) in a New York public school or board of cooperative educational services (BOCES) to complete 100 hours of Continuing Teacher and Leader Education (CTLE) during each five year registration period.

Consistent with the previously established professional development requirements, the proposed amendment also requires that certificate holders complete the following CTLE requirements in language acquisition to address the needs of English language learner students:

- For those holding a professional certificate in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension under section 80-4.3 of this Title, shall be required to complete a minimum of 50 percent of the required CTLE clock hours in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners; and
- For all other certificate holders, a minimum of 15 percent of the required CTLE clock hours shall be dedicated to language acquisition addressing the needs of English language learners, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for such English language learners; and
- For those holding a Level III Teaching Assistant certificate, a minimum of 15 percent of the required CTLE clock hours shall be dedicated to language acquisition addressing the needs of English language learners and integrating language and content instruction for such English language learners.

There is an exemption for teachers and school leaders employed in districts who possess a waiver from such CTLE requirements pursuant to Part 154 of the Commissioner’s Regulations if they have less than 5 percent (or 30) ELL students enrolled in the district. In those districts, teachers and school leaders will not have to meet this requirement. For credit-bearing university or college courses, each semester-hour of credit shall equal 15 clock hours of CTLE credit, and each quarter-hour of credit shall equal 10 clock hours of CTLE credit for purposes of this section. For all other approved continuing teacher and leader education courses, one CTLE credit hour shall constitute a minimum of 60 minutes of instruction/education. (John L. D’Agati, June 1, 2016 , www.highered.nysed.gov/tcert/)

Effective December 31, 2019, educators acting as a mentor to a new classroom teacher as part of a school district or BOCES’ mentoring program may earn up credit up to 30 hours of such time towards their CTLE requirement in each five-year registration period. Educators acting as a mentor to a teacher candidate may, at the discretion of the school district or BOCES, credit up to 25 hours of such time towards their CTLE requirement in each five-year registration period.

TEACHERS EXPECTED PARTICIPATION IN PROFESSIONAL DEVELOPMENT

Professional growth and participation in CTLE hours per year is important for teachers to grow and learn. This can be done through a series of district provided, BOCES provided, and teacher discovered learning opportunities for Continuing Teacher and Leader Education that fall into the following categories- Content, Pedagogy, and/or Language Acquisition for ELL.

Teachers are encouraged to participate in a minimum of 20 CTLE hours per year (in order to reach the minimum of 100 CTLE hours in five years).

Continuing Teacher and Leader Education (CTLE) Sponsors

Sponsor Approval:

The law requires the Department to approve all CTLE sponsors. In order to become an approved sponsor, NYS school districts and BOCES will be required to submit their professional development plan and attest that their plan is consistent with 100.2(dd) of the Commissioner's Regulations and that they meet the requirements of Subpart 80-6 for approved CTLE. Professional development plans should include a list of contracted entities or individuals that will provide CTLE on behalf of the school district or BOCES as well.

Other entities that may become sponsors include:

Teacher centers

NYS institutions of higher education

Professional organizations and unions

Any other entity approved by the Department

Teacher centers, IHEs, professional organizations and unions will be required to submit an attestation that the CTLE programs/coursework they provide will meet the rigorous CTLE requirements in the regulations. For all other entities, they will be required to apply to the Department on an application form prescribed by the Department, with an application fee of \$600, and they will have to demonstrate how they meet each of the CTLE requirements outlined in the regulation. Each sponsor will be approved for a five-year period and will then be required to submit a renewal application. Entities will be included on a list of approved sponsors on the Office of Teaching website as they are approved. If a CTLE certificate holder is contemplating taking CTLE from an organization that is not already incorporated into a school district or BOCES CTLE plan, the CTLE certificate holder will need to check the Office of Teaching website to confirm that the organization providing the CTLE has been approved by the Department. (John L. D'Agati, June 1, 2016)

PVCSD List of Contracted Entities or Individuals that will Provide CTLE

- Pine Valley School District Administration (Superintendent, Director of Curriculum & Special Education, Building Principals)
- Erie 2 BOCES, Integrated Education Services
- Erie 2 BOCES, Distance Learning Department
- Erie 2 BOCES, Science Resources Department
- Erie 2 BOCES, Regional Special Education Technical Assistance Support Center
- Erie 2 BOCES, Comprehensive Health and Wellness Department
- Erie 2 BOCES, Technology and Instructional Technology Resources
- Erie 2 BOCES, School Library System
- All contracted entities or individuals included in the Erie 2 BOCES PD Plan
- Erie 1 BOCES, Instructional Resources Team
- Erie 1 BOCES, CSLO/Model Schools Technology Services
- Erie 1 BOCES, Distance Learning Department
- Erie 1 BOCES, Instructional Media Sources and Library Services
- Dr. Ruby Payne
- Dr. Steve Constantino

ASSESSMENT INSTRUMENTS

This professional growth and participation plan is aligned with the NYS Next Generation Standards and NYS Common Core Learning Standards (as we transition to NYS Next Generation Standards) and assessment program. Student learning gaps are identified by individual performance on the English Language Arts and Mathematics assessments (Grades 3-8); the Science assessment (grades 5 and 8); and in Grades 9-12, on the Regents.

In addition, universal screening tools (such as iReady and IRLA), district-developed assessments, commercially available and teacher prepared assessments, local common assessments, regional common assessments, and the quarterly report cards are all measures of benchmark performance used to determine student success and to articulate student needs.

We recognize that public education in New York is a standards-driven process with significant assessment experiences to provide accountability for the student, teacher, school and district. The role of administrators, curriculum coordinators, instructional leaders, grade-, team-, and department-level discussions aimed at analysis, diagnosis, and corrective action is of critical importance to filling learning gaps and providing classroom experiences for students to meet and exceed the standards.

This professional development plan is continuous and aligned with the Comprehensive District Educational Plan (CDEP), reflecting a multi-year approach to improve student performance. The CDEP will help shape future professional development plans.

The Pine Valley Central School District is committed to supporting the development of effective teachers and administrators. To this end, the District engages in an evaluation process of all professional staff. In accordance with the Education Law 3012d, our district's APPR plan and practices were revised and detailed in our APPR plan submitted and approved by NYSED in November 9, 2021.

DISTRICT PROFESSIONAL DEVELOPMENT GOALS ARE FOCUSED TO ACCOMPLISH THE FOLLOWING:

- Teachers will plan, analyze, and evaluate curriculum, assessments, and teaching strategies to better meet student needs and improve the performance of all.
- Teachers will continually gather, process, and apply information for improved instruction by continually updating their skills.
- Teachers will continually improve content knowledge, instructional strategies, use of instructional technology, pedagogical knowledge, and awareness of contemporary educational research and professional literature.
- Create a positive school culture that inspires students and staff to develop a strong sense of community and personal responsibility.

NEEDS ASSESSMENT SOURCES TO BE USED FOR PLANNING:

- Overview and Accountability Report: Comprehensive Information Report and New York State School Report Card
- Basic Educational Data System
- Comprehensive Assessment Report
- Special designation schools, Schools under Registration
- Review, Title I
- Student attendance rates
- Graduation and drop-out rates
- Student performance results disaggregated by ethnicity, gender, social-economic status, and other special needs
- Locally selected assessment tools
- State benchmarks for student performance (Gap Analysis)
- National benchmarks for student performance - SAT, PSAT, ACT, AP
- Student aspirations
- Student surveys
- Longitudinal data
- Student/teacher ratios
- Teacher turnover rate
- Teacher proficiency data
- Teacher surveys
- Teacher self-assessment
- Curriculum surveys
- Standards-based Curriculum Maps
- Community employment opportunities
- Local examinations and report cards
- Parent surveys
- Exit Interviews with graduating students
- Exit interviews with retiring staff members
- Long Range Plan for Technology
- CDEP Reports in the Data Warehouse

APPROPRIATE ACTIVITIES

Guidelines

- Professional development should be shaped by teacher needs, as evidenced by results of Annual Professional Performance Reviews.
- A demonstrated increase in instructional methodologies and/or content knowledge is an expected outcome of an individual's professional development.
- Teachers must remain current in their knowledge base of content subject matter and instructional strategies.
- Teacher learning opportunities should be clearly constructed and based on research in effective teaching and NYS Professional Development Standards.
- Teachers can minimally meet professional development expectations by completing hours related to contractual obligations and planned activities on designated staff development days.
- Professional development activities/experiences must be assessed on an on-going and continuous basis to determine success of intended impact. Teacher feedback from professional development activities is used in planning and decision making to drive future PD opportunities.
- Professional development activities/experiences are aligned to curriculum rationale and available resources within the district.

The following categories of activities are considered acceptable activities and learning opportunities. Some may not yield CTLE credit.

Academic Course Opportunities

- Courses and other learning opportunities delivered from many providers, such as institutions of higher education, teacher centers, BOCES, school districts and consultants, including independent professional development service providers.
- Coursework may or may not be in pursuit of an advanced degree, but the link to improvement of instructional technique or content knowledge needs to be paramount
- Coursework or other professional development events completed by a teacher to fulfill requirements for annotations to current certification.
- Coursework completed for more advanced certification or certificates in additional areas or completed in accordance with teaching assignment requirement for extension to certification.

Teacher Learning Opportunities

- Groups of teachers coming together for case studies of student work and development
- Participation in regional and local scoring of State assessments
- Mentoring programs
- Action research projects (includes on-line research)
- Study (collegial) group activities, structured guided reflection activities focused on student learning
- Peer coaching
- Planning/developing curriculum
- Reviewing class performance data over time to make decisions about one's own professional development, based on student outcomes
- Collaborating on the development of new programs and instructional methods, including visitation to other classrooms and districts

- Erie 2 BOCES Consortium Groups
- Participation in regional, state, and/or national workshops and learning opportunities
- Faculty or staff meetings
- Pursuing National Board Certification or Re-Certification
- Participating in data analysis

Teacher Leadership Opportunities

- Service as a mentor
 - New Teacher Mentors. Earn up to 10 CTLE credits a year with submission of their mentor logs. A mentor may not exceed 30 CTLE credits in any 5-year CTLE cycle.
 - Teacher Candidate (Student teacher) Mentor. Teachers who provide support to student teachers or teacher candidates can submit a certificate of completion form to be awarded up to 25 CTLE credits in any given 5-year cycle.
- Serve as an instructional coach
- Delivering professional development (e.g., conducting workshops)
- Development of Statewide curriculum, assessment item writing, or scoring activities
- Elected office in professional organizations
- Service on the State Professional Standards and Practices Board
- Participation in Professional Development School activities or other school-college teacher development partnerships
- Service as an instructional leader, coordinator, or building committee member

Other Educational Services

- Publishing in educational journals
- Developing and presenting a workshop at a district, state, or national conference
- Serving on district or building level shared decision-making (CR 100.11) committees
- Educationally-oriented community service

Recording and Verifying Hours

The regulations require CTLE certificate holders to maintain a record of completed CTLE hours that includes (See page 24 for documentation guidelines and examples):

- the title of the program,
- total hours completed,
- number of hours completed to help with ELLs,
- the providing sponsor's name (district, BOCES, teacher center, etc),
- Attendance verification, and
- date/location of program

These records are to be kept for three (3) years after the 5-year cycle in which they were applied. It is the responsibility of the teacher (teaching assistant) to record his/her professional development hours. As an approved CTLE provider, Pine Valley Central School District will also maintain records of CTLE awarded for 8 years. A Continuing Teacher and Leader Education (CTLE) Recordkeeping document will be provided by the district (Frontline) and is encouraged to be used and staff will be trained in how to access the digital record keeping. (See attached).

ADMINISTRATION

The professional growth and participation for the district administration will honor the same expectations it proposes for teachers. Beyond the staff development goals for teachers, the administration has established an additional goal. That goal states:

The District Administration will develop a mutual understanding, procedure, and criteria for the evaluation of all personnel.

Administrative staff development activities to achieve this goal include common substantive knowledge about performance standards, role expectations, observation items, student population, evidence of effectiveness, and the recording of information for evaluative purposes consistent with Education Law 3012d. To this end, administrative staff assigned to observe and evaluate teachers will meet the requirements outlined in Education Law 3012d to be deemed by the Superintendent of Schools as lead evaluators. This includes, but is not limited to, evaluation and observation training for all new administrators and on-going inter-rater reliability sessions to ensure consistency and reliability in our observation/evaluation practices.

The time to pursue these goals will be ongoing throughout the year in the format of summer in-service weeks, Superintendent's Conference Days, Administrative Cabinet agendas, in-service training, and the annual school year and day calendar.

SCHOOL-RELATED PROFESSIONAL

Our district believes that all of its employees share in the responsibility for creating an environment conducive to success for all students. We must continually reflect on the experiences provided for these students. Therefore, training and education will be made available to all SRP. This effort will result in an improved school environment for our students as well as our staff.

The goal, therefore, is:

Each new member of the SRP Unit will be offered a mentor to assist with on-the-job training and educational opportunities to enhance his/her daily job performance. Among the priorities here will be training in student behavior management, instructional support, computer technology, emergency medical training, job-specific health and safety training, and legal issues.

EVALUATION

This plan will be evaluated for both individual and programmatic effectiveness. Effectiveness is measured by a resultant change in teacher/staff practice and behavior as well as attainment of our goals. The district staff will enhance the quality of teaching and learning for all through the processes of reflection and self-assessment, collaboration with peers, and extending a knowledgebase for improved instructional delivery. Interdependence with professional colleagues is the conceptual hallmark of this plan.

The implementation of the plan will be manifested in the efficient scheduling of time currently available by contract, calendar, and the creation of more hours through substitution and release time.

Provisions for Teachers Certified in Bilingual and English Language Learner (ELL) Education

[REQUIRED ELEMENT FROM PART 100]

Teachers possessing a Professional certificate in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension under section 804.3 of this Title must complete their CTLE hours with a minimum of 50 percent in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for coteaching strategies, and integrating language and content instruction for English language learners.

For all other faculty and staff, Pine Valley CSD meets* and will apply for an exemption from the professional development requirements in language acquisition for ELLs.

PLANNED ACTIVITIES-

Content	Goal	Intended audience	Person(s) responsible	Time	Evidence of Success
IRLA	A universal screener and progress monitoring tool to support student learning	K - 8 Teachers & Instructional Staff	PV ELA Coach, ARC Instructional Coach, Building Principals, Director of Curriculum, Erie 1 BOCES Tech Support	Sept. 2022 September 2022 – June 2023	The ability to use data to group and remediate students
i-Ready Math i-Ready ELA	To support student achievement through standards aligned assessment practices within our district	PK - 8 Teachers & Instructional Staff	PV ELA Coach, PV Math Coach, ARC Instructional Coach, Building Principals, Director of Curriculum, Erie 1 BOCES Tech Support, Erie 2 BOCES IES Team	September 2022 – June 2023	The ability to use data to group and remediate students and facilitate instructional planning
Envision Success Maker	To support student achievement through standards aligned assessment practices regionally	PK - 8 Teachers & Instructional Staff	Saavas Math Coach, PV Math Coach, ARC Instructional Coach, Building Principals, Director of Curriculum, Erie 1 BOCES Tech Support, Erie 2 BOCES IES Team	September 2022 – June 2023	The ability to use data to group and remediate students and facilitate instructional planning
Curriculum Development	For teachers to engage in collaboration opportunities and share learning with peers to address classroom needs	PK – 12 Teachers & Instructional Staff	PV ELA Coach PV Math Coach Director of Curriculum & Special Education Building Principals Erie 2 BOCES IES Team	September 2022 – June 2023	Alignment and supplementation to curriculum

Differentiated Instruction	To explore strategies that tailor instruction to meet the various needs of students at all points of the learning continuum	PK – 12 Teachers & Instructional Staff	PV ELA Coach PV Math Coach Director of Curriculum & Special Education Building Principals Erie 2 BOCES IES Team	July 2022 Ongoing through June 2023	Implementation in classroom instruction and planning
E2CCB Forum Participation	For teachers to engage in regional collegial collaboration opportunities and share learning with district peers	K - 12 Teachers	Director of Curriculum & Special Education Building Principals Erie 2 BOCES IES Team	September 2022 – June 2023	Sharing of forum content with district peers.
Explicit Instruction	Explicit instruction is systematic, direct, engaging, and success oriented-- and has been shown to promote achievement for all students	PK – 12 Teachers & Instructional Staff	Director of Curriculum & Instructional Technology Building Principals Erie 2 BOCES IES Team	July 2022 Ongoing 2022-2023	Implementation in classroom instruction and planning.
Zaner-Bloser	To strengthen our students writing in both the structure and the process	PK – 6 Teachers & Instructional Staff	PV ELA Coach Director of Curriculum & Special Education Building Principals Erie 2 BOCES IES Team	July 2022 Ongoing through June 2023	Implementation in classroom instruction and planning.
Microsoft Office 365	To use a device agnostic, common technology platform that facilitates students learning and staff productivity	All PVSCD Staff PK - 12	Erie 1 BOCES Tech Support Erie 2 Boces IES Team Building Principals	Aug. 2022 – ongoing	Implementation in classroom instruction, assessment and planning.

Step UP to Writing	Greater student real world application for post-secondary success	Staff and Students in grades K-12	PV ELA Coach PV Math Coach Building Principals Erie 2 BOCES IES Team Director of Curriculum & Special Education	Aug. 2022 – ongoing	Implementation in classroom instruction, assessment and planning
NYS Assessment Gap Analysis	To identify trends and begin to explore implications for instruction. based off data	3 – 12 Teachers & Instructional Staff	PV ELA Coach PV Math Coach Building Principals Erie 2 BOCES IES Team Director of Curriculum & Special Education	July 2022 Ongoing 2022-2023	Purposeful, differentiated curriculum and assessment planning
PBIS	Create a positive school culture that inspires students and staff to develop a strong sense of community and personal responsibility	All PVSCD Staff & Community members	Superintendent Director of Curriculum & Instructional Technology Building Principals PBIS DIF Team	Aug. 2022 – ongoing	Decrease in student referrals, increase in community participation in events, a common knowledge of the District expectations for all staff and students
Student Support Team	To strengthen our use of data to support struggling students	PK-12 Teachers & Instructional Staff	Building Principals Staff Superintendent Director of Curriculum & Special Education	September 2022 – June 2023	Implementation in classroom instruction, assessment and planning

Power Teacher Pro Gradebook	To support teacher grading, feedback and parent communication using the upgraded tool	K – 12 Teachers	Stacy Chase, Power Teacher Turn Key Provider Erie 1 BOCES Technology	September 2022 and ongoing through June 2023	Teacher implementation resulting in increased student feedback and parent communication.
Working with students with Poverty- Dr. Ruby Payne	Presented with data and strategies to support student achievement	All PVSCD Staff & Community members	Superintendent Director of Curriculum & Special Education Building Principals Ruby Payne	8/31/22	Thoughtful planning and dialogue around the CDEP
Road to the Code Reading Ladders Corrective Reading Reading Express Words Their Way Orton Gillingham (Reading AIS resources)	To supplement instruction to close student achievement gaps	K – 6 Reading AIS providers Special Ed Teachers	Building Principals Director of Curriculum & Special Education Erie 2 BOCES IES Team	Aug. 2022 – ongoing	The ability to use data to group and remediate students. Increase in student achievement as per progress monitoring
Science Kits /Mystery Science	To learn how to implement and deliver science kit content	K-6 Teachers	Director of Curriculum & Special Education Building Principals Erie 2 BOCES Science Resource Department	Sept. 2022– June 2023	Implementation in classroom instruction, activities and planning
SS ELA	To provide teachers with relevant and CCLS aligned social studies resources to support their curriculum	K - 7 Teachers & Instructional Staff	Director of Curriculum & Special Education Building Principals Erie 2 BOCES IES Team	Aug. 2022 – ongoing	Implementation in classroom instruction, assessment and planning

Continuing Teacher and Leader Education (CTLE) Recordkeeping

Continuing Teacher and Leader Education (CTLE) Recordkeeping Requirements

CTLE certificate holders shall maintain a record of completed CTLE, which shall include: the title of the program, the total number of hours completed, the number of hours completed in language acquisition addressing the need of English language learners, the sponsor's name and any identifying number, attendance verification, and the date and location of the program. Such records shall be retained for at least three years from the end of the registration period in which the CTLE was completed and shall be available for review by the Department upon request. Completion certificates are not to be submitted to the Office of Teaching Initiatives unless they are requested. CTLE certificate holders can also export their transcript of activities from Frontline where a digital version of their activities will be exported using the format included in the NYSED Sample.

CERTIFICATE OF COMPLETION FORM: (Pine Valley will use the NYSED Form)

<http://www.highered.nysed.gov/tcert/pdf/ctle-certificate-completion-form.pdf>

NYSED RECORD KEEPING SAMPLE:

<http://www.highered.nysed.gov/tcert/pdf/donotsubmit-ctlerecord.pdf>

FRONTLINE TRANSCRIPT OF CTLE: (Generated digitally on demand)

FirstName	LastName	Title	Description	Start Date	End Date	CTLE HoursCompleted	Location	Meeting Dates	ProviderName	OtherProvider	RequestedExpenses	ApprovedExpenses	FinalExpenses	Comments

DISTRICT PROVIDED RECORD KEEPING SAMPLE:

Certificate Holder Name:

5yr Cycle Date:

TITLE OF PROGRAM	SPONSER'SNAME	DATE	LOCATION	TOTAL # HOURS COMPLETED	Notes:

Pine Valley Central School District

Mentoring Plan



**“Some people go into teaching
because it is a job.
Some people go into teaching
to make a difference.”**

Harry Wong

Revised and BOE Approved: October 7, 2010

Revised and BOE Approved: August 18, 2016

Revised and BOE Approved: March 20, 2019

Revised and BOE Approved: July 21, 2022

Revised: June 22, 2022

Pine Valley Central School District Mentoring Plan (Revised September 2010, July 2016, March 2019, July 2021, June 2022)

Introduction

Induction of new teachers/teacher assistants to Pine Valley is an important part of the overall program and professional development of beginning and experienced personnel new to the district. It is part of the teacher's/teacher assistant's continuum of experiences – building on preparation programs and accomplishments and anticipating continued development over the course of his/her career.

The PVCS Mentoring Program is designed to assist teachers/teacher assistants, both new and experienced, in the most critical areas of: classroom management, curriculum implementation, instructional practices and assessment of student learning. In addition, the plan's focus is on assisting a teacher/teacher assistant new to Pine Valley in better understanding our district's policies, procedures and culture. The PVCS Mentoring Program is aligned with the New York State Education Department's 2004 regulations and is part of the Pine Valley Central School District Professional Development Plan.

The knowledge, organizational skills and wisdom of the experienced mentor, coupled with the energy, enthusiasm and eagerness of the new employee, are key ingredients leading to a more productive and satisfying new teacher/teacher assistant experience. The mentoring relationship emerges, develops and matures in response to the teacher's/teacher assistant's perceived needs and abilities. In general, the mentoring program is characterized as professional, flexible, trustful, mutually educational and sustained contact.

Purpose

1. To provide support that develops and increases the instructional skills of first-year, non-tenured teachers/first-year teacher assistants.
2. To improve the abilities of first-year, non-tenured teachers/first-year teacher assistants to increase student achievement consistent with the New York State learning standards.
3. To ensure first-year, non-tenured teachers/first year teacher assistants learn the policies, procedures and daily routines to optimize their comfort level and feeling of belonging

Confidentiality must be maintained between mentor and mentee at all times. In no way should confidential information be shared from mentee or mentor. However, in the event that someone's actions puts students at risk, information must be shared with the administration.

Elements of the Mentoring Program

Definitions

Mentee is a first-year, non-tenured teacher or first-year teacher assistant.

Mentor is a tenured PVTA teacher for either a first-year, non-tenured teacher or first-year teacher assistant or a tenured teacher assistant for a teacher assistant.

Procedures for Selecting Mentors

- The pairing of mentors/mentees is at the discretion of the PVCS administration
- Mentors will generally be assigned to mentees based on their proximity in both teaching assignment and location
- It is recommended that the mentor/mentee relationship continue for the duration of the mentoring plan

Qualifications of Mentors

To be selected, a mentor must:

- Be tenured
- Submit a completed mentor application
- Possess the performance criteria listed below
- Complete the district-sponsored training

Performance Criteria for Mentors

- Use of effective instructional techniques and research-based strategies
- Classroom management
- Professionalism
- Interpersonal and communication skills
- Demonstration of positive growth in professional development
- Attendance at mentor/mentee meetings
- Maintain confidentiality

Preparation and Training of Mentors

- Additional training will be provided in accordance with the Pine Valley Central School Professional Development Plan
- Training will be provided for mentors to:
 - Deepen their understanding of the mentor role
 - Deepen their understanding of the stages a new teacher goes through
 - Provide mentors with a repertoire of skills for working non-judgmentally with a colleague
 - Teach mentors how to build trust with a colleague
 - Make mentors aware of pitfalls
 - Inform mentors of the resources and expectations of the mentoring program

Allocation of Time

A combination of summertime, planning time, before-school meetings and after-school meetings will be utilized for the implementation of the mentoring plan.

Roles and Responsibilities

Mentor	Mentee
<ul style="list-style-type: none"> ● Mentors in curriculum, policies and procedures ● Maintains confidentiality and professionalism as a non-evaluative resource ● Participates in scheduled after school meetings (2x a year) ● Participates in mentoring activities and completes the Mentoring log. A minimum of four (4) hours from September-November and four (4) hours from December-May is required. This log will be submitted in December and May – attached to a payment claim form ● Familiarizes the mentee with the district and building resources, guidelines and expectations ● Guides the mentee in areas of student assessment, instruction, classroom management and design, discipline, scheduling, planning and organization and communication with parents ● Visits the mentee’s classroom and offers the mentee opportunities to visit the mentor’s classroom ● Promotes self-reflection and self-analysis by the mentee ● Assists the mentee in setting goals ● Mentor will review and advise the mentee with respect to teaching style and methods. As needed, the mentor may consult with other colleagues on matters of teaching style, methodology and content. 	<ul style="list-style-type: none"> ● Participates in up to 8 additional afterschool new teacher trainings. These trainings will be paid using the District PD rate. ● Maintains confidentiality and professionalism with the mentor ● Participates in scheduled meetings and mentoring activities and completes the Mentoring log with Mentor. A minimum of four (4) hours from September-November and four (4) hours from December-May is required. ● Becomes familiar with the district and building resources, guidelines and expectations ● Gains understanding in areas of student assessment, instruction, classroom management and design, discipline, scheduling, planning and organization and communication with parents ● Visits the mentor’s classroom ● Engages in self-reflection and self-analysis ● Establishes goals ● Reviews teaching styles and methods. As needed, the mentee may consult with other colleagues on matters of resources, materials, teaching style, methodology and content.

Types of Mentoring Activities

Possible mentoring activities include immediate concerns and procedures, teaching styles and techniques, district and building organization, professional growth and development, and other identified areas.

Roles of the Mentoring Committee

The mentoring committee includes mentors and Principals/Director of Curriculum & Special Education

- Meets once a year
- Evaluates the mentoring program

Program Accountability/Evaluation

Mentors and mentees will provide an evaluation of the program at the conclusion of each semester. The Mentor Committee will make any necessary revisions to the program. Modifications of the Mentoring Plan will be shared with the Pine Valley Central School District Board of Education.

Program Funding

Funding for the mentoring program will consist of the following stipends for mentors:

Teachers

\$750 for mentors of one 1st year Pine Valley teacher

\$250 for mentors of one 2nd year Pine Valley teacher (administrative request)

Mentors may have a total of two mentees; only one of the two mentees can be a first-year mentee.

Teacher Assistants

\$250 for mentors of 1st year Pine Valley teacher assistant

CTLE Credits for New Teacher Mentors

Mentors who mentor a new teacher for one year are eligible for up to 10 hours of CTLE credit (not to exceed 30 hours in a 5-year CTLE cycle). Teachers interested in earning 10 hours of CTLE Credits must complete the required ["Certificate of Completion" form](#).

Superintendent's Verification Statement

The Superintendent's Verification of Mentoring Statement will be completed online on the New York State Education Department's TEACH website at the end of June each school year verifying that mentoring has been completed in fulfillment of certification requirements for the Professional certificate.

PINE VALLEY CENTRAL SCHOOL

MENTOR APPLICATION

(Must be updated annually)

School Year _____

Name _____ Building _____

Home Phone _____ School Phone _____

Indicate how many mentees you would be willing to have ___ one (1) ___ two (2)

Teaching Assignment at Pine Valley Central School _____

Total years in education _____ Years at PVCS _____

Degrees and Majors: _____

Specialized Training: _____

District and/or Building Committee Participation/Teacher Association Involvement: (List committees which you have chaired or participated on and length of time served.)

Applicant's Agreement:

My signature below indicates my willingness to attend the mandatory mentor training and the mentor/mentee activities. I understand that there will be required topics to address with the mentee and required records to maintain. I understand the need for confidentiality and am willing to sign a confidentiality agreement when assigned a mentee.

Signature of Applicant: _____

Date: _____

Please return your application to the Superintendent's Office.

TEACHER/MENTOR AGREEMENT AND STATEMENT OF COMPLETION

During the academic period from _____ to _____
date (month, year) date (month, year)

Mentor's name

and

Mentee's name

will participate together in the PVCS Mentoring program as described in the Pine Valley Central School Mentoring Plan.

Mentor's signature

Date

Mentee's signature

Date

During the academic period stated above, we have participated together in the PVCS Mentoring Program as described in the Pine Valley Central School Mentoring Plan.

Mentor's signature

Date

Mentee's signature

Date

This page, along with the Log Sheet, and Mentor Program Evaluation, must be submitted to the building principal at the conclusion of the mentoring assignment.

Suggested Discussion Topics (to be completed by the mentor)

New Teacher Orientation

- Grading and evaluation techniques
- Five week reports/Report cards/Parent Conferences/Other communication between home and school
- Duties (hall, bus, after school)
- Lesson preparation, class participation, activities, etc.
- Where to get supplies
- Keys to classroom/where and when to leave
- How to use the copy machine
- Support services: guidance, social worker, psychologist, etc.
- Fire drill and other emergency procedures
- Meeting Schedules
- Students with disabilities
- Testing procedures: classroom, building, state
- Student Recognition
- Substitute plans
- Logging professional development hours
- Buying lunch/where to eat lunch
- Counseling referral procedures
- CSE procedures (what to bring, what to share)
- Motivating students
- Communication with administration and staff
- Introduction to colleagues within the building
- APPR/PDP/Mentoring/AIS Plans
- Where to get forms
- In-service credit
- Record keeping procedures (grades, attendance)
- Communication with parents and community
- Student support services
- Opening of the year procedures
- Homework
- Discipline (classroom rules and procedures)
- Summer orientation
- Goal setting
- Tour of the school buildings
- Orienting the new teacher to the school culture
- Bus tour to gain understanding of the community's history, demographics, resources and students served by the district

September

- Use of data – scanning of Regents, 3rd/8th ELA & Math NYS Assessments, 4th/8th grade science
- Confidentiality
- Arrangement of classroom
- AIS procedures
- Utilization of technology
- Classroom management
- Faculty Handbook
- Scope and sequence of my content
- NYS Core Curriculum Guides
- Instructional strategies/Consultant teaching/Grouping
- Questioning techniques
- Diagnosing and meeting the needs of individual students
- RTI procedures
- Evaluating student work
- Co-curricular programs/Advisorship duties and responsibilities/Chaperoning
- Open House
- Staff development opportunities

October

- District and building committees
- Communication with Parents: Role play a mock parent/teacher conference and a variety of phone calls that must be made regularly
- Opportunities to observe mentee
- Communication with students
- How to prepare for observation by mentor or administrator

December

- Reflection – How is the year going?
- Field trips and guest speakers

January

- Character education/Service learning
- Budget – acquisition of materials: general supplies, books, resources
- Conference Requests for the following year in WinCap
- Textbook Requests for following year to the Building Principals

April

- Professional organization
- Curriculum development
- Graduate course work
- Opportunities for mentee to observe mentor and other professionals

May

- End-of-the-year procedures

Mentee Classroom Walk Through

Teacher _____ Date _____

Grade/Subject Area _____ Time _____

Number of Students _____ Mentor Other Suggested Teacher

Complete the following prior to walk through:

Description of Lesson:

Area of Focus:

Please check areas of Criteria for Effective Teaching observed during lesson.

Planning & Preparation

The Classroom Environment

Instruction

Professional Responsibilities

Comments:

Mentee Classroom Walk Through

(Continued)

Complete after the walk through:

What did you learn from this experience?

What types of collaboration took place for this lesson?

What might improve this lesson?

Completed by: _____

Date: _____

Mentoring Relationship: Self-Assessment Rubric

Level 1	Level 2	Level 3	Level 4
Mentor-mentee contact is irregular and generally precipitated by a need for information or assistance.	Contact occurs as scheduled and satisfies the mentee's needs for information.	The mentor and mentee maintain regular contact.	Contact between mentor and mentee is scheduled frequently, protected from competing demands, and meets the mutual needs of the partnership as well as advancing the goals of the district.
Interactions are limited to the transfer of critical, basic information.	Throughout the relationship, information production remains higher for the mentor.	Interactions promote collaboration through joint planning, problem-solving, decision-making, and reciprocity of learning results.	Both the mentor and the mentee consistently initiate learning-focused conversations regarding teacher and student learning.
The mentor provides suggestions and advice as requested.	The mentor conducts conferences employing strategies to fix current problems and add to the mentee's list of activities.	The mentoring relationship is mutually beneficial and information production is equal.	The mentor demonstrates versatility in appropriately consulting, collaborating, and coaching to purposefully develop the mentee's capacity to generate information.
The mentee's collegial and collaborative opportunities are limited to other novices or professionals close in proximity or content specialty.	Discussions center on specific episodes and situations. Meeting mentee's needs may become time intensive for the mentor.	Learning-focused conversations center on the implementation of curriculum and generally recognized best practice.	Mentoring interactions promote connection making between instructional practice and student results. Personal knowledge is transferred and applied to other content and contexts. This knowledge informs future actions.
The greatest knowledge for the mentee is within the management domain and generally does not progress to the examination of impact.	The mentor provides orientation and introduction to the professional school community.	The mentor provides connections with grade level/content area colleagues and promotes collaborative opportunities.	The mentor models problem-solving processes and reflective practice which mentee adopts.
Survival strategies are the emphasis of the mentee's learning.			The mentee participates in school-wide goal achievement and gradually interacts as a collective member of the professional school community.

NEW TEACHER/MENTOR PROGRAM EVALUATION

(May be done electronically)

To be completed in December and May by each mentor and mentee. Please return to the building principal.

Program Strengths:

Areas in need of improvement:

Suggestions for improvement:

Other comments:

I am a _____ mentor _____ mentee.

PROFESSIONAL DEVELOPMENT PLAN
STATEMENT OF CERTIFICATION

School District: _____ BEDS Code: _____

The superintendent certifies to the Commissioner that:

(1) The planning, implementation and evaluation of the plan were conducted by a professional development team that included a majority of teachers and one or more administrator(s), curriculum specialist(s), parent(s), higher education representative(s), and others identified in the plan.

(2) The requirements of CR 100.2 (dd) to have a professional development plan for the succeeding school year have been met.

(3) The school district or BOCES has complied with the professional development plan applicable to the current school year.

(4) The plan focuses on improving student performance and teacher practice as identified through data analysis;

(5) 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; and
- reflects congruence between student and teacher needs and district goals and objectives.

(6) The plan describes how the effectiveness of the professional development will be evaluated, and indicates how activities will be adjusted in response to that evaluation.

(7) The plan complies with CR 100.2(dd) to:

- describe and implement a mentoring program for new teachers;
- provide teachers holding a professional certificate with opportunities for completing 100 hours of CTLE every five years;
- ensure that level III teaching assistants and long-term substitute teachers participate in professional development activities,
- state the average number of hours each teacher is expected to participate in professional development in the school year(s) covered by the plan;
- describe how all teachers will be provided professional development opportunities directly related to student learning needs as identified in the school report card and other sources;
- provide staff with training in school violence prevention and intervention; and
- provide professional development to all professional and supplementary school staff members who work with students with disabilities.

(8) The plan has been reviewed and/or revised in accordance with the most current version of 100.2 (dd). The latest version of CR 100.2 (dd) can be found at: <http://www.emsc.nysed.gov/part100/pages/1002h.html>.

(9) The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

Print Name of Superintendent of Schools

Original Signature of Superintendent of Schools

Date